

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
POLITICS

COURSE UNIT OUTLINE 2018/19

POLI10201: INTRODUCTION TO COMPARATIVE POLITICS

Semester: 1

Credits: 20

Lecturer: Rosalind Shorrocks
Room: Arthur Lewis Building 4.041
Telephone: x54437
Email: rosalind.shorrocks@manchester.ac.uk
Office Hours: Book via SOHOL at
<http://www.socialsciences.manchester.ac.uk/intranet/ug/sohol/>

Lecturer: Nicole Martin
Room: Arthur Lewis Building 4.040
Telephone: xXXXX
Email: nicole.martin@manchester.ac.uk
Office Hours: Book via SOHOL at
<http://www.socialsciences.manchester.ac.uk/intranet/ug/sohol/>

Tutors: Daniel Silver (Teaching Associate): daniel.silver@manchester.ac.uk
 Elizabeth Alexander
 Evan Vellis

Lectures: **Thursday 11am-12pm. Schuster Building, Moseley Theatre**
Friday 12pm-1pm. Mansfield Cooper Building, Theatre G19

Tutorials: Allocate yourself to a tutorial group using the Student System

Mode of assessment: 1500 word essay and 2 hour exam

Reading Week: Monday 29th October – Friday 2nd November 2018

Administrator: Luke Smith, luke.smith-2@manchester.ac.uk  0161 306 6906
 Jay Burke, jay.burke@manchester.ac.uk  0161 275 2499

UG Office G.001 Arthur Lewis Building

*****IMPORTANT INFORMATION – ASSESSMENT*****

Mode of Assessment	Assessment Weighting	Deadline
Essay	40%	2pm, 12th November 2018
Participation	10%	Tutorials and Preparation
Examination	50%	January Exam Period

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 14.01.2019 – 25.01.2019

Re-sit Examination period: 19.08.2019 – 30.08.2019

Extensions (see Politics Course Unit Guide Part II Page 29)

Different schools have different procedures for submitting mitigating circumstances requests. You MUST submit applications through your home schools procedures regardless of whether it is a politics essay.

School of Social Sciences

We have moved to an online system to submit applications for mitigating circumstances. Information about the new system and the help and support that is available for you in the School is available at <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

School of Arts, Languages and Cultures

Information on mitigating circumstances and the link to the online application form can be found at <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

School of Law

You can access information and the link to the online form through your Programme Page on Blackboard.

Please know that you can also speak to your home school/Programme Administrator in person to discuss your situation so they can help you to access the necessary help and support you need.

- Politics & International Relations: luke.smith-2@manchester.ac.uk / jay.burke@manchester.ac.uk
- Philosophy, Politics & Economics: sarah.baguley@manchester.ac.uk
- BA Social Sciences: rabia.nawaz@manchester.ac.uk
- BA(Econ): shau.y.chan@manchester.ac.uk / bernadette.julien@manchester.ac.uk
- School of Arts, Languages & Cultures: salc-studentsupport@manchester.ac.uk
- School of Law: tssolaw@manchester.ac.uk * Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at i.glassey@manchester.ac.uk

Late Submission of Essays

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the student's Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

COURSE OVERVIEW

This course introduces students to key concepts and debates within comparative politics. The first half of the course will compare democracies and non-democracies as well as why regimes transition between the two. The course will then focus on institutional arrangements within democracies, including parliamentary and presidential systems, majoritarianism and consensus democracies, and different types of electoral systems. Students will understand the differences between these types of institutional arrangements, as well as their likely outcomes in a number of spheres.

AIMS

POLI10201 Introduction to Comparative Politics provides a foundation for the study of comparative politics. It aims to introduce students to the comparative method, the role of government, and the variety of institutional forms that are common in modern states. Using examples from a variety of countries, students encounter different regime and institution types. They will achieve this by analysing comparative politics research evidence (including quantitative material), and by using examples of these from multiple different countries and regions of the world.

LEARNING OUTCOMES

In this course, students will:

Knowledge and Understanding

- Learn some of the characteristics of major institutional forms common in modern states, such as varieties of democracies, electoral systems, legislatures, and executives, as well as the main features of democracies and non-democracies.
- Develop a critical awareness of the strengths and weaknesses of these institutional forms.
- Develop an awareness and familiarity with substantive material in comparative politics which uses quantitative methods

Intellectual Skills

- Learn some of the basic research tools of political studies, such as conceptual analysis, comparison over time and space, causal explanation (i.e. what happens), and normative evaluation (i.e. whether what happens is good or bad).
- Analyse political institutions, procedures and behaviour across a number of different democratic and non-democratic countries.

Practical skills

- Practice skills of verbal argumentation and persuasion.
- Demonstrate the ability to manage own time to meet multiple deadlines and complete a sustained period of work.

Transferable Skills

- Develop the ability to communicate ideas in writing and verbally.

- Develop the ability to critically evaluate both theoretical arguments and empirical evidence.

Personal qualities

- Engage in critical self-reflection and an awareness of other alternative points of view.

TEACHING AND LEARNING

Lectures

There are **TWO** 50 minute lectures per week. They are held at 11am-12pm on Thursdays and 12pm-1pm on Fridays. Lectures are shared between Dr Rosalind Shorrocks and Dr Nicole Martin.

Lecture attendance is compulsory. Lectures will include student participation. Lectures start in **week 1**.

Tutorials

A tutorial is a small group meeting where you discuss a topic from the course. **You are required to prepare for tutorials. Preparation will include 1) reading a textbook chapter and one other short reading; and 2) a short exercise.** More details on the readings and exercises can be found in the detailed course structure below. You should anticipate the preparation taking about 5 hours per tutorial. Successful tutorials depend upon informed student participation.

There are TEN tutorial meetings during the year. **Tutorial attendance is compulsory and participation (including preparation) accounts for 10% of your final mark.** You are expected to make every effort to attend all tutorials on this course: attendance at tutorials is recorded and non-attendance will be reported to your degree programme. If you know in advance that circumstances beyond your control will prevent you from attending a tutorial, you should contact your tutor.

You are responsible for allocating yourself to a tutorial group. Tutorials start from **week 2**. Your tutor will inform you of their feedback and guidance hour when you can discuss any aspects of the course with them. **Students are responsible for ensuring that their POLI10201 tutorial group does not clash with their classes for their other course units.**

ASSESSMENT

POLI10201 is assessed by:

1. Tutorial Preparation and Participation: **10%**
2. 1500 Word Essay: **40%**
3. A Two-Hour Exam in the January Examination Period: **50%**

Tutorial Preparation and Participation (10%)

The participation grade is assessed on the **quality and consistency of preparation and engagement in tutorials.**

Engagement in tutorials: Students are expected to be attentive in tutorials, to contribute to discussions, and to listen respectfully to their tutors and other students.

Preparation: There will be two pieces of compulsory reading before each tutorial, one textbook chapter and one other short reading. There will be a compulsory written exercise each week, to be completed and submitted prior to your tutorial via Blackboard. This will form the basis of part of the tutorial discussion and is not about competing the exercise with the 'correct' answers, but instead to encourage a critical engagement with the material in the reading and enable a fruitful discussion in tutorials. Students will not receive grades on their preparation, but it will be used to assess participation grades for students as part of the overall participation assessment.

There will be a provision for students registered with DASS to upload audio recordings of their pre-tutorial exercises, where appropriate.

Essay

Imagine that you work for the Foreign and Commonwealth Office as a foreign policy advisor. You have been asked to assess the likelihood of democratisation in a country. Pick ONE of: 1) Turkey; 2) Honduras; 3) Belarus OR 4) Saudi Arabia.

Write a policy briefing paper that answers the question "How likely is it that [your chosen country] will become more democratic in the next three years?". Use information from the sources used during tutorials, and other reliable comparative databases.

Please provide a bibliography of at least 5 academic works which inform your report and use normal academic referencing conventions.

Potential sources of information on the state of democracy, economy, and culture:

- World Values Survey - <http://www.worldvaluessurvey.org/WVSONline.jsp>
- Freedom House *Freedom in the World* - <https://freedomhouse.org>
- Polity IV - <http://www.systemicpeace.org/globalreport.html>
- State Fragility Index - <http://fundforpeace.org/fsi/country-data/>
- Global Nonviolent Action Database - <https://nvdatabase.swarthmore.edu>
- Election Integrity Project - <https://www.electoralintegrityproject.com>
- World Bank - <http://databank.worldbank.org/data/reports.aspx?source=2&Topic=3>

Good answers will:

- Apply general theories about what makes a regime more likely to be and to become a democracy to the specific case.
- Make use of at least three of the databases to provide accurate and relevant information on the country. (Excellent answers will make use of more).
- Come to an informed judgement about what indicators available to you suggest about the likelihood of democratisation.

We are not looking for:

- Accurate foreign policy predictions.
- A general essay on democracy and democratisation.

- Word Limit:** 1500 words, excluding the bibliography.
- References:** You must use a **minimum of 5 scholarly sources** (books and journal articles) in writing your essay. You must also give information about the source of any data used in the essay.
- Submission Date:** **2pm, Monday 12th November 2018.** It should be submitted **ONLINE ONLY via Blackboard.** You do not need to submit a paper copy. All essays will be checked for plagiarism via Turnitin.
- Plagiarism:** Plagiarism is seen as a serious offence by the University. You should consult the Part II Guide for Politics and your Programme Handbook for the university's policy on plagiarism and advice on referencing and constructing a bibliography.
Here is the library's guidelines on referencing and citations: <http://subjects.library.manchester.ac.uk/referencing>. It doesn't matter what referencing style you pick, but pick **one** and use it consistently. You may wish to complete the library's online course 'Citing it Right: Introducing Referencing' available here: https://www.escholar.manchester.ac.uk/learning-objects/mle/introducing-referencing/story_html5.html

Exam

The exam will be held in the January Exam period and is worth 50% of the overall grade. You will be required to answer **any two questions** from a choice of essay questions. The exam will cover material from topics 6-10 of the course (i.e. everything covered after reading week). More detail will be provided about what to expect from the exam nearer the exam period.

ASSESSMENT CRITERIA

The assessment on this course will be in accordance with the social science grade descriptors(<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/assessment/>).

The following sections details how these grade descriptors will be applied to the assessments used in POLI10201 to grade achievement of the course's learning outcomes:

Very High First Class (90-100)

Participation: **exceptional** engagement in class discussions and an exceptional commitment to tutorial preparation, demonstrating *full* analysis of the compulsory readings, awareness of other scholarly work, listening fully and attentively to other students, and give full, exceptionally well-executed answers to the exercise questions.

Essay: reports which are **exceptional** and *fully* answer all aspects of the question, demonstrating original primary research and a wide use of relevant data sources, excellent insight and depth of understanding of the scholarly material and literature, and the exercise of advanced critical judgement in analysing institutions, procedures, and behaviour.

Exam: answers which are **exceptional** and *fully* answer the question demonstrating insight and depth of understanding of theories, empirical evidence, and analytical tools in the

scholarly literature on comparative politics and the exercise of advanced critical judgement in analysing institutions, procedures, and behaviour.

High First Class (80-89)

Participation: **outstanding** engagement in class discussions and an outstanding commitment to tutorial preparation, demonstrating *near-full* analysis of the compulsory readings, awareness of other scholarly work, attentively listening to other students, and *near-full*, well-executed answers to the exercise questions.

Essay: reports which are **outstanding** and provide a *near-full* and well-structured answer to the question, demonstrating original primary research and a wide use of relevant data sources, considerable insight and depth of understanding of the scholarly material and literature, and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

Exam: answers which are **outstanding** and provide a *near-full* and well-structured answer to the question, demonstrating considerable insight and depth of understanding of theories, empirical evidence, and analytical tools in the scholarly literature on comparative politics and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

First Class (70-79)

Participation: **excellent** engagement in class discussions and an excellent commitment to tutorial preparation, demonstrating *largely-full* analysis of the compulsory readings, attentive listening to other students, and *largely-full*, well-executed answers to the exercise questions.

Essay: reports which are **excellent** and provide a *largely-full* and well-structured answer to the question, demonstrating a wide use of relevant data sources, insight and depth of understanding of the scholarly material and literature, and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

Exam: answers which are **excellent** and provide a *largely-full* and well-structured answer to the question, demonstrating insight and depth of understanding of theories, empirical evidence, and/or analytical tools in the scholarly literature on comparative politics and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

Upper-second Class (60-69)

Participation: **very good** engagement in class and a very good commitment to tutorial preparation, demonstrating good knowledge of the compulsory readings with some attempt at analysis, attentive listening to other students, and clear answers to the exercise questions.

Essay: reports which are **very good** and provide a generally well-structured answer to the question, demonstrating a good use of relevant data sources, a demonstrable grasp of the relevant scholarly literature, and clarity of analysis, argument, and expression in analysing institutions, procedures, and behaviour.

Exam: answers which are **very good** and provide a generally well-structured answer to the question, demonstrating a good understanding of theories, empirical evidence, and/or analytical tools in the scholarly literature on comparative politics, and clarity of analysis, argument, and expression in analysing institutions and procedures.

Lower-second Class (50-59)

Participation: **good** engagement in class and a good commitment to tutorial preparation, demonstrating a firm knowledge of the compulsory readings, the ability to listen to other students, and a limited answer to the exercise question.

Essay: reports which are **good** and provide a clear answer to the question, demonstrating some use of relevant data sources, a firm understanding of the relevant scholarly literature, and some limited analysis and argument relating to institutions, procedures, and behaviour.

Exam: answers which are **good** and provide a clear answer to the question, demonstrating a firm understanding of theories, empirical evidence, and/or analytical tools in the scholarly literature on comparative politics, and some limited analysis and argument relating to institutions, procedures, and behaviour.

Note: what distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Participation: **sufficient** engagement in class and a sufficient commitment to tutorial preparation, demonstrating sparse knowledge of the compulsory readings, and *partial* answers to the exercise questions with some errors and inaccuracies.

Essay: reports which are **sufficient** and provide a *partial* answer to the question, demonstrating sparse use of data sources, a rudimentary understanding of the scholarly literature, and a lack of clear analysis with some errors and inaccuracies.

Exam: answers which are **sufficient** and provide a *partial* answer to the question, demonstrating a rudimentary understanding of the material, errors and inaccuracies in the understanding of theories, empirical evidence, and analytical tools in the scholarly literature on comparative politics, with a lack of clear analysis with unsupported assertions.

Fail (30-39)

Participation: **insufficient** engagement in class and insufficient commitment to tutorial preparation, demonstrating only a basic awareness of the compulsory readings.

Essay: reports which are **insufficient** and fail to answer the question, demonstrating a basic awareness of data sources or the scholarly literature, and a lack of coherence, structure, and independent thought.

Exam: answers which are **insufficient** and fail to answer the question, demonstrating a basic awareness of some aspects of the scholarly literature on comparative politics, and a lack of coherence, structure, and independent thought.

Bad Fail (20-29)

Participation: **inadequate** engagement in class and inadequate commitment to tutorial preparation, demonstrating the most basic awareness of the compulsory readings.

Essay: reports which are **inadequate** and fail to demonstrate the ability to engage with the question, demonstrating the most basic awareness of the scholarly literature, and completely lack coherence, structure, and independent thought.

Exam: answers which are **inadequate** and fail to demonstrate the ability to engage with the question, demonstrate the most basic awareness of some aspects of the scholarly literature on comparative politics, and completely lack coherence, structure, and independent thought.

Very Bad Fail (10-19)

Participation: **severely inadequate** engagement in class and severely inadequate commitment to tutorial preparation, with an almost complete lack of engagement with the compulsory readings and the exercises.

Essay: reports which are **severely inadequate** and demonstrate an almost complete lack of engagement with the question, data, and scholarly material.

Exam: answers which are **severely inadequate** and demonstrate an almost complete lack of engagement with the question and scholarly material on comparative politics.

Extremely Bad Fail (0-9)

Participation: **profoundly inadequate** engagement in class and severely inadequate commitment to tutorial preparation, with a complete lack of engagement with the compulsory readings and the exercises.

Essay: reports which are **profoundly inadequate** and demonstrate a complete lack of engagement with the question, data, and scholarly material.

Exam: answers which are **profoundly inadequate** and demonstrate a complete lack of engagement with the question and scholarly material on comparative politics.

FEEDBACK

Feedback enables students to understand where they have succeeded in meeting the learning outcomes for this course and where improvement is needed. Feedback will be provided in a variety of ways in this course, including through generic feedback to the whole lecture or tutorial group, individual feedback on specific pieces of work, and through regular discussions with tutors. Students should note that whilst some feedback will be received automatically, it is up to them to make use of tutorials, tutor office hours, and lecturer office hours to discuss feedback further. We encourage you to do so.

Feedback will be provided in a variety of ways on this course:

1. Written individual feedback on your essay. Feedback on the essay will be provided within 15 working days of the submission deadline and will be available via Blackboard.
2. Generic feedback on the essay. The lecturers will use spend some time covering what students generally did well and not so well during a lecture towards the end of the semester, with the intention of helping students understand how to improve for the exam.
3. Office hours with tutors and lecturers. Both your tutors and both lecturers will have office hours, where you can make an appointment to discuss both your written work and more general questions about the course. Please do make use of these office hours as they are your opportunity to have more individual discussions with tutors and lecturers.
4. Discussion with other students and tutors. Tutorial discussions in particular will give you the opportunity to assess your own understanding of the material and how well you are putting your arguments across.

READING

Textbook

This course uses the following textbook, which is available electronically and in limited numbers in the library:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek (2018) *Principles of Comparative Politics, Third Edition.*

You do not need to buy this textbook since it is available to all students electronically. If you do wish to own your own physical copies, earlier editions can be cheaper but you need to make sure that the chapters correspond to the chapters we set below from the Third Edition.

We refer to this textbook as *Principles* in the document below.

Other Readings

This course includes essential reading and additional reading, as well as further suggested reading based on the lectures. The **essential reading** is usually one textbook chapter and one other short reading. This should be completed every week before your tutorial and will allow you to complete the compulsory written preparation on blackboard.

The **additional reading** contained in this document builds on the material covered in the textbook and will be invaluable for completing your essay and revising for the exam.

For students who wish to delve further into topics or read more about examples used in the lectures, there will be **lecture readings** made available on Blackboard.

COURSE STRUCTURE

The course is structured so that tutorials cover the same material as the lecture **from the previous week**. This ensures that all students have attended to relevant lecture by the time of the tutorial.

	Lectures	Tutorial Topic	Essential Reading	Preparation
Week 1	1. What is Comparative Politics? 27 th Sept	No Tutorial	N/A	N/A
	2. Comparative Politics in practice 28 th Sept			
Week 2	3. The 'State' 4 th Oct	Introduction to Comparative Politics	<i>Principles</i> , Chapter 2: What is Science? <i>POLI10201 Course Guide</i>	<i>Principles</i> Chapter 2 exercises: Valid and Invalid Arguments; Scientific statements; Necessary and Sufficient Conditions
	4. Measuring Dictatorship and Democracy 5 th Oct			

Week 3	5. Economic Determinants of Democracy and Dictatorship 11 th Oct	Conceptualising and Measuring the State and Democracy	<i>Principles</i> , Chapter 5: Democracy and Dictatorship: Conceptualisation and Measurement Levitsky, Steven, Way, Lucan A. (2002) 'Elections Without Democracy: The Rise of Competitive Authoritarianism', <i>Journal of Democracy</i> 13(2) pp.51-65. Available here .	<i>Principles</i> activity 7 from chapter 5 for Turkey, Honduras, Belarus, Saudi Arabia and Germany.
	6. Cultural Determinants of Democracy and Dictatorship 12 th Oct			
Week 4	7. Types of Dictatorship 18 th Oct	Determinants of Democracy and Dictatorship	<i>Principles</i> , Chapter 6: The Economic Determinants of Democracy and Dictatorship Norris (2010) <i>Democratic Deficit: Critical Citizens Revisited</i> . Chapter 11.	<i>Principles</i> Chapter 2 Exercise 1: Classic Modernization Theory
	8. Types of Dictatorship contd. and Essay Information 19 th Oct			
Week 5	9. Bottom-up transitions 25 th Oct	Types of Dictatorships	<i>Principles</i> , Chapter 10: Varieties of Dictatorship EconTalk podcast with Bruce Bueno de Mesquita http://www.econtalk.org/archives/2007/02/bruce_bueno_de.html	<i>Principles</i> , Chapter 10 exercise 3: Classifying Political Regimes
	10. Top-down transitions 26 th Oct			
Week 6	READING WEEK			
Week 7	11. Parliamentary Democracies 8 th Nov	Democratic Transitions	<i>Principles</i> , Chapter 8: Democratic Transitions Tufekci, Zeynep & Wilson, Christopher. (2012) Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square'. <i>Journal of Communication</i> 62(2) pp.363-379. Available here .	<i>Principles</i> , Chapter 8 exercise 2a-b: Top-Down versus Bottom-Up Transitions
	12. Presidential Democracies 9 th Nov			

Week 8	13. Federalism 15 th Nov	Types of Democracy	<i>Principles</i> , Chapter 12: Parliamentary, Presidential, and Semi-Presidential Democracies Boucek (2010) The Least Worst Option? The Pros and Cons of Coalition Government. <i>Political Insight</i>	<i>Principles</i> , Chapter 12 – exercise 1 (a-d): Classifying Democracies and exercise 6: Government Formation
	14. Bicameralism and Constitutionalism 16 th Nov			
Week 9	15. Electoral Integrity 22 nd Nov	Institutions	<i>Principles</i> , Chapter 15: Institutional Veto Players Matthew, Dylan. (2013) Wonkblog: Why Congress can't seem to get anything done, <i>Washington Post</i>	<i>Principles</i> , Chapter 15 exercises 2 (federalism) and 3 (bicameralism).
	16. Electoral Systems 23 rd Nov			
Week 10	17. Party Systems 29 th Nov	Electoral Systems	<i>Principles</i> , Chapter 13: Elections and Electoral Systems Norris, Wynter, and Cameron (2018) Corruption and Coercion: The Year in Elections 2017. <i>The Electoral Integrity Project</i>	<i>Principles</i> , Chapter 13, exercise 1: electoral System Design
	18. Social Cleavages 30 th Nov			
Week 11	19. Majoritarian and Consensus Democracy 6 th Dec	Political Parties	<i>Principles</i> , Chapter 14: Social Cleavages and Party Systems Dalton, Russell J. (2014) <i>Citizen Politics</i> . Chapter 8 "The Social Bases of Party Support"	<i>Principles</i> , Chapter 14 exercise 1b, 1c, and 1d, using the calculations from the lecture.
	20. Summary and Exam Information 7 th Dec			
Week 12	No Lectures	The Consequences of Democratic Institutions Preparation: Chapter 16, exercise 1	<i>Principle</i> , Chapter 16: Consequences of Democratic Institutions Mansbridge, Jane (1999) Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes' <i>The Journal of Politics</i> . 61(3): 628-657	Preparation: Chapter 16, exercise 1: Representation

Below is a detailed list of the readings and key questions for each topic of the course.

Topic 1: Introduction to Comparative Politics (Lectures week 1/Tutorial week 2)

Key questions:

What is the role of theory in social science? What makes a good theory?

How is the scientific method applied in comparative politics? What is the implication of this for the status of knowledge in comparative politics?

Essential readings:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 2: What Is Science?

Shorrocks, R. and Martin, N. (2018) *POLI10201 Course Guide*.

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 1: Introduction.

(No additional readings)

Topic 2: Conceptualising and Measuring the State and Democracy (Lectures week 2/Tutorial week 3)

Key questions:

What exactly is it that makes democracy a democracy? Is 'democracy' a categorical or continuous variable? Is it best measured as a continuum or a category?

What does it mean to be a failed state? How can we measure this?

Is it more important for a measure to be valid or reliable?

Essential readings:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 5: Democracy and Dictatorship; Conceptualisation and Measurement

Levitsky, Steven, Way, Lucan A. (2002) 'Elections Without Democracy: The Rise of Competitive Authoritarianism', *Journal of Democracy* 13(2) pp.51-65. Available [here](#).

Additional readings:

Collier, David and Adcock, Robert. (1999) Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts. *Annual Review of Political Science* 2 pp.537-565.

Dahl, Robert A. (1973) *Polyarchy: Participation and Opposition*. New Haven: Yale University Press.

Diamond, Larry. (2002) Elections Without Democracy: Thinking About Hybrid Regimes. *Journal of Democracy* 13(2) pp.21-35.

Ferree, K., Jung, D., Dowd, R., & Gibson, C. (2018). Election Ink and Turnout in a Partial Democracy. *British Journal of Political Science*, Online First pp.1-17.

Herbst, J. *States and Power in Africa* (2000). Princeton: Princeton University Press. Chapter 1 pp.11-31

Huntington, Samuel P. (1991) "Democracy's Third Wave". *Journal of Democracy* 2(2) pp.12-34. Available [here](#).

Landry, Pierre F., Davis, Deborah, and Wang, Shiru. (2010) Elections in Rural China: Competition Without Parties, *Comparative Political Studies* 43(6) pp.763-790.

Malesky, Edmund, and Schuluer, Paul. (2011) The Single-Party Dictator's Dilemma: Information in Elections without Opposition, *Legislative Studies Quarterly* 36(4) pp.491-530.

Wong, R. B. (1997) *China Transformed: historical change and the limits of European experience*. Ithaca: Cornell University Press. Chapter 4 pp.73-104. Available [here](#).

Landry, Pierre F., Davis, Deborah, and Wang, Shiru. (2010) Elections in Rural China: Competition Without Parties, *Comparative Political Studies* 43(6) pp.763-790.

Topic 3: Determinants of Democracy and Dictatorship (Lectures week 3/Tutorial week 4)

Key Questions:

Are richer countries more likely to 1) become democracies and 2) stay democracies? Why is this the case?

What is the role of public attitudes in supporting the emergence and survival of democracies?

What is the relationship between the economic and cultural determinants of democracy?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 6: The Economic Determinants of Democracy and Dictatorship.

Norris, Pippa (2010) *Democratic Deficit: Critical Citizens Revisited*. Chapter 11: The Consequences for Citizenship, Governance, and Democratization. New York: Cambridge University Press.

Additional Reading

Economic Determinants

Acemoglu, Daron and Robinson, James (2006) *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press

Ahmed, Faisal. (2012) The Perils of Unearned Foreign Income: Aid, Remittances, and Government Survival. *American Political Science Review*. 106: 146-165.

Bermeo, Sarah Blodgett (2016) Aid is Not Oil: Donor Utility, Heterogeneous Aid, and the Aid-Democratization Relationship. *International Organization*. 70 (Winter): 1-32.

Ross, Michael L., (2011) Will Oil Drown the Arab Spring? Democracy and the Resource Curse. *Foreign Affairs*. 90(5): 2-7

Cultural Determinants

Almond, Gabriel, and Verba, Sidney. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. London: SAGE Publications. Chapter 1: An Approach to Political Culture.

Clark, William Roberts., Golder, Matt., and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 7: The Cultural Determinants of Democracy and Dictatorship.

Inglehart, Ronald and Welzel, Christian (2005) *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. New York: Cambridge University Press. Especially Chapter 1: A Revised Theory of Modernization

Norris, Pippa and Inglehart, Ronald (2002) Islamic Culture and Democracy: Testing the 'Clash of Civilizations' Thesis. *Comparative Sociology*. 1(3-4): 235-263.

Topic 4: Types of Dictatorship (Lectures week 4/Tutorial week 5)

Key Questions:

What are the key types of dictatorship?

How do dictatorship characteristics influence the longevity of authoritarian regimes?

Why does the size of the selectorate in a regime influence economic performance?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 10: Varieties of Dictatorship

Essential Listening: EconTalk podcast with Bruce Bueno de Mesquita:
http://www.econtalk.org/archives/2007/02/bruce_bueno_de.html

Additional Reading

Bueno de Mesquita, Bruce and Smith, Alastair (2003) *The Logic of Political Survival*. Cambridge, MA: MIT Press. Chapter 1: Reining in the Prince. Available [here](#).

Cheibub, Jose Antonio, Gandhi, Jennifer, and Vreeland, James Raymond (2010) Democracy and Dictatorship Revisited. *Public Choice*. 143: 67-101

Gandhi, Jennifer, and Przeworski, Adam (2007) Authoritarian Institutions and the Survival of Autocrats. *Comparative Political Studies* 40: 1279-1301

Gallagher, Mary and Hanson, Jonathan (2015) Power Tool or Dull Blade? Selectorate Theory for Autocracies. *Annual Review of Political Science*. 18: 367-385

Geddes, Barbara, Wright, Joseph, and Frantz, Erica (2014) Autocratic Breakdown and Regime Transitions: A New Data Set. *Perspectives on Politics*. 12: 313-331

Svolik, Milan (2012) *The Politics of Authoritarian Rule*. New York: Cambridge University Press. Especially Chapter 1: Introduction: The Anatomy of Dictatorship

Topic 5: Democratic Transitions (Lectures week 5/Tutorial week 7)

Key Questions:

How do we distinguish between bottom-up and top-down democratic transitions? How do the two interact?

Why are popular revolutions so rare? How collective action theory and the concept of revolutionary thresholds explain this?

Why do elites in authoritarian states introduce liberalisation policies?

Essential Readings:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. Chapter 8: Democratic Transitions

Tufekci, Zeynep & Wilson, Christopher. (2012) Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square'. *Journal of Communication* 62(2) pp.363-379. Available [here](#).

Additional Readings:

Adena, Maja, Enikolopov, Ruben, Petrova, Maria, Santarosa, Veronica, and Zhuravskaya, Ekaterina. (2015) Radio and the Rise of The Nazis in Prewar Germany, *The Quarterly Journal of Economics*, 130(4) pp.1885–1939

Coleman, Isobel and Lawson-Remer, Terra. A User's Guide to Democratic Transitions: A how-to guide for reformers around the world. <https://foreignpolicy.com/2013/06/18/a-users-guide-to-democratic-transitions/>

Garton Ash, Timothy (1993). *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. New York: Vintage Books.

Kuran, Timur. (1991) Now Out of Never: The Element of Surprise in the East European Revolution of 1989, *World Politics*, 44(1) pp.7-48

Huntington, Samuel P. (1991) "Democracy's Third Wave". *Journal of Democracy* 2(2) pp.12-34. Available [here](#).

Nalepa, Monika. (2010) *Skeletons in the Closet: Transitional Justice in Post-Communist Europe*. Cambridge: Cambridge University Press. Introduction. Available [here](#).

Wang, Yi-Tang., Lindenfors, Patrick., Sundstrom, Aksel., Jansson, Fredrik., Paxton, Pamela., and Lindberg, Staffan. (2017) Women's rights in democratic transitions: A global sequence analysis, 1900-2012. *European Journal of Political Research*. 56 (4): 735-756.

Waylen, Georgina, (1994) Women and Democratization: Conceptualizing Gender Relations in Transition. *World Politics*. 46(3): 327-354

Topic 6: Types of Democracy (Lectures week 7/Tutorial week 8)

Key Questions:

What are the defining features of parliamentary, presidential, and semi-presidential democratic systems? What are the similarities and differences?

How does the type of system affect the government formation process?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 12: Parliamentary, Presidential, and Semi-Presidential Democracies

Boucek, Françoise (2010) The Least Worst Option? The Pros and Cons of Coalition Government. *Political Insight*. 1(2): 48-51

Additional Reading

LeBas, Adrienne (2016) Term Limits and Beyond: Africa's Democratic Hurdles. *Current History*. 115 (781): 169

Linz, Juan J (1990) The Perils of Presidentialism. *Journal of Democracy*. 1(1): 51-69

Mainwaring, Scott and Shugart, Matthew (1997) Juan Linz, Presidentialism, and Democracy: A Critical Appraisal. *Comparative Politics* 29: 449-472

Müller, Wolfgang, and Strøm, Kaare (2000) *Coalition Governments in Western Europe*. Oxford: Oxford University Press. Chapter 1: Coalition Governance in Western Europe: An Introduction. Available [here](#).

Schleiter, Petra, and Morgan-Jones, Edward (2009) Constitutional Power and Competing Risks: Monarchs, Presidents, Prime Ministers, and the Termination of East and West European Cabinets. *American Political Science Review*. 103(3): 496-512

Siaroff, Alan (2003) Comparative Presidencies: The Inadequacy of the Presidential, Semi-Presidential and Parliamentary Distinction. *European Journal of Political Research*. 42(3): 287-312.

Van Cranenburgh, Oda (2008) 'Big men' rule: Presidential power, regime type and democracy in 30 African countries. *Democratization*. 15(5): 952-973

Topic 7: Institutional Veto Players (Lectures week 8/Tutorial week 9)

Key Questions:

What is the difference between federalism and devolution? Why is it important to distinguish between federalism *de jure* and federalism *de facto*?

Why do many states have two chambers in their legislature?

How does veto player theory explain policy (in)stability?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. Chapter 15: Institutional Veto Players.

Matthew, Dylan. (2013) Wonkblog: Why Congress can't seem to get anything done, *Washington Post*. Available on Blackboard.

Additional Reading

Acemoglu, Daron, Reed, Tristan and Robinson, James A. Chiefs. (2014) Economic Development and Elite Control of Civil Society in Sierra Leone, *Journal of Political Economy*, 122(2) pp. 319-368

Bednar, Jenna. (2009) *The Robust Federation: Principles of Design*. Chapter 2.

Bednar, Jenna. (2011) The Political Science of Federalism, *Annual Review of Law and Social Science* 7 pp.269-288

Triesman, Daniel. (2000) Decentralization and the Quality of Government. University of California, Los Angeles. Available [here](#).

Tsebelis, G. (1995). Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism. *British Journal of Political Science*, 25(3), pp.289-325.

Tsebelis, George and Nardi Jr. Dominic J. Countries with longer constitutions are poorer and more corrupt: evidence from the OECD <https://constitution-unit.com/2016/06/06/countries-with-longer-constitutions-are-poorer-and-more-corrupt-evidence-from-the-oecd/#more-5061>

Wlezien, Christopher and Soroka, Stuart, N. (2001) *Publius: The Journal of Federalism* 41(1) pp.31-55

Topic 8: Elections (Lectures week 9/Tutorial week 10)

Key Questions

What are the key differences between majoritarian and proportional systems? What are their advantages and disadvantages?

What are the consequences of the type of electoral system adopted?

What is electoral integrity and why does it matter?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 13: Elections and Electoral Systems

Norris, Pippa, Wynter, Thomas, and Cameron, Sarah (2018) Corruption and Coercion: The Year in Elections 2017. *The Electoral Integrity Project*

Additional Reading

Birch, Sarah (2008) Electoral institutions and popular confidence in electoral processes: A cross-national analysis. *Electoral Studies* 27: 305-320

Dunleavy, Patrick, '[Duverger's Law is a dead parrot. Outside the USA, first-past-the-post voting has no tendency at all to produce two party politics.](#)' LSE Politics and Policy Blog, 18th June 2012

Golder, Matt (2005) Democratic electoral systems around the world, 1946-2000. *Electoral Studies* 24: 103-121

Karp, Jeffrey and Banducci, Susan (2008) Political efficacy and participation in twenty-seven democracies: How electoral systems shape political behaviour. *British Journal of Political Science* 38(2): 311-334.

Norris, Pippa (2006) The Impact of Electoral Reform on Women's Representation. *Acta Politica* 41: 197-213

Sahoo (2015) Review of Norris, Pippa (2012) *Why Electoral Integrity Matters* in *Democratization*, 22:6: 1158-1159

Shugart, Matthew Soberg and Wattenberg, Martin P. (2003) *Mixed-Member Electoral Systems: The Best of Both Worlds?* Oxford: Oxford University Press. Especially Chapter 2: 'Extreme' Electoral Systems and the Appeal of the Mixed-Member Alternative

Topic 9: Party Systems and Social Cleavages (Lectures week 10/Tutorial week 11)

Key questions:

What are parties for?

How can we classify party systems? Why would we want to do this?

Why are some party systems divided on some social cleavages, and other on different social cleavages?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. Chapter 14: Social Cleavages and Party Systems.

Dalton, Russell J. (2014) *Citizen Politics*. Chapter 8 "The Social Bases of Party Support". Available [here](#)

Additional Reading

Dalton, Russell J., Farrell, David M., and McAllister, Ian. (2011) *Political Parties and Democratic Linkage: How Parties Organize Democracy*. Introduction. Available [here](#)

De La O, Ana L., Jonathan A. Rodden (2008) "Does Religion Distract the Poor? Income and Issue Voting Around the World." *Comparative Political Studies* 41(4-5): 437-476. Available [here](#).

Manza, Jeff and Brooks, Clem. (1999) *Social Cleavages and Political Change: Voter Alignment and U.S. Party Coalitions*. Oxford: Oxford University Press. Any chapter.

Raymond, Chris. (2016) Why British Politics is Not a Two-Party System, *Political Insight* 7(3) pp.28-31

S. C. Stokes. (1999) Political Parties and Democracy. *Annual Review of Political Science* 2(1) pp.243-267

Chandra, Kanchan. (2006) What is Ethnic Identity and Does it Matter? *Annual Review of Political Science* 9 pp.397-424

Topic 10: The Consequences of Democratic Institutions (Lectures week 11/Tutorial week 12)

Key Questions

What are the key differences between majoritarian and consensus ideas of democracy?

What institutions are associated with these types of democracy and why?

What are the consequences of the type of democracy for representation?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 16: Consequences of Democratic Institutions

Mansbridge, Jane (1999) Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes' *The Journal of Politics*. 61(3): 628-657

Additional Reading

Bernauer, Julian, Giger, Nathalie, and Rosset, Jan (2015) Mind the gap: Do proportional electoral systems foster a more equal representation of women and men, poor and rich? *International Political Science Review* 36(1): 78-98

Blais, Andre, and Bodet, Marc (2006) Does Proportional Representation Foster Closer Congruence Between Citizens and Policy Makers. *Comparative Politics Studies*. 39(10): 1243-1262

Fisher, Stephen, and Hobolt, Sara (2010) Coalition government and electoral accountability. *Electoral Studies*. 29 (3): 358-369

Lijphart, Arendt (1994) Democracies: Forms, performance, and constitutional engineering. *European Journal of Politics Research* 25(1): 1-17

Matland, Richard and Taylor, Michelle (1997) Electoral System Effects on Women's Representation: Theoretical Arguments and Evidence from Costa Rica. *Comparative Politics Studies* 30(2): 186-210

Paxton, Pamela, Hughes, Melanie, and Painter, Matthew (2009) Growth in women's political representation: A longitudinal exploration of democracy, electoral systems, and gender quotas. *European Journal of Political Research*. 49: 25-42

Sobolewska, Maria, McKee, Rebecca, and Campbell, Rosie (2018) Explaining motivation to represent: how does descriptive representation lead to substantive representation of racial and ethnic minorities? *West European Politics*

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
POLITICS**COURSE UNIT OUTLINE 2018/19****POLI10202: INTRODUCTION TO COMPARATIVE POLITICS****Semester: 2****Credits: 20**

Lecturer: Rosalind Shorrocks
Room: Arthur Lewis Building 4.041
Telephone: x54437
Email: rosalind.shorrocks@manchester.ac.uk
Office Hours: Book via SOHOL at
<http://www.socialsciences.manchester.ac.uk/intranet/ug/sohol/>

Lecturer: Nicole Martin
Room: Arthur Lewis Building 4.040
Telephone: x54908
Email: nicole.martin@manchester.ac.uk
Office Hours: Book via SOHOL at
<http://www.socialsciences.manchester.ac.uk/intranet/ug/sohol/>

Tutors: Daniel Silver
 Elizabeth Alexander
 Lucky Benson
 Anthony Chambers

Lectures: **Thursday 1pm-12pm. Crawford house, Theatre 1.**
Thursday 4pm-5pm. Simon Building, Theatre B

Tutorials: Allocate yourself to a tutorial group using the Student System

Mode of assessment: 1500 word essay and 2 hour exam

Reading Week: **NO READING WEEK IN SEMESTER TWO**

Administrator: Luke Smith, luke.smith-2@manchester.ac.uk  0161 306 6906

Dagme Tesfaye, dagme.tesfaye@manchester.ac.uk  0161 275 2499

UG Office G.001 Arthur Lewis Building

*****IMPORTANT INFORMATION – ASSESSMENT*****

Mode of Assessment	Assessment Weighting	Deadline
Essay	40%	2pm, 18th March 2019
Participation	10%	Tutorials and Preparation

Examination	50%	January Exam Period
-------------	-----	---------------------

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 13.05.2019 – 07.06.2019

Re-sit Examination period: 19.08.2019 – 30.08.2019

Extensions (see Politics Course Unit Guide Part II Page 29)

Different schools have different procedures for submitting mitigating circumstances requests. You MUST submit applications through your home schools procedures regardless of whether it is a politics essay.

School of Social Sciences

We have moved to an online system to submit applications for mitigating circumstances. Information about the new system and the help and support that is available for you in the School is available at <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

School of Arts, Languages and Cultures

Information on mitigating circumstances and the link to the online application form can be found at

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

School of Law

You can access information and the link to the online form through your Programme Page on Blackboard.

Please know that you can also speak to your home school/Programme Administrator in person to discuss your situation so they can help you to access the necessary help and support you need.

- Politics & International Relations: luke.smith-2@manchester.ac.uk / jay.burke@manchester.ac.uk
- Philosophy, Politics & Economics: sarah.baguley@manchester.ac.uk
- BA Social Sciences: rabia.nawaz@manchester.ac.uk
- BA(Econ): shau.y.chan@manchester.ac.uk / bernadette.julien@manchester.ac.uk
- School of Arts, Languages & Cultures: salc-studentsupport@manchester.ac.uk
- School of Law: tssolaw@manchester.ac.uk * Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at i.glassey@manchester.ac.uk

Late Submission of Essays

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the student's Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student

who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

COURSE OVERVIEW

This course introduces students to key concepts and debates within comparative politics. The first half of the course will compare democracies and non-democracies as well as why regimes transition between the two. The course will then focus on institutional arrangements within democracies, including parliamentary and presidential systems, majoritarianism and consensus democracies, and different types of electoral systems. Students will understand the differences between these types of institutional arrangements, as well as their likely outcomes in a number of spheres.

AIMS

POLI10202 Introduction to Comparative Politics provides a foundation for the study of comparative politics. It aims to introduce students to the comparative method, the role of government, and the variety of institutional forms that are common in modern states. Using examples from a variety of countries, students encounter different regime and institution types. They will achieve this by analysing comparative politics research evidence (including quantitative material), and by using examples of these from multiple different countries and regions of the world.

LEARNING OUTCOMES

In this course, students will:

Knowledge and Understanding

- Learn some of the characteristics of major institutional forms common in modern states, such as varieties of democracies, electoral systems, legislatures, and executives, as well as the main features of democracies and non-democracies.
- Develop a critical awareness of the strengths and weaknesses of these institutional forms.
- Develop an awareness and familiarity with substantive material in comparative politics which uses quantitative methods

Intellectual Skills

- Learn some of the basic research tools of political studies, such as conceptual analysis, comparison over time and space, causal explanation (i.e. what happens), and normative evaluation (i.e. whether what happens is good or bad).
- Analyse political institutions, procedures and behaviour across a number of different democratic and non-democratic countries.

Practical skills

- Practice skills of verbal argumentation and persuasion.
- Demonstrate the ability to manage own time to meet multiple deadlines and complete a sustained period of work.

Transferable Skills

- Develop the ability to communicate ideas in writing and verbally.
- Develop the ability to critically evaluate both theoretical arguments and empirical evidence.

Personal qualities

- Engage in critical self-reflection and an awareness of other alternative points of view.

TEACHING AND LEARNING

Lectures

There are **TWO** 50 minute lectures per week. They are held at 12-1pm and 4-5pm on Thursdays. Lectures are shared between Dr Rosalind Shorrocks and Dr Nicole Martin.

Lecture attendance is compulsory. Lectures will include student participation. Lectures start in **week 1**.

Tutorials

A tutorial is a small group meeting where you discuss a topic from the course. **You are required to prepare for tutorials. Preparation will include 1) reading a textbook chapter and one other short reading; and 2) a short exercise.** More details on the readings and exercises can be found in the detailed course structure below. You should anticipate the preparation taking about 5 hours per tutorial. Successful tutorials depend upon informed student participation.

There are TEN tutorial meetings during the course. **Tutorial attendance is compulsory and participation (including preparation) accounts for 10% of your final mark.** You are expected to make every effort to attend all tutorials on this course: attendance at tutorials is recorded and non-attendance will be reported to your degree programme. If you know in advance that circumstances beyond your control will prevent you from attending a tutorial, you should contact your tutor.

You are responsible for allocating yourself to a tutorial group. Tutorials start from **week 2**. Your tutor will inform you of their feedback and guidance hour when you can discuss any aspects of the course with them. **Students are responsible for ensuring that their POLI10202 tutorial group does not clash with their classes for their other course units.**

ASSESSMENT

POLI10202 is assessed by:

1. Tutorial Preparation and Participation: **10%**
2. 1500 Word Essay: **40%**
3. A Two-Hour Exam in the January Examination Period: **50%**

Tutorial Preparation and Participation (10%)

The participation grade is assessed on the **quality and consistency of preparation and engagement in tutorials.**

Engagement in tutorials: Students are expected to be attentive in tutorials, to contribute to discussions, and to listen respectfully to their tutors and other students.

Preparation: There will be two pieces of compulsory reading before each tutorial, one textbook chapter and one other short reading. There will be a compulsory written exercise each week, to be completed and submitted by 5pm the day before to your tutorial via Blackboard. Please use the submission folder corresponding to your tutorial group. This is located within the course content for each week. The preparation will form the basis of part of the tutorial discussion and is not about completing the exercise with the 'correct' answers, but instead to encourage a critical engagement with the material in the reading and enable a fruitful discussion in tutorials. Students will not receive grades on their preparation work, but it will be used to assess participation grades for students as part of the overall participation assessment. Failing to submit preparation work will negatively affect the participation mark. Good preparation work is the basis for good participation in the tutorial, and will be rewarded in the participation mark that way.

There will be a provision for students registered with DASS to upload audio recordings of their pre-tutorial exercises, where appropriate.

Essay

Imagine that you work for the Foreign and Commonwealth Office as a foreign policy advisor. You have been asked to assess the likelihood of democratisation in a country. Pick ONE of: 1) Zimbabwe; 2) Egypt; 3) Kyrgyzstan OR 4) Ecuador.

Write a policy briefing paper that answers the question "How likely is it that [your chosen country] will become more democratic in the next three years?". Use information from the sources used during tutorials, and other reliable comparative databases.

Please provide a bibliography of at least 5 academic works which inform your report and use normal academic referencing conventions.

Potential sources of information on the state of democracy, economy, and culture:

- World Values Survey - <http://www.worldvaluessurvey.org/WVSONline.jsp>
- Freedom House *Freedom in the World* - <https://freedomhouse.org>
- Polity IV - <http://www.systemicpeace.org/globalreport.html>
- State Fragility Index - <http://fundforpeace.org/fsi/country-data/>
- Global Nonviolent Action Database - <https://nvdatabase.swarthmore.edu>
- Electoral Integrity Project - <https://www.electoralintegrityproject.com>
- World Bank - <http://databank.worldbank.org/data/reports.aspx?source=2&Topic=3>

Good answers will:

- Apply general theories about what makes a regime more likely to be and to become a democracy to the specific case.
- Make use of at least three of the databases to provide accurate and relevant information on the country. (Excellent answers will make use of more).

- Come to an informed judgement about what indicators available to you suggest about the likelihood of democratisation.

We are not looking for:

- Accurate foreign policy predictions.
- A general essay on democracy and democratisation.

Word Limit: 1500 words, excluding the bibliography.

References: You must use a **minimum of 5 scholarly sources** (books and journal articles) in writing your essay. You must also give information about the source of any data used in the essay.

Submission Date: **2pm, Monday 18th March 2019.** It should be submitted **ONLINE ONLY via Blackboard.** You do not need to submit a paper copy. All essays will be checked for plagiarism via Turnitin.

Plagiarism: Plagiarism is seen as a serious offence by the University. You should consult the Part II Guide for Politics and your Programme Handbook for the university's policy on plagiarism and advice on referencing and constructing a bibliography.

Here is the library's guidelines on referencing and citations: <http://subjects.library.manchester.ac.uk/referencing>. It doesn't matter what referencing style you pick, but pick **one** and use it consistently.

You may wish to complete the library's online course 'Citing it Right: Introducing Referencing' available here:

https://www.escholar.manchester.ac.uk/learning-objects/mle/introducing-referencing/story_html5.html

Exam

The exam will be held in the summer exam period and is worth 50% of the overall grade. You will be required to answer **any two questions** from a choice of essay questions. The exam will cover material from topics 6-10 of the course (i.e. everything covered after reading week). More detail will be provided about what to expect from the exam nearer the exam period.

ASSESSMENT CRITERIA

The assessment on this course will be in accordance with the social science grade descriptors(<https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/assessment/>).

The following sections details how these grade descriptors will be applied to the assessments used in POLI10202 to grade achievement of the course's learning outcomes:

Very High First Class (90-100)

Participation: **exceptional** engagement in class discussions and an exceptional commitment to tutorial preparation, demonstrating *full* analysis of the compulsory readings, awareness of other scholarly work, listening fully and attentively to other students, and give full, exceptionally well-executed answers to the exercise questions.

Essay: reports which are **exceptional** and *fully* answer all aspects of the question, demonstrating original primary research and a wide use of relevant data sources, excellent insight and depth of understanding of the scholarly material and literature, and the exercise of advanced critical judgement in analysing institutions, procedures, and behaviour.

Exam: answers which are **exceptional** and *fully* answer the question demonstrating insight and depth of understanding of theories, empirical evidence, and analytical tools in the scholarly literature on comparative politics and the exercise of advanced critical judgement in analysing institutions, procedures, and behaviour.

High First Class (80-89)

Participation: **outstanding** engagement in class discussions and an outstanding commitment to tutorial preparation, demonstrating *near-full* analysis of the compulsory readings, awareness of other scholarly work, attentively listening to other students, and *near-full*, well-executed answers to the exercise questions.

Essay: reports which are **outstanding** and provide a *near-full* and well-structured answer to the question, demonstrating original primary research and a wide use of relevant data sources, considerable insight and depth of understanding of the scholarly material and literature, and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

Exam: answers which are **outstanding** and provide a *near-full* and well-structured answer to the question, demonstrating considerable insight and depth of understanding of theories, empirical evidence, and analytical tools in the scholarly literature on comparative politics and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

First Class (70-79)

Participation: **excellent** engagement in class discussions and an excellent commitment to tutorial preparation, demonstrating *largely-full* analysis of the compulsory readings, attentive listening to other students, and *largely-full*, well-executed answers to the exercise questions.

Essay: reports which are **excellent** and provide a *largely-full* and well-structured answer to the question, demonstrating a wide use of relevant data sources, insight and depth of understanding of the scholarly material and literature, and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

Exam: answers which are **excellent** and provide a *largely-full* and well-structured answer to the question, demonstrating insight and depth of understanding of theories, empirical evidence, and/or analytical tools in the scholarly literature on comparative politics and the exercise of critical judgement in analysing institutions, procedures, and behaviour.

Upper-second Class (60-69)

Participation: **very good** engagement in class and a very good commitment to tutorial preparation, demonstrating good knowledge of the compulsory readings with some attempt at analysis, attentive listening to other students, and clear answers to the exercise questions.

Essay: reports which are **very good** and provide a generally well-structured answer to the question, demonstrating a good use of relevant data sources, a demonstrable grasp of the relevant scholarly literature, and clarity of analysis, argument, and expression in analysing institutions, procedures, and behaviour.

Exam: answers which are **very good** and provide a generally well-structured answer to the question, demonstrating a good understanding of theories, empirical evidence, and/or

analytical tools in the scholarly literature on comparative politics, and clarity of analysis, argument, and expression in analysing institutions and procedures.

Lower-second Class (50-59)

Participation: **good** engagement in class and a good commitment to tutorial preparation, demonstrating a firm knowledge of the compulsory readings, the ability to listen to other students, and a limited answer to the exercise question.

Essay: reports which are **good** and provide a clear answer to the question, demonstrating some use of relevant data sources, a firm understanding of the relevant scholarly literature, and some limited analysis and argument relating to institutions, procedures, and behaviour.

Exam: answers which are **good** and provide a clear answer to the question, demonstrating a firm understanding of theories, empirical evidence, and/or analytical tools in the scholarly literature on comparative politics, and some limited analysis and argument relating to institutions, procedures, and behaviour.

Note: what distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Participation: **sufficient** engagement in class and a sufficient commitment to tutorial preparation, demonstrating sparse knowledge of the compulsory readings, and *partial* answers to the exercise questions with some errors and inaccuracies.

Essay: reports which are **sufficient** and provide a *partial* answer to the question, demonstrating sparse use of data sources, a rudimentary understanding of the scholarly literature, and a lack of clear analysis with some errors and inaccuracies.

Exam: answers which are **sufficient** and provide a *partial* answer to the question, demonstrating a rudimentary understanding of the material, errors and inaccuracies in the understanding of theories, empirical evidence, and analytical tools in the scholarly literature on comparative politics, with a lack of clear analysis with unsupported assertions.

Fail (30-39)

Participation: **insufficient** engagement in class and insufficient commitment to tutorial preparation, demonstrating only a basic awareness of the compulsory readings.

Essay: reports which are **insufficient** and fail to answer the question, demonstrating a basic awareness of data sources or the scholarly literature, and a lack of coherence, structure, and independent thought.

Exam: answers which are **insufficient** and fail to answer the question, demonstrating a basic awareness of some aspects of the scholarly literature on comparative politics, and a lack of coherence, structure, and independent thought.

Bad Fail (20-29)

Participation: **inadequate** engagement in class and inadequate commitment to tutorial preparation, demonstrating the most basic awareness of the compulsory readings.

Essay: reports which are **inadequate** and fail to demonstrate the ability to engage with the question, demonstrating the most basic awareness of the scholarly literature, and completely lack coherence, structure, and independent thought.

Exam: answers which are **inadequate** and fail to demonstrate the ability to engage with the question, demonstrate the most basic awareness of some aspects of the scholarly literature on comparative politics, and completely lack coherence, structure, and independent thought.

Very Bad Fail (10-19)

Participation: **severely inadequate** engagement in class and severely inadequate commitment to tutorial preparation, with an almost complete lack of engagement with the compulsory readings and the exercises.

Essay: reports which are **severely inadequate** and demonstrate an almost complete lack of engagement with the question, data, and scholarly material.

Exam: answers which are **severely inadequate** and demonstrate an almost complete lack of engagement with the question and scholarly material on comparative politics.

Extremely Bad Fail (0-9)

Participation: **profoundly inadequate** engagement in class and severely inadequate commitment to tutorial preparation, with a complete lack of engagement with the compulsory readings and the exercises.

Essay: reports which are **profoundly inadequate** and demonstrate a complete lack of engagement with the question, data, and scholarly material.

Exam: answers which are **profoundly inadequate** and demonstrate a complete lack of engagement with the question and scholarly material on comparative politics.

FEEDBACK

Feedback enables students to understand where they have succeeded in meeting the learning outcomes for this course and where improvement is needed. Feedback will be provided in a variety of ways in this course, including through generic feedback to the whole lecture or tutorial group, individual feedback on specific pieces of work, and through regular discussions with tutors. Students should note that whilst some feedback will be received automatically, it is up to them to make use of tutorials, tutor office hours, and lecturer office hours to discuss feedback further. We encourage you to do so.

Feedback will be provided in a variety of ways on this course:

1. Written individual feedback on your essay. Feedback on the essay will be provided within 15 working days of the submission deadline and will be available via Blackboard.
2. Generic feedback on the essay. The lecturers will use spend some time covering what students generally did well and not so well during a lecture towards the end of the semester, with the intention of helping students understand how to improve for the exam.
3. Office hours with tutors and lecturers. Both your tutors and both lecturers will have office hours, where you can make an appointment to discuss both your written work and more general questions about the course. Please do make use of these office hours as they are your opportunity to have more individual discussions with tutors and lecturers.
4. Discussion with other students and tutors. Tutorial discussions in particular will give you the opportunity to assess your own understanding of the material and how well you are putting your arguments across.

READING

Textbook

This course uses the following textbook, which is available electronically and in limited numbers in the library:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek (2018) *Principles of Comparative Politics, Third Edition.*

You do not need to buy this textbook since it is available to all students electronically. If you do wish to own your own physical copies, earlier editions can be cheaper but you need to make sure that the chapters correspond to the chapters we set below from the Third Edition.

We refer to this textbook as *Principles* in the document below.

Other Readings

This course includes essential reading and additional reading, as well as further suggested reading based on the lectures. The **essential reading** is usually one textbook chapter and one other short reading. This should be completed every week before your tutorial and will allow you to complete the compulsory written preparation on blackboard.

The **additional reading** contained in this document builds on the material covered in the textbook and will be invaluable for completing your essay and revising for the exam.

For students who wish to delve further into topics or read more about examples used in the lectures, there will be **lecture readings** made available on Blackboard.

COURSE STRUCTURE

The course is structured so that tutorials cover the same material as the lecture **from the previous week**. This ensures that all students have attended the relevant lecture by the time of the tutorial.

	Lectures	Tutorial Topic	Essential Reading	Preparation
Week 1	1. What is	No Tutorial	N/A	N/A

	Comparative Politics? 31 st January			
	2. Comparative Politics in practice 31 st January			
Week 2	3. The 'State' 7 th February	Introduction to Comparative Politics	<i>Principles</i> , Chapter 2: What is Science? <i>POLI10202 Course Guide</i>	<i>Principles</i> Chapter 2 exercises: Scientific statements - Exercises 9 and 10; Necessary and Sufficient Conditions – Exercise 12
	4. Measuring Dictatorship and Democracy 7 th February			
Week 3	5. Economic Determinants of Democracy and Dictatorship 14 th February	Conceptualising and Measuring the State and Democracy	<i>Principles</i> , Chapter 5: Democracy and Dictatorship: Conceptualisation and Measurement Cheeseman, Nicholas and Brian Klaas. (2018). <i>How to Rig an Election</i> . London: Yale University Press. Chapter 1.	<i>Principles</i> activity 7 from chapter 5 for Turkey, Honduras, Belarus, Saudi Arabia and Germany. Please comment on each state regardless of whether its score has changed by more than two points over the past 10 years.
	6. Cultural Determinants of Democracy and Dictatorship 14 th February			
Week 4	7. Types of Dictatorship 21 st February	Determinants of Democracy and Dictatorship	<i>Principles</i> , Chapter 6: The Economic Determinants of Democracy and Dictatorship Norris (2010) <i>Democratic Deficit: Critical Citizens Revisited</i> . Chapter 11.	<i>Principles</i> Chapter 6 Exercise 1: Classic Modernization Theory
	8. Types of Dictatorship contd. and Essay Information 21 st February			
Week 5	9. Bottom-up transitions 28 th February	Types of Dictatorships	<i>Principles</i> , Chapter 10: Varieties of Dictatorship EconTalk podcast with Bruce Bueno de Mesquita http://www.econtalk.org/archives/2007/02/bruce_bueno_de.html	<i>Principles</i> , Chapter 10 exercise 3: Classifying Political Regimes
	10. Top-down transitions 28 th February			
Week 6	NO LECTURES OR TUTORIALS – USE THIS TIME TO WRITE YOUR ESSAY			
Week 7	11. Parliamentary Democracies 14 th March	Democratic Transitions	<i>Principles</i> , Chapter 8: Democratic Transitions	<i>Principles</i> , Chapter 8 exercise 2a-b: Top-Down versus Bottom-Up

	12. Presidential Democracies 14 th March		Tufekci, Zeynep & Wilson, Christopher. (2012) Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square'. <i>Journal of Communication</i> 62(2) pp.363-379. Available here .	Transitions
Week 8	13. Federalism 21 st March	Types of Democracy	<i>Principles</i> , Chapter 12: Parliamentary, Presidential, and Semi-Presidential Democracies Boucek (2010) The Least Worst Option? The Pros and Cons of Coalition Government. <i>Political Insight</i>	<i>Principles</i> , Chapter 12 – exercise 1 (a-d): Classifying Democracies and exercise 6: Government Formation
	14. Bicameralism and Constitutionalism 21 st March			
Week 9	15. Electoral Integrity 28 th March	Institutions	<i>Principles</i> , Chapter 15: Institutional Veto Players Matthew, Dylan. (2013) Wonkblog: Why Congress can't seem to get anything done, <i>Washington Post</i>	<i>Principles</i> , Chapter 15 exercises 2 (federalism) and 3 (bicameralism).
	16. Electoral Systems 28 th March			
Week 10	17. Party Systems 4 th April	Electoral Systems	<i>Principles</i> , Chapter 13: Elections and Electoral Systems Norris, Wynter, and Cameron (2018) Corruption and Coercion: The Year in Elections 2017. <i>The Electoral Integrity Project</i>	<i>Principles</i> , Chapter 13, exercise 2: electoral System Design
	18. Social Cleavages 4 th April			
EASTER BREAK				
Week 11	19. Majoritarian and Consensus Democracy 2 nd May	Political Parties	<i>Principles</i> , Chapter 14: Social Cleavages and Party Systems Ziegfeld, Adam. (2014) The Monkey Cage: India's election isn't as	<i>Principles</i> , Chapter 14 exercise 1b, 1c, and 1d, using the calculations from the lecture.
	20. Summary and Exam Information 2 nd May			

			historica as people think, <i>Washington Post</i>	
Week 12	No Lectures	The Consequences of Democratic Institutions Preparation: Chapter 16, exercise 1	<i>Principle</i> , Chapter 16: Consequences of Democratic Institutions Mansbridge, Jane (1999) Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes' <i>The Journal of Politics</i> . 61(3): 628-657	Preparation: Chapter 16, exercise 1: Representation

Below is a detailed list of the readings and key questions for each topic of the course.

Topic 1: Introduction to Comparative Politics (Lectures week 1/Tutorial week 2)

Key questions:

What is the role of theory in social science? What makes a good theory?

How is the scientific method applied in comparative politics? What is the implication of this for the status of knowledge in comparative politics?

Essential readings:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 2: What Is Science?

Shorrocks, R. and Martin, N. (2018) *POLI10202 Course Guide*.

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 1: Introduction.

(No additional readings)

Topic 2: Conceptualising and Measuring the State and Democracy (Lectures week 2/Tutorial week 3)

Key questions:

What exactly is it that makes democracy a democracy? Is 'democracy' a categorical or continuous variable? Is it best measured as a continuum or a category?

What does it mean to be a failed state? How can we measure this?

Is it more important for a measure to be valid or reliable?

Essential readings:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 5: Democracy and Dictatorship; Conceptualisation and Measurement

Cheeseman, Nicholas and Brian Klaas. (2018). *How to Rig an Election*. London: Yale University Press. Chapter 1.

Additional readings:

Collier, David and Adcock, Robert. (1999) Democracy and Dichotomies: A Pragmatic Approach to Choices about Concepts. *Annual Review of Political Science* 2 pp.537-565.

Dahl, Robert A. (1973) *Polyarchy: Participation and Opposition*. New Haven: Yale University Press.

Diamond, Larry. (2002) Elections Without Democracy: Thinking About Hybrid Regimes. *Journal of Democracy* 13(2) pp.21-35.

Ferree, K., Jung, D., Dowd, R., & Gibson, C. (2018). Election Ink and Turnout in a Partial Democracy. *British Journal of Political Science*, Online First pp.1-17.

Herbst, J. *States and Power in Africa* (2000). Princeton: Princeton University Press. Chapter 1 pp.11-31

Huntington, Samuel P. (1991) "Democracy's Third Wave". *Journal of Democracy* 2(2) pp.12-34. Available [here](#).

Landry, Pierre F., Davis, Deborah, and Wang, Shiru. (2010) Elections in Rural China: Competition Without Parties, *Comparative Political Studies* 43(6) pp.763-790.

Malesky, Edmund, and Schuluer, Paul. (2011) The Single-Party Dictator's Dilemma: Information in Elections without Opposition, *Legislative Studies Quarterly* 36(4) pp.491-530.

Wong, R. B. (1997) *China Transformed: historical change and the limits of European experience*. Ithaca: Cornell University Press. Chapter 4 pp.73-104. Available [here](#).

Landry, Pierre F., Davis, Deborah, and Wang, Shiru. (2010) Elections in Rural China: Competition Without Parties, *Comparative Political Studies* 43(6) pp.763-790.

Topic 3: Determinants of Democracy and Dictatorship (Lectures week 3/Tutorial week 4)

Key Questions:

Are richer countries more likely to 1) become democracies and 2) stay democracies? Why is this the case?

What is the role of public attitudes in supporting the emergence and survival of democracies?

What is the relationship between the economic and cultural determinants of democracy?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 6: The Economic Determinants of Democracy and Dictatorship.

Norris, Pippa (2010) *Democratic Deficit: Critical Citizens Revisited*. Chapter 11: The Consequences for Citizenship, Governance, and Democratization. New York: Cambridge University Press.

Additional Reading

Economic Determinants

Acemoglu, Daron and Robinson, James (2006) *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press

Ahmed, Faisal. (2012) The Perils of Unearned Foreign Income: Aid, Remittances, and Government Survival. *American Political Science Review*. 106: 146-165.

Bermeo, Sarah Blodgett (2016) Aid is Not Oil: Donor Utility, Heterogeneous Aid, and the Aid-Democratization Relationship. *International Organization*. 70 (Winter): 1-32.

Ross, Michael L., (2011) Will Oil Drown the Arab Spring? Democracy and the Resource Curse. *Foreign Affairs*. 90(5): 2-7

Cultural Determinants

Almond, Gabriel, and Verba, Sidney. (1963). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. London: SAGE Publications. Chapter 1: An Approach to Political Culture.

Clark, William Roberts., Golder, Matt., and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 7: The Cultural Determinants of Democracy and Dictatorship.

Inglehart, Ronald and Welzel, Christian (2005) *Modernization, Cultural Change, and Democracy: The Human Development Sequence*. New York: Cambridge University Press. Especially Chapter 1: A Revised Theory of Modernization

Norris, Pippa and Inglehart, Ronald (2002) Islamic Culture and Democracy: Testing the 'Clash of Civilizations' Thesis. *Comparative Sociology*. 1(3-4): 235-263.

Topic 4: Types of Dictatorship (Lectures week 4/Tutorial week 5)

Key Questions:

What are the key types of dictatorship?

How do dictatorship characteristics influence the longevity of authoritarian regimes?

Why does the size of the selectorate in a regime influence economic performance?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 10: Varieties of Dictatorship

Essential Listening: EconTalk podcast with Bruce Bueno de Mesquita: http://www.econtalk.org/archives/2007/02/bruce_bueno_de.html

Additional Reading

Bueno de Mesquita, Bruce and Smith, Alastair (2003) *The Logic of Political Survival*. Cambridge, MA: MIT Press. Chapter 1: Reining in the Prince. Available [here](#).

Cheibub, Jose Antonio, Gandhi, Jennifer, and Vreeland, James Raymond (2010) Democracy and Dictatorship Revisited. *Public Choice*. 143: 67-101

Gandhi, Jennifer, and Przeworski, Adam (2007) Authoritarian Institutions and the Survival of Autocrats. *Comparative Political Studies* 40: 1279-1301

Gallagher, Mary and Hanson, Jonathan (2015) Power Tool or Dull Blade? Selectorate Theory for Autocracies. *Annual Review of Political Science*. 18: 367-385

Geddes, Barbara, Wright, Joseph, and Frantz, Erica (2014) Autocratic Breakdown and Regime Transitions: A New Data Set. *Perspectives on Politics*. 12: 313-331

Svolik, Milan (2012) *The Politics of Authoritarian Rule*. New York: Cambridge University Press. Especially Chapter 1: Introduction: The Anatomy of Dictatorship

Topic 5: Democratic Transitions (Lectures week 5/Tutorial week 7)

Key Questions:

How do we distinguish between bottom-up and top-down democratic transitions? How do the two interact?

Why are popular revolutions so rare? How collective action theory and the concept of revolutionary thresholds explain this?

Why do elites in authoritarian states introduce liberalisation policies?

Essential Readings:

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. Chapter 8: Democratic Transitions

Tufekci, Zeynep & Wilson, Christopher. (2012) Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square'. *Journal of Communication* 62(2) pp.363-379. Available [here](#).

Additional Readings:

Adena, Maja, Enikolopov, Ruben, Petrova, Maria, Santarosa, Veronica, and Zhuravskaya, Ekaterina. (2015) Radio and the Rise of The Nazis in Prewar Germany, *The Quarterly Journal of Economics*, 130(4) pp.1885–1939

Coleman, Isobel and Lawson-Remer, Terra. A User's Guide to Democratic Transitions: A how-to guide for reformers around the world. <https://foreignpolicy.com/2013/06/18/a-users-guide-to-democratic-transitions/>

Garton Ash, Timothy (1993). *The Magic Lantern: The Revolution of '89 Witnessed in Warsaw, Budapest, Berlin, and Prague*. New York: Vintage Books.

Kuran, Timur. (1991) Now Out of Never: The Element of Surprise in the East European Revolution of 1989, *World Politics*, 44(1) pp.7-48

Huntington, Samuel P. (1991) "Democracy's Third Wave". *Journal of Democracy* 2(2) pp.12-34. Available [here](#).

Nalepa, Monika. (2010) *Skeletons in the Closet: Transitional Justice in Post-Communist Europe*. Cambridge: Cambridge University Press. Introduction. Available [here](#).

Wang, Yi-Tang., Lindenfors, Patrick., Sundstrom, Aksel., Jansson, Fredrik., Paxton, Pamela., and Lindberg, Staffan. (2017) Women's rights in democratic transitions: A global sequence analysis, 1900-2012. *European Journal of Political Research*. 56 (4): 735-756.

Waylen, Georgina, (1994) Women and Democratization: Conceptualizing Gender Relations in Transition. *World Politics*. 46(3): 327-354

Topic 6: Types of Democracy (Lectures week 7/Tutorial week 8)

Key Questions:

What are the defining features of parliamentary, presidential, and semi-presidential democratic systems? What are the similarities and differences?

How does the type of system affect the government formation process?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 12: Parliamentary, Presidential, and Semi-Presidential Democracies

Boucek, Françoise (2010) The Least Worst Option? The Pros and Cons of Coalition Government. *Political Insight*. 1(2): 48-51

Additional Reading

LeBas, Adrienne (2016) Term Limits and Beyond: Africa's Democratic Hurdles. *Current History*. 115 (781): 169

Linz, Juan J (1990) The Perils of Presidentialism. *Journal of Democracy*. 1(1): 51-69

Mainwaring, Scott and Shugart, Matthew (1997) Juan Linz, Presidentialism, and Democracy: A Critical Appraisal. *Comparative Politics* 29: 449-472

Müller, Wolfgang, and Strøm, Kaare (2000) *Coalition Governments in Western Europe*. Oxford: Oxford University Press. Chapter 1: Coalition Governance in Western Europe: An Introduction. Available [here](#).

Schleiter, Petra, and Morgan-Jones, Edward (2009) Constitutional Power and Competing Risks: Monarchs, Presidents, Prime Ministers, and the Termination of East and West European Cabinets. *American Political Science Review*. 103(3): 496-512

Siaroff, Alan (2003) Comparative Presidencies: The Inadequacy of the Presidential, Semi-Presidential and Parliamentary Distinction. *European Journal of Political Research*. 42(3): 287-312.

Van Cranenburgh, Oda (2008) 'Big men' rule: Presidential power, regime type and democracy in 30 African countries. *Democratization*. 15(5): 952-973

Topic 7: Institutional Veto Players (Lectures week 8/Tutorial week 9)

Key Questions:

What is the difference between federalism and devolution? Why is it important to distinguish between federalism *de jure* and federalism *de facto*?

Why do many states have two chambers in their legislature?

How does veto player theory explain policy (in)stability?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. Chapter 15: Institutional Veto Players.

Matthew, Dylan. (2013) Wonkblog: Why Congress can't seem to get anything done, *Washington Post*. Available on Blackboard.

Additional Reading

Acemoglu, Daron, Reed, Tristan and Robinson, James A. Chiefs. (2014) Economic Development and Elite Control of Civil Society in Sierra Leone, *Journal of Political Economy*, 122(2) pp. 319-368

Bednar, Jenna. (2009) *The Robust Federation: Principles of Design*. Chapter 2.

Bednar, Jenna. (2011) The Political Science of Federalism, *Annual Review of Law and Social Science* 7 pp.269-288

Triesman, Daniel. (2000) Decentralization and the Quality of Government. University of California, Los Angeles. Available [here](#).

Tsebelis, G. (1995). Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism. *British Journal of Political Science*, 25(3), pp.289-325.

Tsebelis, George and Nardi Jr. Dominic J. Countries with longer constitutions are poorer and more corrupt: evidence from the OECD <https://constitution-unit.com/2016/06/06/countries-with-longer-constitutions-are-poorer-and-more-corrupt-evidence-from-the-oecd/#more-5061>

Wlezien, Christopher and Soroka, Stuart, N. (2001) *Publius: The Journal of Federalism* 41(1) pp.31-55

Topic 8: Elections (Lectures week 9/Tutorial week 10)

Key Questions

What are the key differences between majoritarian and proportional systems? What are their advantages and disadvantages?

What are the consequences of the type of electoral system adopted?

What is electoral integrity and why does it matter?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 13: Elections and Electoral Systems

Norris, Pippa, Wynter, Thomas, and Cameron, Sarah (2018) Corruption and Coercion: The Year in Elections 2017. *The Electoral Integrity Project*

Additional Reading

Birch, Sarah (2008) Electoral institutions and popular confidence in electoral processes: A cross-national analysis. *Electoral Studies* 27: 305-320

Dunleavy, Patrick, '[Duverger's Law is a dead parrot. Outside the USA, first-past-the-post voting has no tendency at all to produce two party politics.](#)' LSE Politics and Policy Blog, 18th June 2012

Golder, Matt (2005) Democratic electoral systems around the world, 1946-2000. *Electoral Studies* 24: 103-121

Karp, Jeffrey and Banducci, Susan (2008) Political efficacy and participation in twenty-seven democracies: How electoral systems shape political behaviour. *British Journal of Political Science* 38(2): 311-334.

Norris, Pippa (2006) The Impact of Electoral Reform on Women's Representation. *Acta Politica* 41: 197-213

Sahoo (2015) Review of Norris, Pippa (2012) *Why Electoral Integrity Matters in Democratization*, 22:6: 1158-1159

Shugart, Matthew Soberg and Wattenberg, Martin P. (2003) *Mixed-Member Electoral Systems: The Best of Both Worlds?* Oxford: Oxford University Press. Especially Chapter 2: 'Extreme' Electoral Systems and the Appeal of the Mixed-Member Alternative

Topic 9: Party Systems and Social Cleavages (Lectures week 10/Tutorial week 11)

Key questions:

What are parties for?

How can we classify party systems? Why would we want to do this?

Why are some party systems divided on some social cleavages, and other on different social cleavages?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. Chapter 14: Social Cleavages and Party Systems.

Ziegfeld, Adam. (2014) The Monkey Cage: India's election isn't as historical as people think, *Washington Post*

Additional Reading

Dalton, Russell J., Farrell, David M., and McAllister, Ian. (2011) *Political Parties and Democratic Linkage: How Parties Organize Democracy*. Introduction. Available [here](#)

De La O, Ana L., Jonathan A. Rodden (2008) "Does Religion Distract the Poor? Income and Issue Voting Around the World." *Comparative Political Studies* 41(4-5): 437-476. Available [here](#).

Manza, Jeff and Brooks, Clem. (1999) *Social Cleavages and Political Change: Voter Alignment and U.S. Party Coalitions*. Oxford: Oxford University Press. Any chapter.

Raymond, Chris. (2016) Why British Politics is Not a Two-Party System, *Political Insight* 7(3) pp.28-31

S. C. Stokes. (1999) Political Parties and Democracy. *Annual Review of Political Science* 2(1) pp.243-267

Chandra, Kanchan. (2006) What is Ethnic Identity and Does it Matter? *Annual Review of Political Science* 9 pp.397-424

Topic 10: The Consequences of Democratic Institutions (Lectures week 11/Tutorial week 12)

Key Questions

What are the key differences between majoritarian and consensus ideas of democracy?

What institutions are associated with these types of democracy and why?

What are the consequences of the type of democracy for representation?

Essential Reading

Clark, William Roberts, Golder, Matt, and Golder, Sona Nadenichek. (2018) *Principles of Comparative Politics, Third Edition*. London: SAGE Publications. Chapter 16: Consequences of Democratic Institutions

Mansbridge, Jane (1999) Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes' *The Journal of Politics*. 61(3): 628-657

Additional Reading

Bernauer, Julian, Giger, Nathalie, and Rosset, Jan (2015) Mind the gap: Do proportional electoral systems foster a more equal representation of women and men, poor and rich? *International Political Science Review* 36(1): 78-98

Blais, Andre, and Bodet, Marc (2006) Does Proportional Representation Foster Closer Congruence Between Citizens and Policy Makers. *Comparative Politics Studies*. 39(10): 1243-1262

Fisher, Stephen, and Hobolt, Sara (2010) Coalition government and electoral accountability. *Electoral Studies*. 29 (3): 358-369

Lijphart, Arendt (1994) Democracies: Forms, performance, and constitutional engineering. *European Journal of Politics Research* 25(1): 1-17

Matland, Richard and Taylor,Michelle (1997) Electoral System Effects on Women's Representation: Theoretical Arguments and Evidence from Costa Rica. *Comparative Politics Studies* 30(2): 186-210

Paxton, Pamela, Hughes, Melanie, and Painter, Matthew (2009) Growth in women's political representation: A longitudinal exploration of democracy, electoral systems, and gender quotas. *European Journal of Political Research*. 49: 25-42

Sobolewska, Maria, McKee, Rebecca, and Campbell, Rosie (2018) Explaining motivation to represent: how does descriptive representation lead to substantive representation of racial and ethnic minorities? *West European Politics*

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
POLITICS**COURSE UNIT OUTLINE 2018/19****POLI10301 MAKING SENSE OF POLITICS****Semester: 1****Credits: 20**

Lecturer: Dr Marta Cantijoch
Room: Arthur Lewis Building, 4th Floor, 4.028
Telephone: +44 (0)161 306 6927
Email: marta.cantijoch@manchester.ac.uk
Office Hours: Book via SOHOL at
<https://mats.humanities.manchester.ac.uk/mats/SOHOL/StudentLogin.asp>

Tutors: Jack Bailey – jack.bailey@manchester.ac.uk
 Andrew Barclay – andrew.barclay@manchester.ac.uk

Lectures: Wednesday 9-11am, Mansfield Cooper, G.20

Tutorials: Allocate yourself to a tutorial group using the Student System

Mode of assessment: 2,000 word report to be submitted electronically (40%)
 2,500 word report to be submitted electronically (50%)
 Participation (10%)

Reading Week: Monday 29th October – Friday 2nd November 2018

Administrator: Luke Smith, luke.smith-2@manchester.ac.uk  0161 306 6906

Jay Burke, jay.burke@manchester.ac.uk  0161 275 2499

UG Office G.001 Arthur Lewis Building

*****IMPORTANT INFORMATION – PLEASE READ*****

A 2,000 word report is due **by 2pm on Monday 19th November 2018.**

A 2,500 word report is due **by 2pm on Monday 14th January 2019.**

All coursework will be submitted online only on Blackboard.

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 15.05.2019 – 07.09.2019

Re-sit Examination period: 19.08.2019 – 30.08.2019

TABLE OF CONTENTS:

COURSE DESCRIPTION 3

AIMS 3

EMPLOYABILITY OUTCOMES 3

COURSE SCHEDULE 4

COURSE CONTENT WEEK BY WEEK..... 5

WEEK 1 - WELCOME AND INTRODUCTION 5

WEEK 2 - THE PROCESS OF MEASUREMENT 6

WEEK 3 - SURVEYS AND SAMPLING 7

WEEKS 4 & 5 - ANALYSING QUANTITATIVE DATA (I & II) 8

WEEK 6 - READING WEEK 9

WEEKS 7 & 8 - ANALYSING QUANTITATIVE DATA (III & IV) 9

WEEKS 9 & 10 - COLLECTING AND ANALYSING QUALITATIVE DATA..... 10

WEEK 11 - OTHER APPROACHES IN QUANTITATIVE POLITICS RESEARCH 11

WEEK 12 - FINAL WEEK. 12

COURSE TEXTBOOKS..... 13

ASSESSMENT 14

FULL LIST OF REFERENCES CITED IN THIS GUIDE 18

COURSE DESCRIPTION

'Making Sense of Politics' (POLI10301) provides a foundation for the use of quantitative and qualitative research methods to analyse political problems. The goal of the course is to introduce students to the idea of using empirical evidence to resolve central research questions across the discipline, and to the methods used to gather, analyse and interpret data used in politics research.

POLI10301 takes a hands-on and applied approach: students learn to explore contemporary politics research questions using real data. In this course students develop the skills to become independent researchers and present the findings of their research in writing and visually in reports. The course also enables students to assess critically data and analyses produced by others and/or presented in media debate. The course is relevant for students on many different degree programmes and students with diverse academic backgrounds. Previous knowledge of politics or research methods is not expected.

AIMS

The course aims to provide students an introductory exposure to widely used quantitative and qualitative research methods. On completion of this unit successful students will be able to demonstrate the following skills:

- An ability to analyse some of the central questions in politics research empirically;
- Knowledge about how politics researchers develop strategies to analyse relevant and contemporary questions;
- Knowledge of widely used data analysis techniques and software (SPSS and Excel);
- Knowledge of some of the most widely used data resources, such as election studies, comparative surveys or databases of democracy;
- A critical awareness of the strengths and weaknesses of different methods of gathering data and applying them to political research questions;
- A critical awareness of the use of data in political and media debate;
- Knowledge of how data resources can be found and used to inform research on central political and social issues;
- An ability to communicate ideas in writing and verbally.

EMPLOYABILITY OUTCOMES

In a world of information overload and 'fake news', employers are increasingly looking for people with the ability to find, analyse and be critical of existing data. Students considering a career in journalism or interested in doing research in think tanks, public bodies or third sector organisations will find in this course a stepping stone into becoming an advanced data analyst, giving them an edge in an increasingly competitive graduate jobs market.

COURSE SCHEDULE

Lectures are every week (except during reading week and week 12) on Wednesdays between 9 and 11am in Mansfield Cooper, G.20. There will always be a 10 minute break around 10am.

Tutorials are a 1h session per week (except in week 1 and during reading week). You should allocate yourself to a tutorial group using the student system. The date, time and location of your tutorials group should automatically appear on your timetable on Blackboard.

Week number & lecture date	Lecture	Tutorial
(1) 26 September	Welcome and introduction	<i>No tutorial</i>
(2) 3 October	The process of measurement	Finding quantitative data online
(3) 10 October	Surveys and sampling	Introduction to SPSS
(4) 17 October	Analysing quantitative data (I)	Descriptive analysis in SPSS
(5) 24 October	Analysing quantitative data (II)	From SPSS to Excel
(6) 31 October	<i>READING WEEK</i>	
(7) 7 November	Analysing quantitative data (III)	Q&A session about report I
(8) 14 November	Analysing quantitative data (IV)	Crosstabs in SPSS
(9) 21 November	Introduction to qualitative methods	Developing a topic guide
(10) 28 November	Analysing qualitative data	Qualitative analysis
(11) 5 December	Other quantitative approaches in politics research	Quantitative content analysis
(12) 12 December	<i>No lecture</i>	Q&A session about final report

In each of these sessions different topics from across the discipline will be examined. Examples of topics examined in the course include: [Political behaviour] Why do some people vote (and why do others stay home)? How do political attitudes and opinions differ by gender or age?; [Comparative politics] When does democracy emerge, and what makes it stable?; [International relations] When and why do nations go to war? When and why do civil wars happen? – (Topics are subject to change depending on new data becoming available or relevant events taking place during the course).

COURSE CONTENT WEEK BY WEEK

WEEK 1 - WELCOME AND INTRODUCTION

Content:

Different approaches to the (empirical) study of politics.

Research designs.

The research question.

The importance of transparency.

Ethical considerations in empirical research.

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

* Bryman (2012): chapter 6.

* Halperin & Heath (2017): chapter 4.

* Hancke, Bob (2010). "The Challenge of Research Design", chapter 11 in Marsh, D. & Stocker, G. (Eds).

Materials used in class:

Branton, R., Martinez-Ebers, V., Carey, T. E., & Matsubayashi, T. (2015). "Social Protest and Policy Attitudes: The Case of the 2006 Immigrant Rallies". *American Journal of Political Science*, 59(2): 390-402.

Theocharis, Yannis & van Deth, Jan W. (2015) "A Modern Tragedy? Institutional Causes and Democratic Consequences of the Greek Crisis", *Representation*, 51(1): 63-79.

No tutorial in week 1.

WEEK 2 - THE PROCESS OF MEASUREMENT

Content:

From theory to hypotheses and from concepts to variables.

Operationalisation, types of variables.

Assessing the reliability and validity of our measures.

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

* Bryman (2012): chapter 7.

* Corbetta (2003): chapter 3.

* Pollock (2012): chapter 1.

Materials discussed in class:

Inglehart, Ronald (1977). "The Silent Revolution. Changing values and political styles among Western publics", Princeton University Press.

A. K. Maslow (1954) "Motivation and Personality", New York: Harper.

Copeland, L. (2014). "Value Change and Political Action: Postmaterialism, Political Consumerism, and Political Participation", *American Politics Research*, 2014, 42(2): 257-282.

Tutorial 1: 'Finding data online'

An inventory of online data sources for different types of data on relevant political topics will be provided and discussed.

In groups of two, you will choose a hypothesis from a list provided and you will identify a data source from the inventory that you could use to test it.

You will be asked to consider the following questions:

- What type of data is it?
- What is the unit of analysis?
- What are the observations included in the dataset?
- What are the variables included that can be used to test the hypothesis?

Each group will share and discuss their proposal with the rest of the class.

WEEK 3 - SURVEYS AND SAMPLING

Content:

Survey data.

Questionnaire design.

The challenges of sampling.

Representative samples, biases during recruitment of respondents.

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

* Bryman (2012): chapter 8.

* Halperin & Heath (2017): chapter 11.

* Corbetta (2003): chapter 5.

Verba, Sidney (1996). "The Citizen as Respondent: Sample Surveys and American Democracy. Presidential Address, American Political Science Association, 1995". *The American Political Science Review*, 90 (1): 1-7.

Tutorial 2: 'Introduction to SPSS'

This tutorial will be a hands-on session where we will go through the basic elements of SPSS. We will use a dataset from the European Social Survey, a study that has been conducted every two years in more than 30 countries in Europe since 2001. In particular, we will be using a representative survey of the British adult population.

You will work individually on your own computer but the group will progress together through examples and exercises. The slides provided will give you very detailed instructions.

You will learn the following aspects:

- What does the dataset look like in SPSS?
- Exploring one variable. The frequency table.
- Setting values as missing.
- Transforming existing variables (aka 'recoding').

You will be offered more exercises for you to practise on your own after the tutorial.

WEEKS 4 & 5 - ANALYSING QUANTITATIVE DATA (I & II)

Content:

Describing variables.

Distribution, centrality, dispersion.

Presenting results of analyses visually and in writing.

Discussion about Report I due on 19th November 2018

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

* Bryman (2012): chapter 16

* Halperin & Heath (2017): chapter 15

* Pollock (2012): chapter 2

Field, Andy (2009). *Discovering Statistics Using SPSS*. (3rd Edition). London: Sage, chapter 1.

Example used in class:

Henn, Matt & Foard, Nick (2012). "Young people, political participation and trust in Britain". *Parliamentary Affairs*, 65(1): 47-67.

Tutorial 3: 'Descriptive analysis in SPSS'

We will use a dataset collected by Prof Pippa Norris (Harvard University). The dataset is a collection of economic, political and social indicators from several sources for 195 countries. Using this dataset on SPSS, we will explore whether British colonial heritage is related to the durability and evolution of democracy and development in a country.

We will practise again how to recode variables and we will also learn:

- How to split the dataset to analyse only a group of observations
- How to use tables and centrality measures to describe nominal, ordinal and continuous variables.

Tutorial 4: 'From SPSS to Excel: graphing results'

In tutorial 4 we will use data from the British Election Study. This project began in 1964 and produces survey data at each British General Election. We will explore levels of political knowledge among British citizens: how much do people know about politics?

You will learn the following new features of SPSS:

- Computing an index from an existing group of variables
- Describing the new variable using SPSS tables and graphs
- Copy-pasting results from SPSS onto Excel
- Producing a professionally-looking graph in Excel.

WEEK 6 - READING WEEK

There is no lecture or tutorial in reading week. You are strongly encouraged to catch up with course materials and start preparing your report I due on 19th November 2018.

WEEKS 7 & 8 - ANALYSING QUANTITATIVE DATA (III & IV)

Content:

Making comparisons.
Cross tabulation of two variables.
The Chi-Square test.

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

- * Bryman (2012): chapter 15
- * Halperin & Heath (2017): pp. 391-395 & 407-414 in chapter 16
- * Pollock (2012): chapter 3

- * John, Peter (2010) "Quantitative Methods", chapter 13 in Marsh, D. & Stocker, G. (Eds).

Tutorial 5: 'Q & A session about report 1'

During this tutorial you will have a last chance to work on your analyses for your first report with assistance from your TA. You will be expected to bring your data and ask questions about your specific study. General (non-particular) aspects of the report will be discussed with the group. You are strongly encouraged to come to the tutorial with your data and questions ready beforehand.

Tutorial 6: 'Crosstabs in SPSS'

In tutorial 6 we will assess the association between two variables. Using data from the British Social Attitudes Survey, a representative survey of the British adult population, we will explore some of the factors behind the choice of exiting the EU. We will take this opportunity to discuss the differences between co-variance and causal effects.

You will learn the following new features of SPSS:

- Producing a crosstab and determining which percentages we need to compute
- Interpreting results from a crosstab
- Obtaining and interpreting a Chi-Square test

WEEKS 9 & 10 - COLLECTING AND ANALYSING QUALITATIVE DATA

Content:

Roles and uses of qualitative data.

Data collection techniques, with a focus on semi-structured interviews and focus groups.

Approaches to qualitative analysis.

Mixed-methods designs.

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

* Bryman (2012): chapters 17, 18 & 20.

* Corbetta (2003): chapter 10.

* Halperin & Heath (2017): chapter 12.

* Vromen, Ariadne (2010) "Debating Methods: Rediscovering Qualitative Approaches", chapter 12 in Marsh, D. & Stocker, G. (Eds).

Examples used in class:

Bloemraad, Irene & Trost, Christine (2008) "It's a Family Affair: Intergenerational Mobilization in the Spring 2006 Protests", *American Behavioral Scientist*, 52(4): 507-532.

Henn, Matt, Weinstein, Mark & Wring, Dominic (2002) "A generation apart? Youth and political participation in Britain". *The British Journal of Politics and International Relations*, 4(2): 167-192.

Tutorial 7: 'Creating a topic guide and conducting interviews'

In this tutorial you will work in groups in order to produce a topic guide used to investigate a research question (assigned to each group by the tutor). You will then practise how you would use this guide in an interview. The group will then discuss the experience of interviewing and being interviewed.

Tutorial 8: 'Coding and analysing qualitative data'

In tutorial 8 you will have access to a transcript of a real interview conducted as part of the research project of a UoM researcher (anonymised in advanced and used with permission from the author). You will work in groups to design a coding framework for the textual data. At the end of the session you will reflect on the differences in the coding proposals of the groups on the same data.

WEEK 11 - OTHER APPROACHES IN QUANTITATIVE POLITICS RESEARCH

Content:

Old and new challenges in quantitative politics research.
Association is not causation. Experimental designs.
Quantifying qualitative data, quantitative content analysis.
Collecting and analysing online data.
Discussion about Report II due on 14th January 2019

Recommended readings:

(* indicates that this is in a recommended textbook for this module, see page [13](#))

* Pollock (2012): chapter 4

* Halperin & Heath (2017): chapter 8

* Corbetta (2003): chapter 4

* Margett, Helen & Stoker, Gerry (2010) "The Experimental Method: Prospects for Laboratory and Field Studies", chapter 15 in Marsh, D. & Stocker, G. (Eds).

Examples used in class:

Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D., Marlow, C., Settle, J. E., & Fowler, J. H. (2012). 'A 61-million-person experiment in social influence and political mobilization'. *Nature*, 489(7415), 295-298.

Gibson, R., & Ward, S. (2000). 'A proposed methodology for studying the function and effectiveness of party and candidate web sites'. *Social Science Computer Review*, 18(3), 301-319.

Tutorial 9: 'Quantitative content analysis'

In this final tutorial we will learn to conduct a quantitative content analysis of textual data. Using a selection of emails received by a voter from candidates during a General Election, we will apply a coding scheme to measure variables such as level of personalisation, empathy or dialogue. You will input the results in an empty SPSS file to learn how we can create our own datasets.

WEEK 12 - FINAL WEEK.

(No lecture)

Tutorial 10: 'Special session about final report'

During the first half of this tutorial you will discuss the ethical implications of report II and go through an ethical review of your research design. ****This is an essential step prior to conducting your interview in order to adhere to university ethical guidelines****

During the second half of the tutorial you will have a last chance to work on your analyses for your final report with assistance from your tutor. You will be expected to bring your data and ask questions about your specific study. General (non-particular) aspects of the report will be discussed with the group.

You are strongly encouraged to come to the tutorial with your data and questions ready beforehand.

COURSE TEXTBOOKS

The following textbooks are strongly recommended in this course:

Bryman, Alan (2012). *Social research methods*. (4th Edition). Oxford: Oxford University Press,.
[Note that different editions of this textbook are available at the library. The latest editions have largely overlapping content and you can use any of them.]

Corbetta, Piergiorgio (2003). *Social Research. Theory, Methods and Techniques*. London: Sage.

Halperin, Sara, & Heath, Oliver (2017). *Political research: methods and practical skills*. (2nd Edition). Oxford: Oxford University Press

Marsh, David and Stoker, Gerry (Editors) (2010). *Theory and Methods in Political Science*. (3rd Edition). London: Palgrave MacMillan,.

Pollock, Phillip H. III (2012). *The Essentials of Political Analysis*. (4th Edition). Washington DC: CQ Press.

These books are all available at the Main Library, either as a hard copy or e-book (or both).

Previous editions of any of these books are also fine for the course (they tend to be cheaper and you can easily find second-hand copies for sale online).

ASSESSMENT

The course will be assessed by two pieces of coursework and active participation during lectures and tutorials:

- **Report I:** 2,000 words report addressing a research question and offering a piece of quantitative analysis. 40% of overall grade. Deadline: 2pm, Monday 19th November 2018. ***Data and detailed instructions are available on Blackboard in the folder "Assessment".***
- **Report II:** 2,500 words final report conducted to address a research question using a mixed-methods approach (i.e. combining quantitative and qualitative analysis). 50% of overall grade. Deadline: 2pm, Monday 14th January 2019. ***Data and detailed instructions are available on Blackboard in the folder "Assessment".***
- **Participation:** 10% of overall grade. This is not a mark for attendance. Attendance to tutorials is compulsory. The mark will be awarded based on active and substantive engagement.

Submitting your reports:

The reports must be submitted electronically. The file should be uploaded to Blackboard via Turnitin. Coursework must not be emailed to any member of staff. No report submitted in this way will be marked.

Bibliography and references:

Standard rules for footnotes and bibliography apply. You can use the Harvard or the Chicago referencing style. You need to provide a final list of references for any material cited in your report. This is required for both the Harvard and Chicago referencing styles.

Word count:

You will need to provide the word count in your reports. A 10% variation above/below the word limit is accepted. Therefore, the word count limit range for Report I is [1,800-2,200] and for Report II [2,250-2,750].

The final list of references does not count towards the word limit of the report. All footnotes, endnotes, quotes and any other references included in the text do count towards the word count.

Penalties apply if you fail to respect the word count limits (see more details below).

Marking criteria, penalties and mark deductions:

***Full details on marking criteria and penalties are provided in the Politics Course Unit Guide Part 2 ***

See also detailed instructions provided in Blackboard in the 'Assessment' folder.

You will be penalised if:

- Your report is longer or shorter than specified.
- You fail to provide your word count.
- An accurate word count is not given for a report which is either too long or too short
- Your references and/or bibliography are poor, incomplete or inadequate.

Extensions (see Politics Course Unit Guide Part II Page 29)

Different schools have different procedures for submitting mitigating circumstances requests. You MUST submit applications through your home schools procedures regardless of whether it is a politics essay.

School of Social Sciences

We have moved to an online system to submit applications for mitigating circumstances. Information about the new system and the help and support that is available for you in the School is available at <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

School of Arts, Languages and Cultures

Information on mitigating circumstances and the link to the online application form can be found at <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

School of Law

You can access information and the link to the online form through your Programme Page on Blackboard.

Please know that you can also speak to your home school/Programme Administrator in person to discuss your situation so they can help you to access the necessary help and support you need.

- Politics & International Relations: luke.smith-2@manchester.ac.uk/
jay.burke@manchester.ac.uk
- Philosophy, Politics & Economics: sarah.baguley@manchester.ac.uk
- BA Social Sciences: rabia.nawaz@manchester.ac.uk
- BA(Econ): shau.y.chan@manchester.ac.uk / bernadette.julien@manchester.ac.uk
- School of Arts, Languages & Cultures: salc-studentsupport@manchester.ac.uk
- School of Law: tsso.law@manchester.ac.uk * Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at i.glassey@manchester.ac.uk

Late Submission of Essays

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the student's Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

Accessing SPSS to produce your coursework:

As part of this course you will learn to use a specialised package called SPSS. During tutorials you will practise extensively how to manage and manipulate data and how to describe variables. You will use real-world data to explore patterns and perform substantive analyses of political questions. As part of the assessment for this course, you will be asked to include pieces of quantitative analyses conducted on SPSS in your reports.

SPSS is available on all PCs in all computer clusters across the university

Alternatively, you can download SPSS onto your laptop or home PC from the IT website. Go to: <http://www.itservices.manchester.ac.uk/software/> and follow the instructions or contact the IT helpdesk if you require assistance. Please note that your lecturer and TAs are not expected to assist with software installation.

The current version of SPSS within the University is v22.

***** IMPORTANT *****

Inability to access SPSS while being away from Campus (e.g. during holidays, reading week or weekends) is not grounds for an extension. You are expected to organise and plan ahead when you will need to conduct your analyses using SPSS.

Plagiarism and malpractice

The University of Manchester regards **plagiarism** and other forms of **malpractice** as a very serious offence. All students are expected to read and comply with the 'Guidance to students on plagiarism and other forms of academic malpractice', available at:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

FULL LIST OF REFERENCES CITED IN THIS GUIDE

Bloemraad, Irene & Trost, Christine (2008) "It's a Family Affair: Intergenerational Mobilization in the Spring 2006 Protests", *American Behavioral Scientist*, 52(4): 507-532.

Bond, R. M., Fariss, C. J., Jones, J. J., Kramer, A. D., Marlow, C., Settle, J. E., & Fowler, J. H. (2012). 'A 61-million-person experiment in social influence and political mobilization'. *Nature*, 489(7415): 295-298.

Branton, R., Martinez-Ebers, V., Carey, T. E., & Matsubayashi, T. (2015). "Social Protest and Policy Attitudes: The Case of the 2006 Immigrant Rallies". *American Journal of Political Science*, 59(2): 390-402.

Copeland, L. (2014). "Value Change and Political Action: Postmaterialism, Political Consumerism, and Political Participation", *American Politics Research*, 2014, 42(2): 257-282.

Corbetta, Piergiorgio (2003). *Social Research. Theory, Methods and Techniques*. London: Sage.

Field, Andy (2009). *Discovering Statistics Using SPSS*. (3rd Edition). London: Sage, chapter 1.

Gibson, R., & Ward, S. (2000). 'A proposed methodology for studying the function and effectiveness of party and candidate web sites'. *Social Science Computer Review*, 18(3): 301-319.

Halperin, Sara, & Heath, Oliver (2017). *Political research: methods and practical skills*. (2nd Edition). Oxford: Oxford University Press

Hancke, Bob (2010). "The Challenge of Research Design", in Marsh, D. & Stocker, G. (Eds). *Theory and Methods in Political Science*. London: Palgrave MacMillan, 3rd Edition: chapter 11.

Henn, Matt & Foard, Nick (2012). "Young people, political participation and trust in Britain". *Parliamentary Affairs*, 65(1): 47-67.

Henn, Matt, Weinstein, Mark & Wring, Dominic (2002) "A generation apart? Youth and political participation in Britain". *The British Journal of Politics and International Relations*, 4(2): 167-192.

Inglehart, Ronald (1977). "The Silent Revolution. Changing values and political styles among Western publics", Princeton University Press.

John, Peter (2010) "Quantitative Methods", in Marsh, D. & Stocker, G. (Eds). *Theory and Methods in Political Science*. London: Palgrave MacMillan, 3rd Edition: chapter 13.

Maslow, A. K. (1954) "Motivation and Personality", New York: Harper.

Margett, Helen & Stoker, Gerry (2010) "The Experimental Method: Prospects for Laboratory and Field Studies", in Marsh, D. & Stocker, G. (Eds). *Theory and Methods in Political Science*. London: Palgrave MacMillan, 3rd Edition: chapter 15.

Marsh, David and Stoker, Gerry (Editors) (2010). *Theory and Methods in Political Science*. London: Palgrave MacMillan, 3rd Edition.

Pollock, Phillip H. III (2012). *The Essentials of Political Analysis*. (4th Edition). Washington DC: CQ Press.

Theocharis, Yannis & van Deth, Jan W. (2015) "A Modern Tragedy? Institutional Causes and Democratic Consequences of the Greek Crisis", *Representation*, 51(1): 63-79.

Verba, Sidney (1996). "The Citizen as Respondent: Sample Surveys and American Democracy. Presidential Address, American Political Science Association, 1995". *The American Political Science Review*, 90 (1): 1-7.

Vromen, Ariadne (2010) "Debating Methods: Rediscovering Qualitative Approaches", in Marsh, D. & Stocker, G. (Eds). *Theory and Methods in Political Science*. London: Palgrave MacMillan, 3rd Edition: chapter 12.

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
POLITICS**COURSE UNIT OUTLINE 2017/18****POLI10401 British Politics: Power and the
State Semester: 1
Credits: 20**

Module Convenor **Dr Timothy J. Oliver**
Room Room 4.031 Arthur Lewis Building
Email timothy.oliver@manchester.ac.uk
Twitter @po1dr
Tutors **John Evey** - john.evey@gmail.com
 Jolanta Shields - jolanta.shields@postgrad.manchester.ac.uk

Lectures: Mondays 16.00-17.00 pm in Ellen Wilkinson Building, C5.1.
 Fridays 11.00-12.00pm in Stopford building, Lecture Theatre 2.
 Lectures start the week beginning the 24th September 2018

Tutorials: Commence in week beginning the 1st October 2018.
 Allocate yourself to a tutorial group using the Student System

Mode of assessment: 2,000 word essay (40%) and 2 hour exam (60%)

Reading Week is in Week 6, 30th Oct.- 3rd Nov.
Lectures and Tutorials resume week beginning 6th Nov.

Administrator: Luke Smith, luke.smith-2@manchester.ac.uk  0161 306 6906

Jay Burke, jay.burke@manchester.ac.uk  0161 275 2499
 UG Office G.001 Arthur Lewis Building

*****IMPORTANT INFORMATION – PLEASE READ*****

Assessment Deadline - 2pm Thursday 29th November 2018

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 15.01.2018 – 26.01.2018
Re-sit Examination period: 20.08.2018 – 31.08.2018

Introduction

British politics is rarely dull. In recent decades the fortunes of the two main political parties have dramatically fluctuated, with landslide victories for the Conservatives in 1983 and 1987, followed by victories for Labour in 1997, 2001 and 2005. In May 2010, we witnessed the formation of a Conservative- Liberal Democrat coalition government, the first time Britain has not been governed by a single party government in peacetime since the 1930s. In the aftermath of the 2015 and 2017 elections, British Politics appears to be entering one of its more momentous epochs. The 2016 EU Referendum represents a major rupture in British Governance arrangements, despite David Cameron's desire that it would resolve 'the issue of Europe' for a generation. The consequences of Brexit are now only just starting to play out, rendering unpredictability across a whole raft of different areas. The process of Brexit is also being shaped by a minority Conservative Government adding to the complexity of the negotiations over Britain's withdrawal from the EU. Although this in a recent climate in which the fall-out from the Scottish Independence Referendum and the rise in so-called insurgent parties including UKIP, the Greens and the SNP have presented serious challenges to the old order and creating new political divides.

Yet British politics has always been subject to ebbs and flows. The rise and fall first of Thatcherism, and the waxing and waning of the New Labour project has transformed both the nature of British politics and what we might refer to as the modern British state. In the last thirty years, the revisionism that has taken place in the Keynesian-welfare settlement and the so-called 'turn to governance' as a new mode of governing reflect major changes in the management of the economy, the organisation of the state and the place of Britain in the world. Locally this has expressed itself in an increased commitment to devolving state power and responsibilities downwards to cities and regions as part of a New Localism agenda.

The question arises as to how committed the current government is to deliver a real and sustainable dispersal of power in the face of considerable constraints on their core economic and social policies, their strong commitment to a slimmed down state and the British political tradition that emphasises an elite, top-down model of democracy. Brexit and with it calls 'to take back control' suggest we are in the midst of witnessing a renewed power grab to Whitehall by Westminster's executive.

Collectively, these changes have led political science to consider a number of key themes concerning the contemporary identity of the modern British state and the sort of power it now wields. These themes connect directly to questions over the nature of British democracy and questions over the rise in an anti-politics culture, the effect of globalisation, Europeanisation and devolution, the extent to which the current welfare settlement is still sustainable and whether the state is on the verge of another transitional stage as the current government negotiates the terms of Britain's exit from Europe.

This module explores these key questions, issues and dilemmas facing contemporary British politics, seeking to place them in an historical, social and political context. The material on the course is organised round a key literature - that of the British Political Tradition - which is then used to help us understand continuity and change in British politics overtime.

Learning Objectives

This module aims to provide a foundation for the study of British politics to enable students to demonstrate a critical and theoretical understanding of British politics.

Learning Outcomes:

By the end of the module students will be able to:

- Demonstrate appropriate cognitive, communicative, and transferable skills, including understanding basic concepts and theories, contributing to seminar discussion, using library and internet resources (knowledge and comprehension).
- Apply conceptual tools to analyse structures, processes, and events in British politics (application);
- Analyse the changing nature of the modern British state and polity (analysis);
- Construct reasoned arguments and make critical judgements about political issues and events in British politics (critical analysis).
- Evaluate different interpretations of political issues and events in British politics (synthesis and evaluation).

The University's Academic Standards Code of Practice states that a 20 credits course unit should require a total of about 200 hours of work by the student.

- 20 hours of lectures
- 10 hours of seminars
- 2 hour examination
- 60 hours for seminar preparation (5 hours of reading and preparation for each of 10 substantive seminars plus 10 extra hours to prepare 2 seminar reports)
- 60 hours to research and write the essay 50 hours for exam revision

For guidance on study techniques see the [Undergraduate Handbook](#).

Teaching and Learning

Lectures

There are two 50 minute lectures per week on Mondays 16.00-17.00 pm in Ellen Wilkinson Building, C5.1., and on Fridays 11.00-12.00pm in Stopford building, Lecture Theatre 2.

Lectures start the week beginning Monday 24th September 2018.

Lectures will be delivered by:

Dr Timothy J. Oliver, Arthur Lewis Building 4.032, Extension 54495, E-mail
Timothy.Oliver@manchester.ac.uk

Lecture slides will be made available on Blackboard prior to the lecture (accessed through My Manchester portal). Audio recordings will also be available after each lecture.

Seminars

A seminar is a small group meeting where you reflect upon and discuss an aspect from the course. You are required to attend, prepare for (about 5 hours of reading for each seminar) and fully participate in seminars. Successful seminars depend upon informed student participation. There is a list of relevant readings. You must read the Essential Readings set by your seminar tutor each week.

Seminar attendance is compulsory. You are expected to make every effort to attend all seminars on this course: attendance at seminars is recorded and non-attendance will be reported to your degree programme. If you know in advance that circumstances beyond your control will prevent you from attending a seminar, you should contact your tutor. If you are unable to do this, you should explain your absence as soon as possible. You should not wait to be contacted by tutors for non-attendance. Unexcused absences can lead to an unsatisfactory report at the end of the course that could adversely affect future job references. Finally, unexcused absences could lead to you being denied an opportunity to re-sit a failed examination or even to you being excluded from this course or from a degree programme or the university.

You are responsible for allocating yourself to a seminar group commencing Week 2 (Week Commencing Monday 1st October). Your tutor will inform you of office hours, when you can discuss any aspects of the course. Students are responsible for ensuring that their POLI 10401 seminar group does not clash with their classes for their other course units.

Seminar Tutors:

John Evey - john.evey@gmail.com

Jolanta Shields - jolanta.shields@postgrad.manchester.ac.uk

Advice and Feedback

Students can receive advice and feedback on their assessed work throughout the module. Lecturers and seminar tutors have dedicated feedback and advice hours each week, and are also available for meetings by appointment. Module leaders and seminar tutors can provide support and information concerning:

- The preparation of assessed work
- Progress on continuous assessment
- Essay plans
- The written comments on assessment sheets
- Ways to improve essays

Module Evaluation

Academic support: If you are having difficulty in this course due to language problems, time management issues, or any other issues not related to the materials in the course, the University has a range of resources to support you. Please see the [Language Centre](#) for further information.

Other University policies: relevant documents can be found here: [Policies](#).

Complaints: If you have queries or complaints about the course unit, you should in the first instance address them to the tutor responsible for your seminar group. If you are not satisfied, you should then address them to the Undergraduate Office for politics. If the Office cannot address your concerns then the Course Convenor will try to do so. If you remain dissatisfied, we will advise you of procedures for taking matters further.

Assessment

One 2000 word essay (maximum) [40%]: **Deadline is 2pm Thursday 29th November 2018**

Essay Question:

'Critically assess the role of the British Political Tradition in shaping British politics'.

There will be a penalty of 10 points per day for up to 10 days (including weekends) for any assessed essays submitted after the specified submission date, unless the SoSS UG Office or Academic Advisor grants the student an extension. **Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed.**

Referencing: **You must use a minimum of 10 scholarly sources** in writing your essay. You must reference appropriately and must provide a Bibliography. If you do not provide a Bibliography and do not reference appropriately in your essay, you will be penalized by the deduction of marks. Please see the Standard [Part 2 Course Guide](#) for the policy on Bibliography and referencing as well as advice on good practice.

Submission: The deadline for submission is **2pm, Thursday 29th November 2018**. You must submit one copy ONLINE via Blackboard. All students must submit an electronic copy of their essay via Blackboard.

Extensions: If external interference with your academic studies prevents you from meeting the submission deadline, you should apply for an extension. Extensions to the essay deadline will only be granted in exceptional circumstances. Please note that all applications for extensions should be submitted to the Undergraduate Office. The Standard [Part 2 Politics Course Guide](#) (available on the Politics website) provides information about the criteria and procedure for granting extensions.

Plagiarism: Students should follow good academic practice. See the Standard [Part 2 Politics Course Guide](#) and also your programme handbooks for the university's policy on plagiarism and also for advice on referencing and constructing a Bibliography. You can avoid plagiarism by learning to reference correctly: we will discuss how to do this in seminars. We use Turnitin software to check students' work for all forms of plagiarism and copying. Students will be called in to meet with the tutor and/or course convenor if the software reports an unacceptable level of similarity with other published work, including internet sources. All students must submit an electronic copy of their essay via Blackboard - if students fail to submit BOTH paper and electronic versions we will consider them to have not submitted the essay at all.

A two hour unseen examination paper [60%]

Examination period: 15.01.2018 – 26.01.2018
Re-sit Examination period: 20.08.2018 – 31.08.2018

PART ONE: CONCEPTUAL APPROACHES TO UNDERSTANDING BRITISH POLITICS

Week 1

Lecture 1. British Politics in Turbulent Times [Monday 24th September] One of the aims of this course is to highlight the history of ideological conflict and contestation over time in British politics. Students should be sensitised to the relationship between the challenges to the traditional power of the state and elites and the changing nature of British society and identity.

Lecture 2. Understanding the British Political Tradition? [28th September] This lecture will outline some of the traditional conceptions of British politics: British political tradition, the Westminster model and the Whig interpretation of history.

Week 2

Lecture 3. Understanding Macro-Models of the State: [1st October] This lecture will explore the evolution of various macro-theories of the British state - Marxism, Elitism and Pluralism - and reflect on their utility in terms of the contemporary nature of the British state.

Lecture 4. Politics and Society: Class, Gender, Race and Age [5th October]

Building on the approaches set out in the previous lecture, here we explore the influence and changing nature of society framed through approaches to class, gender race and age in British politics and considers the question of structured inequalities in British society.

Week 3

Lecture 5. The Modern British State: Understanding the Westminster Model: [7th October] In this lecture we explore the Westminster model as the dominant organising perspective of the British political system.

Lecture 6. The Critical Turn: The Differentiated Polity Model and the Asymmetric Power Model [11th October]: Building on the previous lecture, here we explore the two contemporary and dominant critiques of the WM that have emerged in the form of the differentiated polity model and the asymmetric power model.

Week 4

Lecture 7. Democracy and Civil Society [14th October]

This lecture explores the nature of the British democratic settlement and the role of civil society within the context of the previous discussion on the different models available to understanding the modern British state

Lecture 8. The Politics of Anti-Politics [18th October]

This lecture explores the so-called rise in anti-politics and populism by exploring the current approaches to understanding the problem from both a demand-side and supply-side perspective.

PART 2: BRITISH POLITICS – CHANGE AND CONTINUITY OVERTIME

Week 5

Lecture 9. From a Liberal State to a Keynesian Welfare State [19th C –Post 1945]: [21st October]

This lecture explores the evolution of the modern British state from the late 19th century era of Gladstone and Disraeli and the evolution of a liberal state settlement through to and including the nature of state transformation after the Second World War and the development of the Keynesian-Welfare state [KWS].

Lecture 10. The Crisis of the Modern British State: The Politics of Decline [1940s-1970s]: [26th October] This lecture focuses on the period from the 1950s up to the late 1970s and the extent to which the various tenets on which the KWS had been constructed came under increasing stress in the

light of a growing debate on 'decline' and the emergence of themes such as overload and ungovernability.

Week 6 – Reading week

Week 7

Lecture 11. The New Right and Thatcherism: [5th November] This lecture explores the way in which the emergence of ideas associated with the New Right and more latterly Thatcherism were used to de-legitimise the KWS and what is often referred to as the post-war settlement, so creating a political vacuum. It then goes on to explore the impact of Thatcherism and considers to what extent the reforms introduced after 1979 reformed the nature of the modern British state.

Lecture 12. The Adaption of the British State: The Rise of the Regulatory State: [9th November] This lecture explores a paradox of the neo-liberal project of successive Conservative governments: how policies focused on creating free markets were invariably accompanied by the establishment of comprehensive regulatory regimes.

Week 8

Lecture 13. New Labour 1997-2010: [12th November] This lecture explores the post-1997 response by the Labour Government to Thatcherism in the form of the Third Way.

Lecture 14. The Coalition 2010-15 & The Conservative Administration 2015-on: [16th November] This lecture explores both the Con-Lib Coalition Admin and the current Conservative Government, considering how they have approached the issue of offering a new governance settlement in the form of the Big Society and the creation of a Post-Bureaucratic State. This is set within the context of its response to the global economic downturn and asks whether a 'new politics' has emerged or the contours of the BPT remained broadly intact.

PART THREE: BRITAIN AND GEO-POLITICAL FORCES

Week 9

Lecture 15. Globalisation in the Context of British Politics: [19th November] This lecture explores how external forces have shaped the current topography of the state, and the debates in the literature about the extent to which the state has been 'hollowed out'.

Lecture 16. The New Localism - Devolution: [23rd November]

This lecture assesses the impact of devolution to Scotland, Wales and Northern Ireland and the regions of England on the dominant governing institutions and practices of the British state. In particular, it explores the potential ramifications of the September 2014 Independence referendum on a newly emerging, more devolved model of governance for the whole of the UK.

Week 10

Lecture 17. Britain - From Super-Power to Awkward European Partner and beyond: [26th November]

This lecture explores Britain's fluctuating relationship with Europe over time and how the principles of the British political tradition have shaped the debate in the UK. It will also explore the initial responses to BREXIT and consider whether this will ultimately challenge or reinforce the British Political Tradition.

Lecture 18. Britain and The European Union 1973-2016: [30th November] This lecture looks at the relationship between Britain and the EU from membership up to and including Brexit. It addresses some of the conceptual and theoretical debates underpinning the European project and applies them to consider why BREXIT occurred and what Britain's future relationship with the EU might look like. The lecture will situate British domestic politics within a broader international framework.

Week 11

Lecture 19. The Brexit Paradox: The British Political Tradition and 'Taking Back Control' [3rd December] This lecture explores the broader context and drivers underpinning the outcome of the June 2017 referendum on Britain's membership of the Europe Union. The lecture reflects on the issues that are likely to arise out of the British Government's pursuit of a new governance settlement that is essentially organised round a centralising strategy based on the repatriation of powers to Whitehall.

Lecture 20. The Future of the Modern British State: Old and New Politics [7th December] Has the recent turbulence in British politics created a critical juncture for the future trajectory of British politics? This lecture considers the issue of a new post-Brexit governance and asks whether a 'new politics' is likely to emerge or instead, under the mantra of 'taking back control' it will lead to the re-imposition of state centric governance.

Recommended Core Reading

Please note - while the texts below contribute to the design of this module and, in particular compliment the lectures, they by no means covers all the material that will be addressed throughout the course. They offer a starting point and you are expected to read the related literatures referenced below, as well as undertaking your own independent reading from other sources you have identified as relevant.

- Hall, M. (2011). *Political Traditions and UK Politics*. Basingstoke: Palgrave
- Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Richards, D., Smith, M. and Hay, C. (2014) *Institutional Crisis in Twenty-First Century Britain* Basingstoke: Palgrave
- Menon, A. and Evans, G. (2017) *Brexit and British Politics* Polity Press [N.B. published Oct 2017]
- Moran, M. (2015) *Politics and Governance in the UK* [3rd edition] Basingstoke: Palgrave
- Moran, M. (2017) *The End of British Politics?* Basingstoke: Palgrave
- Richards, David, and Smith, M.J. (2002) *Governance and Public Policy in the United Kingdom* Oxford University Press,
- Kavangh, Richards, Smith and Geddes (2006) *British Politics*, 5th Edition, 2006, Oxford University Press
- Holliday, I et al (eds.) *Fundamentals in British Politics* Palgrave 1999
- Marsh, D. et al (1999). *Postwar British Politics in Perspective*. Cambridge: Polity
- McAnulla, S. (2006). *British Politics: A Critical Introduction*. London: Continuum

Useful Web-site Links/My Manchester

Please check the designated My Manchester module resource web page regularly, as I will place various articles, along with each lecture's overheads, notes, messages etc on it throughout the course:

Elsewhere, an excellent general gateway to useful web sites on British Politics can be found at <http://www.psr.keele.ac.uk>

Below are a selection of course-related blogs written recently by the module leader related to the British Political Tradition:

2017

- *Beyond the 2017 General Election: A Manifesto's Guide to Old and New Politics* <http://blog.policy.manchester.ac.uk/posts/2017/05/beyond-the-2017-general-election-a-manifestos-guide-to-old-and-new-politics/>
- 'Brexit and the Westminster Fallacy of 'Democratic Nostalgia' in *OnBrexit Policy@Manchester*, p.25-28 <http://documents.manchester.ac.uk/display.aspx?DocID=32694>
- *Things were Better in the Past': Brexit and the Westminster Fallacy of Democratic Nostalgia* <http://blogs.lse.ac.uk/politicsandpolicy/brexit-and-the-westminster-fallacy-of-democratic-nostalgia/>
- *Brexit and the Meaning of 'Taking Back Control': Great State Expectations?* <http://blog.policy.manchester.ac.uk/posts/2017/03/brexit-and-the-meaning-of-taking-back-control-great-state-expectations/>
- *The Treasury in the 21st century: still one of the great offices of state or a hollowed-out, echo chamber?* http://blog.policy.manchester.ac.uk/british_politics/2017/03/treasury-review/
- *Avoiding 'Brexit Turf Wars': Whitehall's Need for a Grand Strategy* <http://flickread.com/edition/html/index.php?pdf=58aec497b4285#3>
- *Are political statecraft and populism compatible?* <http://blogs.lse.ac.uk/politicsandpolicy/are-political-statecraft-and-populism-compatible/>

2016

- *Grand Brexit Strategies – can Whitehall cope?* <http://blogs.lse.ac.uk/politicsandpolicy/grand-brexit-strategies-can-whitehall-cope/>
- *'British politics in the Age of Uncertainty: the link between old, new, and anti-politics'* http://blogs.lse.ac.uk/politicsandpolicy/british-politics-in-an-age-of-uncertainty/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+British+Politics+and+Policy+at+LSE+%28British+politics+and+policy+at+LSE%29
- *'Brexit, Whitehall, and the demise of Haldane: the need for a new minister-civil servant relationship?'* <http://blogs.lse.ac.uk/politicsandpolicy/brexit-and-the-demise-of-haldane/>
- *'On the politics of lying: does the Hillsborough cover-up reveal a wider institutional malaise in the UK?'* <http://blogs.lse.ac.uk/politicsandpolicy/on-the-politics-of-lying-hillsborough/>
- *When should Cameron resign? Lessons from Wilson, Thatcher, and Blair* <http://blogs.lse.ac.uk/politicsandpolicy/when-should-cameron-resign/>
- *'Back to the Future?' Brexit, elitism, and the British Political Tradition'* <http://blogs.lse.ac.uk/politicsandpolicy/brexit-and-the-british-political-tradition/>

2015

- *Neither Unified, Nor Uniform – So What Civil Service for the Twenty-First Century?* <http://blog.policy.manchester.ac.uk/posts/2015/01/neither-unified-nor-uniform-so-what-civil-service-for-the-twenty-first-century/>
- *'The strange resurrection of the British Political Tradition'* <http://blogs.lse.ac.uk/politicsandpolicy/the-strange-resurrection-of-the-british-political-tradition/>
- *'Whatever happened to the strange death of Tory England?'* <http://blogs.lse.ac.uk/politicsandpolicy/whatever-happened-to-the-strange-death-of-tory-england/>
- *The demise of the Parliament's Political and Constitutional Reform Committee: executive power is again predominant* <http://www.democraticaudit.com/2015/05/25/the-demise-of-the-pcrc-a-cautionary-tale-of-the-indulgence-of-executive-power/>

- *Against ad hocery: we need a more democratic approach to UK devolution* <https://www.opendemocracy.net/ourkingdom/martin-smith-and-dave-richards/against-ad-hocery-uk-devolution-and-need-for-consultation->
- *Targets? More targets! Even less change and more continuity in the performance regime in Whitehall* <http://blog.policy.manchester.ac.uk/posts/2015/08/targets-more-targets-even-less-change-and-more-continuity-in-the-performance-regime-in-whitehall/>

2014

- *'How to address the pathologies of the British political tradition in an age of disengagement and distrust'* <http://blogs.lse.ac.uk/politicsandpolicy/how-to-address-the-pathologies-of-the-british-political-tradition-in-an-age-of-disengagement-and-distrust/>
- *'The programme of post-referendum constitutional reform must not be by the elites for the elites'* <http://blogs.lse.ac.uk/politicsandpolicy/the-programme-of-post-referendum-constitutional-reform-must-not-be-by-the-elites-for-the-elites/>
- *'Institutions and the banality of evil: Learning from Rotherham and Savile'* <http://blogs.lse.ac.uk/politicsandpolicy/institutions-and-the-banality-of-evil-learning-from-rotherham-and-saville/>
- *'Sorry Seems to be the Hardest Word': The Politics of the Apology'* <http://blogs.lse.ac.uk/politicsandpolicy/sorry-seems-to-be-the-hardest-word-the-politics-of-the-apology/>
- *'Too much democracy? Time for 21st Century Democracy'*. <http://www.psa.ac.uk/insight-plus/blog/too-much-democracy-time-21st-century-democracy>
- *'Only greater openness and transparency can defeat the UK's institutional malaise' -* <http://blogs.lse.ac.uk/politicsandpolicy/a-clash-of-two-cultures-malaise-crisis-and-uk-institutions/>
- *'The re-glazed glass ceiling: After a decade of concerted progress the lack of diversity in Whitehall is again in the headlines'* <http://blogs.lse.ac.uk/politicsandpolicy/after-more-than-decade-of-concerted-progress-the-lack-of-diversity-in-whitehall-is-again-securing-headlines/>

2013

- *'The Universal Credit fiasco shows that we need a new model of Ministerial accountability'* <http://blogs.lse.ac.uk/politicsandpolicy/the-universal-credit-fiasco-shows-that-we-need-a-new-model-of-ministerial-accountability/>
- *'Visions of Subsidiarity and the Curse of the British Political Tradition' -* <http://blog.policy.manchester.ac.uk/whitehallwatch/2013/05/20/visions-of-subsidiarity-and-the-curse-of-the-british-political-tradition/>
- *'Breaking the Rules and Paying the Price: the lessons of Tony Benn, Cabinet Minister'* <http://blog.policy.manchester.ac.uk/featured/2014/03/breaking-the-rules-and-paying-the-price-the-lessons-of-tony-benn-cabinet-minister/>
- *Ministers and Mandarins : The IPPR's 2013 Review of the Senior Civil Service: A Commentary* <http://blog.policy.manchester.ac.uk/whitehallwatch/2013/06/ministers-and-mandarins-the-ipprs-2013-review-of-the-senior-civil-service-a-commentary/>
'Politicians often claim commitment to decentralising the state, but once in government they are unwilling to relinquish their own power' <http://blogs.lse.ac.uk/politicsandpolicy/visions-of-subsidiarity-and-the-curse-of-the-british-political-tradition/>

SEMINAR PROGRAMME

Note: Seminar teaching starts in Week 2 from Monday 1st October.

Seminar	Topic
1	Conceptualising Power and Politics in the UK: The British Political Tradition
2	Politics and Society in Britain
3	The Westminster Model: A Critical Perspective
4	The Changing Nature of Democracy and Participation
5	The Politics of Decline and the Politics of Political Economy
6	The Legacy of Thatcherism?
7	Analysing the Post-1997 Settlement
8	Globalisation and Devolution: Understanding the Changing Nature of Political Power
9	The BPT and the Brexit Paradox: Taking Back Control
10	Old Politics, New Politics and the Future of British Politics

Seminar 1 - Conceptualising Power and Politics in the UK: The British Political Tradition [BPT]

- How should we conceptualise the power of the state?
- What view of political power in Britain does the BPT present?
- What are the critical arguments against the BPT?

Key Reading:

- Hall, M. (2011). Political Traditions and UK Politics, Palgrave, Ch.1 [digitised reading]
- Richards, David, and Martin J. Smith. (2015) "In Defence of British politics against the British political tradition." *The Political Quarterly* 86.1 (2015): 41-51.
- Marsh, D. (2008) 'Understanding British Government: Analysing Competing Models', *British Journal Of Politics and International Relations* , 10(2): 251-268
- Blog: 'The strange resurrection of the British Political Tradition'
<http://blogs.lse.ac.uk/politicsandpolicy/the-strange-resurrection-of-the-british-political-tradition/>

- Blog: 'Politicians often claim commitment to decentralising the state, but once in government they are unwilling to relinquish their own power' <http://blogs.lse.ac.uk/politicsandpolicy/visions-of-subsidiarity-and-the-curse-of-the-british-political-tradition/>

Further Reading:

- Kenny, M. (1999). 'Ideas, Ideologies and "the British Tradition"', in I. Holliday, A. Gamble, and G. Parry, eds., *Fundamentals in British Politics*. London: Macmillan, pp. 275-300
- Moran, M. (2015) *Politics and Governance in the UK* [3rd edition] Basingstoke: Palgrave Ch.3, 4.

BPT - The 'Classical' Wave:

- Beer, S. (1965). *Modern British Politics*. London: Faber and Faber.
- Birch, A. (1964). *Representative and Responsible Government*. London: Allen and Unwin.
- Greenleaf, W. (1983a). *The British Political Tradition: The Rise of Collectivism*, Vol. 1. London: Meuthen.
- Greenleaf, W. (1983b). *The British Political Tradition: The Ideological Heritage*, Vol. 2. London: Meuthen.
- Greenleaf, W. (1987). *The British Political Tradition: A much Governed Nation*, Vol. 3. London: Meuthen
- Norton, P. (1984). *The British Polity*. London: Longman
- Oakeshott, M. (1962). *Rationalism in Politics and other Essays*. Indianapolis: Liberty Fund
- Punnett, R.M. (1987). *British Government and Politics*. Dartmouth Publishing

BPT - The Critical Wave:

- Marsh, D. (2008). 'Understanding British Government: Analysing Competing Models', *British Journal of Politics and International Relations*, 8/2: pp.251-68.
- Diamond, P. and Richards, D. (2012). 'The Case for Theoretical and Methodological Pluralism in British Political Studies: Reviewing New Labour's Political Memoirs and the British Political Tradition', *Political Studies Review*, Vol.10/2
- Blunkett, D. and Richards, D. (2011). 'Labour in and Out of Government: Political Ideas, Political Practice and the British Political Tradition', *Political Studies Review*, 9/2: pp.180-192.
- Bevir, M. And Rhodes, R.A.W. (2003). *Interpreting British Governance*. London: Routledge, Chapters. 3 and 6.
- Diamond, P. (2013). *Governing Britain: Power, politics and the prime minister*. IB Tauris.
- Hall, M. (2011). *Political Traditions and UK Politics*. Basingstoke: Palgrave
- Richards, D., Blunkett, D and Mathers, H. (2008). 'Old and New Labour Narratives of Whitehall: Radicals, Reactionaries and Defenders of the Westminster Model', *Political Quarterly*, 79/4, October-December pp.488-98.
- Marsh, D. and Hall, M. (2007). 'The British Political Tradition: Explaining the Fate of New Labour's Constitutional Reform Programme', *British Politics*, 2, 215-238.
- Evans, M. (2003). *Constitution Making and the Labour Party*, Palgrave. Chapters. 1-4, 12.
- Marquand, D. (2008). 'The Strange Career of British Democracy: John Milton to Gordon Brown', *The Political Quarterly*, Vol 79/4
- Marquand, D. (2008). *Britain since 1918: The Strange Career of British Democracy*. Weidenfled and Nicolson.

- Richards, D. (2011). 'Changing Patterns of Executive Governance' in Heffernan, R, Cowley, P. and Hay, C. (eds), *Developments in British Politics 9*. Basingstoke: Palgrave Macmillan.pp.29-50.
- Smith, M. (2009). 'A Framework for Analysing Power and the State', in *Power and the State*. Basingstoke: Palgrave
- Tant, A. (1993). *British Government: the Triumph of Elitism: A Study of the British Political Tradition and its Major Challenges*, Aldershot: Dartmouth.
- Kerr, P. (2001). *Postwar British Politics: From Conflict to Consensus*. London: Routledge

Seminar 2. Politics and Society in Britain

- Does class still matter in British politics?
- Assess the gendered nature of Westminster's politics
- What role did demographics play in the 2016 BREXIT/2017 General Election results?

Key Reading:

- Marsh, D. (2002). 'Pluralism And The Study Of British Politics: It Is Always The Happy Hour For Men With Money, Knowledge And Power', in Hay, C. (Ed.) *British Politics Today*. Cambridge: Polity Press [Digitised reading]
- Durose, C, Richardson, L Combs, R. Eason, C. And Gains, F, (2013) 'Acceptable difference': Diversity, representation and the 'professionalization' of UK politics', *Parliamentary Affairs* 66 (2) 2013
- Jennings, W. and Stoker, J. (2016) 'The Bifurcation of Politics: Two Englands'. *The Political Quarterly*, Vol.87/3, pp. 372–382
- Blog: Gender diversity in the first May government – the 'posh boys' have gone, but the boys remain <http://blogs.lse.ac.uk/politicsandpolicy/gender-diversity-in-the-first-may-government-the-posh-boys-have-gone-but-the-boys-remain/>
- Blog: General Election 2017 – Is gender still on the agenda? How parties appeal to women voters [https://www.research.manchester.ac.uk/portal/en/publications/general-election-2017--is-gender-still-on-the-agenda-how-parties-appeal-to-women-voters\(45aa89d5-4818-4e88-ad10-f9d86c54db7b\).html](https://www.research.manchester.ac.uk/portal/en/publications/general-election-2017--is-gender-still-on-the-agenda-how-parties-appeal-to-women-voters(45aa89d5-4818-4e88-ad10-f9d86c54db7b).html)
- Blog: 'The British class system is becoming more polarised between a prosperous elite and a poor 'precariat' http://blogs.lse.ac.uk/politicsandpolicy/mike-savage-placeholder/?utm_content=buffer23725&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer
- Blog: Brexit Britain: British Election Study Insights: http://www.britishelectionstudy.com/bes-resources/brexit-britain-british-election-study-insights-from-the-post-eu-referendum-wave-of-the-bes-internet-panel/#.Wa_EYdGQyUk
- Blog: YouGov: Age "the new dividing line" in British politics <http://www.if.org.uk/2017/06/22/yougov-age-new-dividing-line-british-politics/>
- Blog: Who swung GE2017: young voters turning out, or older voters not? <http://blogs.lse.ac.uk/politicsandpolicy/who-swung-ge2017/>

Further Reading:

- Budge et al. (2007). *The New British Politics*. London: Longman, chs. 24, 25, 26.
- Centre for Social Justice [Iain Duncan Smith] (2006). *Breakdown Britain*: <http://www.centreforsocialjustice.org.uk/default.asp?pageRef=180>
- Centre for Social Justice [Iain Duncan Smith] (2010). *Breakthrough Britain*:

- Claire Annesley, Francesca Gains. (2012) "Cameron's 'Problem' with Women - Representing Women in the Coalition Government." *Political Quarterly* 83, no. 4
- Cohen, N. (2009). *Waiting for the Etonians, Reports from the Sickbed of Liberal England*. London: Fourth Estate.
- Dickens, R. and McKnight, A. (2008). 'Changes in Earnings Inequality and Mobility in Great Britain 1978/9-2005/6' Centre for Economic Performance, Occasional Papers, October 2008 Paper No. CEPOP23: <http://cep.lse.ac.uk/pubs/download/occasional/op023.pdf>
- Dorling, D. (2011) *Injustice: Why Social Inequality Persists* Polity Press
- Dryzek, J. and Dunleavy, P. (2009). *Theories of the Democratic State*. Basingstoke: Palgrave
- Dunleavy et al. (2006). *Developments in British Politics* 8. Basingstoke: Palgrave, ch.11
- Durose, C, Gains, F, Richardson, L, et al (2011) *Pathways to Politics* Equality and Human Rights commission Research Report 65, Manchester EHRC, 77 pp 25%
- Esping-Andersen, G. (1990). *The Three Worlds of Welfare Capitalism*. Cambridge: Polity
- Fisher et al. (2003). *Central Debates in British Politics*. London: Longman, ch. 18
- Franklin, J. (1996). *Equality*. IPPR
- Hay, C. et al. (2006). *The State: Theories and Issues*. Basingstoke: Palgrave, Chapters 1, 2 and 3
- <http://www.centreforsocialjustice.org.uk/default.asp?pageRef=226>
- <http://www.jrf.org.uk/sites/files/jrf/monitoring-poverty-social-exclusion-2009-full.pdf>
- John Dearlove and Peter Saunders (2000). *Introduction to British Politics*, 3rd Edition. Cambridge: Polity, Ch.13
- Jones, B. And Norton, P. (eds) (2010). *Politics UK*, 7th Ed. Pearson, Chapter 3 'Social and Economic Contexts'
- Jones. O. (2104) *The Establishment: And How They Got Away With It* London: Allen Lane
- Kavanagh, D. and Richards, D. (2003). 'Prime Ministers, Ministers and Civil Servants in Britain', *Comparative Sociology*, Vol. 2/1: pp175-195.
- Kavangh, Richards, Smith and Geddes (2006). *British Politics*, 5th Edition. Oxford University Press Ch.5 and 27.
- Kenway, P. et al. (2010). *Working-Age Welfare: Who Gets It, Why and What Does it Cost?* Joseph Rowntree Foundation: <http://www.jrf.org.uk/sites/files/jrf/working-age-welfare-summary.pdf>
- Kingdom, J. (2003). *Government and Politics in Britain*. London: Wiley, chs. 16, 18
- Lowe, R. (2004). *The Welfare State in Britain since 1945* (3rd Ed.). Basingstoke: Palgrave
- MacInnes, T. et al. (2009). *Monitoring Poverty and Social Exclusion*, Joseph Rowntree Trust:
- Moran, M. (2005). *Politics and Governance in the UK*. Basingstoke: Palgrave, Chap 3.
- Mount, F. (2010) *Mind the Gap* Short Books
- Mount, F. (2013) *The New Few: Or A Very British Oligarchy* Simon and Schuster
- Osborne, P. (2008). *The Triumph of the Political Class*. London: Pocket Books.
- Uberoi, V. et al. (2009). *Options for a New Britain*. Basingstoke: Palgrave, Ch.3
- Walden, G. (2006). *The New Elites: A Career in the Masses*. London: Gibson Square.

3. The Westminster Model: A Critical Perspective

- Identity 'real-life' examples/evidence to support the Differentiated Polity Model
- Identify 'real-life' examples/evidence to support the Asymmetric Power Model.
- Does the Westminster model still remain important today?

Key Reading:

- Richards, David and Smith, Martin, (2002) "Chapter 3. Interpreting the Modern State" from Richards, David, *Governance and public policy in the United Kingdom* pp.38-65, Oxford,: Oxford University Press [Available in High Demand]
- Rhodes, R.A.W. (1996). *The New Governance: governing without Government* Political Studies, 44 (4), 1996: 652-67.
- Marsh, D., Richards, D. and Smith, M.J. (2003). 'Unequal Power: Towards an Asymmetric Power Model of the British Polity', *Government and Opposition*. Vol.38/3, Summer, pp.306-322.
- Marinetto, M. (2003). *Governing beyond the Centre: a critique of the Anglo-Governance School*. *Political studies*, 51(3), 592-608.
- Blog: How to address the pathologies of the British political tradition in an age of disengagement and distrust <http://blogs.lse.ac.uk/politicsandpolicy/how-to-address-the-pathologies-of-the-british-political-tradition-in-an-age-of-disengagement-and-distrust/>

Further Reading:

- Bevir, M. and Rhodes, R. (2008). 'The Differentiated Polity as Narrative', *British Journal of Politics and International Relations*, Vol. 10/4 October: pp.729-734.
- Blunkett, D., Richards, D. And Mathers, H. (2008). 'Old and New Labour Narratives of Whitehall: Radicals, Reactionaries and Defenders of the Westminster Model', *Political Quarterly*, 79/4, October- December: pp.488-98
- *British Journal of Politics and International Relations*, 2/1 pp.46-71
- Budge et al (2007). *The New British Politics*. Edinburgh: Pearson, Chs. 4, 5, 6
- D Judge (1993). *The Parliamentary State*. London: Sage
- Dearlove, J. and Saunders, P. (2000). *Introduction to British Politics* Third Edition. Cambridge: Polity, Ch.1, 2
- Diamond, P. (2013) *Governing Britain: Power, Politics and the Prime Minister* London: I.B. Taurus
- Dunleavy, P. & O'Leary, B. (1987). *Theories of the State: The Politics of Liberal Democracy*. Basingstoke: Palgrave
- Fisher et al. (2003). *Central Debates in British Politics*. London: Longman Ch. 14
- Gamble, A. (1990). 'Theories of British Government', *Political Studies*, 38: pp.404-420.
- Hay, C. (ed) (2002). *British Politics Today*. Cambridge: Polity, Ch.1
- Kavangh, D., Richards, D., Smith, M.J. and Geddes, A. (2006). *British Politics*, 5th Edition. Oxford: Oxford University Press Ch. 3 and 14.
- Marsh, D. (2008). 'Understanding British Government: Analysing Competing Models', *British Journal of Politics and International Relations*, 10/2 May: pp. 251-268.
- Marsh, D. (2008). 'What is at Stake? A Response to Bevir and Rhodes', *British Journal of Politics and International Relations*, 10/4 October: pp. 735-739.
- Marsh, D., Richards, D. and Smith, M. J. (2001). *Changing Patterns of Governance in the UK*. Basingstoke: Palgrave, Ch. 1 and 10
- Marsh, D., Richards, D. and Smith, M.J. (2003). 'Unequal Power: Towards an Asymmetric Power Model of the British Polity', *Government and Opposition*. Vol.38/3, Summer, pp.306-322.
- McAnulla, S. (2006). *British Politics: A Critical Introduction*. London: Continuum
- Moran, M. (2005). *Politics and Governance in the UK*. Basingstoke: Palgrave, Ch.7, 8 and 24.
- Rhodes, R.A.W. (1997). *Understanding Governance*. Buckingham: Open University Press, Ch. 1
- Richards, D. (2008). *New Labour and the Civil Service: Reconstituting the Westminster*

Model. Basingstoke: Palgrave, Ch.2,3, 5

- Richards, D. (2011). 'Changing Patterns of Executive Governance' in Heffernan, R, Cowley, P. and Hay, C. (eds), *Developments in British Politics 9*, Basingstoke: Palgrave Macmillan.pp.29-50.
- Richards, D., & Smith, M. J. (2016). The Westminster Model and the "Indivisibility of the Political and Administrative Elite": A Convenient Myth Whose Time Is Up?. *Governance*, 29(4), 499-516.
- Skelcher, C. (2000). 'Changing Images of the State: Overload, Hollowed-Out, congested', *Public Policy and Administration*, 15/3 pp.3-19
- Smith, M. J. (1999). *The Core Executive in Britain*. Basingstoke: Macmillan
- Taylor, A. (2000), Hollowing out or filling in? Taskforces and the management of cross-cutting issues in British government. *The British Journal of Politics & International Relations*, 2: 46–7,

4. The Changing Nature of Democracy and Participation

- How has the nature of pressure politics changed in the post-war era?
- What accounts for the rise of anti-politics in Britain?
- To what extent does Britain retain an elitist and representative rather than a participatory model of democracy?

Key Reading:

- Grasso, M. (2016) 'Political Participation' Ch.8 in Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Richards, D. (2014) 'A Crisis of Expectations' in Richards, D., Smith, M. and Hay, C. *Institutional Crisis in Twenty-First century Britain* Basingstoke: Palgrave [digitised reading]
- Flinders, M. (2012) 'In Defence of Politics: Fifty Years On' *The Political Quarterly*, Vol. 83, No. 4, October–December 2012, pp.639-644.
- Moss, J., Clarke, N., Jennings, W. and Stoker, G. (2016) 'Golden age, apathy or stealth? Democratic engagement in Britain, 1945–1950' *Contemporary British History* Vol. 30/4 pp.441-462.
- Moran, M. (2015) *Politics and Governance in the UK* [3rd edition] Basingstoke: Palgrave Ch.6 and 14 (Available in High Demand)
- Stoker, G. (2006), 'Politics in Mass Democracies: Destined to Disappoint?' *Representation*, 42(3), 181-194.
- 'British politics in the Age of Uncertainty: the link between old, new, and anti-politics' - http://blogs.lse.ac.uk/politicsandpolicy/british-politics-in-an-age-of-uncertainty/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+BritishPoliticsAndPolicyAtLse+%28British+politics+and+policy+at+LSE%29
- Blog: 'How to address the pathologies of the British political tradition in an age of disengagement and distrust' <http://blogs.lse.ac.uk/politicsandpolicy/how-to-address-the-pathologies-of-the-british-political-tradition-in-an-age-of-disengagement-and-distrust/>

Further Reading:

- Bale, T., Taggart, P. and Webb, P. (2006) 'You Can't Always Get What You Want: Populism and the Power Inquiry' *The Political Quarterly*, Volume 77/2, pp. 195-203.
- Bentley, T. (2005) *Everyday Democracy: Why We Get the Politicians We Deserve*, London: Demos
- Democratic Audit - <http://www.democraticaudit.com/>
- Evans, M. (1997). 'Political Participation', in Dunleavy, P., Gamble, A., Holliday and G

Peele (Eds.), *Developments in British Politics 5*. London: Macmillan

- Fielding, S. (2000). 'A New Politics?', in Dunleavy et al (Eds.) *Developments in British Politics 6*. London: Macmillan
- Fisher, J., Fieldhouse, E. and Cutts, D. (2014), *Members Are Not the Only Fruit: Volunteer Activity in British Political Parties at the 2010 General Election*. *The British Journal of Politics & International Relations*, 16: 75–95
- Flinders, M. (2010) 'In Defence of Politics' *The Political Quarterly*, Volume 81/3, pp.309–326, July-September 2010
- Flinders, M. (2012a) *Defending Politics: Why Democracy Matters in the Twenty-First Century* Oxford: Oxford University Press
- Flinders, M. (2012b) 'In Defence of Politics: Fifty Years On' *The Political Quarterly*, Vol. 83, No. 4, October–December 2012, pp.639-644.
- Flinders, M. (2012c) 'The Demonisation of Politicians: Moral Panics, Folk Devils and MPs' Expenses' *Contemporary Politics* Vol.18/1. pp.1-17.
- Fox, R. (2010) *What's Trust Got to Do With It? Public Trust In and Expectations of Politicians and Parliament* London: Hansard Society
- Grant, W. (2000). *Pressure Groups and British Politics*. London: Macmillan
- Hall, P. (1999). 'Social Capital in Britain', *British Journal of Political Science*, 29: pp. 417-461
- Hay, C. (2007). *Why We Hate Politics*. Cambridge: Polity Press.
- Hay, C. and Stoker, G. (2013) 'Can Politics be Rescued from Anti-politics? Evidence from Recent Research' *Political Studies Association Annual International Conference*, Cardiff, 25 - 27 March 2013.
- Heffernan, R. (2011). 'Pressure Group Politics,' in Heffernan, R, Cowley, P. and Hay, C. (Eds.) *Developments in British Politics 9*. Basingstoke: Palgrave Macmillan. pp.29-50.
- Judge, D. (2006). '“This is What Democracy Looks Like”: New Labour's Blind Spot and Peripheral Vision', *British Politics*, 1/3: pp.367-396
- Norris, P. (2011) *Democratic Deficit: Critical Citizens Revisited*, Cambridge, Cambridge University Press.
- Norton, P. (2012) 'Speaking for the People: a Conservative Narrative of Democracy' *Policy Studies* Vol. 33, No. 2, March 2012, pp.121-132.
- Pattie, C, Seyd, P. and Whiteley. P. (2004) *Citizenship in Britain: Values, Participation and Democracy*. Cambridge: Cambridge University Press,
- Power Inquiry (2006) *Power to the People: the Report of Power: an Independent Inquiry into Britain's Democracy*, The Joseph Rowntree Trust March 200
- Rennie, A. (2016) 'Voting Behaviour and Electoral Outcomes' Ch.3 in in Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Richards, D. and Smith, M.J. (2014) 'Conclusion: Après le Deluge? Crisis, Continuity and Change in UK Institutions' in Richards, D., Smith, M. and Hay, C. *Institutional Crisis in Twenty-First century Britain* Basingstoke: Palgrave [digitised reading]
- Riddell, (2010) 'In Defence of Politicians: In Spite of Themselves' *Parliamentary Affairs* Vol 63/3 pp. 545-557.
- Stoker, G. (2010) 'The Rise of Political Disenchantment' in C. Hay (ed) *New Directions in Political Science: Responding to the Challenges of an Interdependent World* Basingstoke: Palgrave
- Stoker, G. (2011) *Building A New Politics: A Report Prepared for the British Academy* London: The British Academy.
- Tonge, J., Mycovk and Jeffrey (2012) 'Does Citizenship Education Make Young People Better-Engaged Citizens?' *Political Studies* Volume 60/3, pp. 578–602.
- Unlock Democracy - <http://action.unlockdemocracy.org.uk/>

- Wilks-Heeg, S., Blick, A. and Crone, S. (2012) *How Democratic is the UK? The 2012 Audit* Liverpool: Democratic Audit

5. The Politics of Decline

- Had the British state become 'overloaded' and 'ungovernable' by the latter half of the 1970s?
- What is the political relevance of the debate on decline?
- What has been the response of government's since 1979 to the issue of 'declinism' and 'overload'?

Key Reading:

- Kerr, P, (1999) "Chapter 3. The Postwar Consensus" from Marsh, David, *Postwar British politics in perspective* pp.66-86, Cambridge: Polity Press [Digitised reading]
- Gamble, Andrew, (2000) "Chapter 1. Theories and Explanations of British Decline" from Kenny, Michael, *Rethinking British decline* edited by Richard English and Michael Kenny., pp.1-23, Basingstoke: Macmillan Press [Digitised reading]
- Moran, M. (2015) *Politics and Governance in the UK* [3rd edition] Basingstoke: Palgrave Ch.2 (Available in Library High Demand)
- King, A. (1975). 'Overload: Problems of Governing in the 1970s', *Political Studies*, 23 (2/3): pp. 284-96.

Further Reading:

Post-war consensus:

- Pimlott, B., Kavanagh, D. and Morris, P. (1989). 'Is the Postwar Consensus a Myth', *Contemporary Record*, 2/6
- Seldon, A. (1994). 'Consensus: A Debate too Long?', *Parliamentary Affairs*, 47: pp. 501-515
- Hickson, K. (2004). 'The Postwar Consensus Revisited', *Political Quarterly*, 75/2: pp.142 – 154
- Butler, A. (2005). 'The End Of Post-War Consensus: Reflections On The Scholarly Uses Of Political Rhetoric', *The Political Quarterly*, 64/4: pp. 435 – 446
- Dorey, P. (1995). *British Politics since 1945*. London: Blackwell
- Mcanulla, S. *British Politics: A Critical Introduction* London: Continuum (2006)

The Politics of Decline

- Hay, C. (1996). 'Theories of State Crisis Legitimation Crisis or political overload?', in Hay, C. (Ed.) *Re-Stating Social and Political Change*. Buckingham: Open University Press.
- Hay, C. (1996). *Narrating Crisis: The Discursive Construction of the 'Winter of Discontent'*, *Sociology* 30/2: pp. 253-277
- Hay, C. (2010). *Chronicles of a Death Foretold: The Winter of Discontent and Construction of the Crisis of British Keynesianism*, *Parliamentary Affairs*, 63/3: pp. 446-70
- Tomlinson, J. (2000). *The Politics of Decline*. London: Longman
- Gamble, A. (1990). *Britain in Decline*. London: St. Martin's Press
- Gamble, A. (2009). *The Spectre at the Feast: Capitalist Crisis and the Politics of Recession*. Basingstoke: Palgrave Macmillan.
- Hay, C. (1999). *The Political Economy of New Labour: Labouring Under False Pretences?*. Manchester: Manchester University Press

6. The Legacies of Thatcherism

- Did Thatcherism change the nature of the British state?
- How did Thatcherism challenge/reinforce the British political tradition?
- What impact did Thatcherism have on Britain's role in the world?

Key Reading:

- Gamble, A. (1994). 'The legacies of Thatcherism', *The Free Economy and the Strong State: the politics of Thatcherism*. Basingstoke: Macmillan. pp. 207–56. (Available in High Demand)
- Ivor Crewe, 'Has the Electorate Become Thatcherite?', in Robert Skidelsky (ed.), *Thatcherism* (Blackwell, 1988), pp. 25–49. (Digitised Reading)
- Dennis Kavanagh, 'The Legacy', *The Reordering of British Politics* (Oxford University Press, 1997), pp. 110–40. (Digitised Reading)
- Blog: 'The Legacy of Margaret Thatcher'
<http://blogs.lse.ac.uk/politicsandpolicy/files/2013/05/Thatcher-final.pdf>

Further Reading:

- Kerr, P. & Marsh, D. (1999). 'Explaining Thatcherism: Towards a Multidimensional Approach', in Marsh, D. et al (Eds.) *Post-war British Politics in Perspective*. Cambridge: Polity Press
- Farrall, S. and Hay, C. (2015) [eds] *The Legacy of Thatcherism* Oxford: The British Academy
- Bale, T. (2010). *The Conservative Party: From Thatcher to Cameron*. Cambridge: Polity Press
- Smith, M.J. (2010). 'From Big Government to Big society: Changing the State-Society Balance', in Geddes, A. and Tonge, J. [Eds.] *Britain Votes 2010*. Oxford: Oxford University Press.
- Richards, D. (2011). 'Changing Patterns of Executive Governance', in Cowley, P., Hay, C. and Heffernan, R (Eds.) *Developments in British Politics 9*. Basingstoke: Palgrave Macmillan
- Crouch, C. (1998). 'The Terms of the Neo-Liberal Consensus', *The Political Quarterly*, 68/4
- Dolowitz, D. et al. (1996). 'Thatcherism and the 3rs: Radicalism, Realism and Rhetoric. The Third Term of the Thatcher Government', *Parliamentary Affairs*, 49/3
- Clark, A. (1999). *The Tories: Conservatives and the Nation State, 1922-97*. Phoenix.
- Green, E.H.H. (2004). *Ideologies of Conservatism: Conservative Political Ideas in the Twentieth Century*. Oxford: Oxford University Press
- Colin Hay, 'Chronicles of a Death Foretold: The Winter of Discontent and Construction of the Crisis of British Keynesianism', *Parliamentary Affairs*, 2010, 63, 3, 446–70.
- Ludlum, S. and Smith, M.J. (1995). *Contemporary British Conservatism*. Basingstoke: Macmillan
- Kavanagh, D. (1990). *Thatcherism and British Politics: The End of Consensus?* Oxford: Oxford University Press
- Young, H. (1993). *One of Us: Life of Margaret Thatcher*. London: Pan Books
- Davies, A.J. (1996). *We, the Nation: Conservative Party and the Pursuit of Power*. London: Abacus
- Hickson, K. (2005). *The Political Thought of the Conservative Party Since 1945*. Basingstoke: Palgrave
- Heffernan, R. (2000). *New Labour and Thatcherism: Political Change in Britain*. Basingstoke: Palgrave

7. Understanding the Post-1997 Settlement: Continuity and Change

- Did New Labour's governance statecraft challenge the British Political Tradition?
- Have the Conservative dominated governments since 2010 offered a break from the British Political Tradition?
- How distinct is the May Government to its immediate predecessors?

Key Reading:

- Richards, D and Smith, M.J. (2004) 'The Hybrid State: Labour's Response to the Challenge of Governance' in Ludlam, S. and Smith, M.J. (eds.) (2004) *Governing as New Labour: Policy and Politics under Blair* Basingstoke: Palgrave pp.106-125 [DIGITISED READING].
- Richards, D. (2011) 'Changing Patterns of Executive Governance' in Heffernan, R, Cowley, P. and Hay, C. (eds) *Developments in British Politics 9*, Basingstoke: Palgrave Macmillan.pp.29-50. (Available in High Demand)
- Smith, M.J. and Jones, R. (2015) 'From big society to small state: Conservatism and the privatisation of government' *British Politics* (2015) **10**, 226–248
- Tim Bale (2016) Britain's Experience of Coalition Government: Continuity and Change' Ch. 2 in Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Allen, N. (2017). Brexit, Butchery and Boris: Theresa May and Her First Cabinet. *Parliamentary Affairs* Volume 70, Issue 3, 1 July 2017, Pages 633–644.
- Bale, T., & Webb, P. (2017). 'Honey, I Shrunk the Majority': Theresa May and the Tories. *Political Insight*, 8(2), 20-23.
- Blog: 'The strange resurrection of the British Political Tradition' <http://blogs.lse.ac.uk/politicsandpolicy/the-strange-resurrection-of-the-british-political-tradition/>
- Blog: 'Whatever happened to the strange death of Tory England?' <http://blogs.lse.ac.uk/politicsandpolicy/whatever-happened-to-the-strange-death-of-tory-england/>
- Blog: 'Cameron's progressive conservatism has cast him more as the heir to Thatcher than to Disraeli' <http://blogs.lse.ac.uk/politicsandpolicy/progressive-conservatism-revisited-camerons-progressive-conservatism-has-cast-him-more-as-the-heir-to-thatcher-than-to-disraeli/>
- Blog: Targets? More targets! Even less change and more continuity in the performance regime in Whitehall <http://blog.policy.manchester.ac.uk/posts/2015/08/targets-more-targets-even-less-change-and-more-continuity-in-the-performance-regime-in-whitehall/>
- Blog: Limited worldviews and ideological cross-dressing: Theresa May and Gordon Brown's premierships <http://blogs.lse.ac.uk/politicsandpolicy/theresa-may-and-gordon-browns-premierships/>
- Blog: A fundamentally Conservative document: what have we learnt from May's manifesto? <http://blogs.lse.ac.uk/politicsandpolicy/what-have-we-learnt-from-the-conservative-manifesto-2017/>

New Labour Reading:

- Richards, D. 'Delivery of Public Services' in Geddes, A. and Tonge, J. (2005) *Britain Decides: The UK General Election 2005* Basingstoke: Palgrave.
- Shaw, E. *Losing Labour's Soul? New Labour and the Blair Government 1997-2007* Routledge 2007, Ch.8
- Kenny, M and Smith, M.J. 'Interpreting New Labour: Constraints, Dilemmas and Political Agency' in Ludlam and Smith (eds.) *New Labour in Government* Basingstoke: Macmillan.

2000

- Gamble, A. (2010) 'New Labour and Political Change' in A. Geddes and J. Tonge [eds]
- *Britain Votes 2010* Oxford: Oxford University Press
- Faucher-King, F. and Le Galès, P. *The New Labour Experiment: Change and Reform Under Blair and Brown* Stanford: Stanford University Press (2010)
- Gould, P. *The Unfinished Revolution: How New Labour Changed British Politics Forever* Abacus: 2011
- Diamond, P. and Richards D. The Case for Theoretical and Methodological Pluralism in British Political Studies: Reviewing New Labour's Political Memoirs and the British Political Tradition', *Political Studies Review*, Vol.10/2, May 2012
- Smith, M.J. and Richards, D. Back to the Future: New Labour, Sovereignty and the Plurality of the Party's Ideological Tradition' *British Politics*, Vol. 5/3 September 2010. [with Martin J. Smith] pp.239-264.
- Griffiths, S. et al *British Party Politics and Ideology after New Labour* (Basingstoke: Palgrave 2010)
- Jones, B. And Norton, P. (eds) *Politics UK*, (7th edn. Pearson, 2010), Appendix
- The 2010 Election: The End of New Labour
- Jenkins, S. *Thatcher and Sons: A Revolution in Three Acts*, Penguin, 2007.
- Political Studies Review: Symposium Symposium on Over to You, Mr. Brown by Anthony Giddens, *Political Studies Review*, Vol6/3, September 2008, pp277-354
- Smith, M.J. 'Tony Blair: The First Prime Minister of the Global Era', *British Politics*, Vol. 2/3, 2007, pp.420-27.
- Coates, D. 'Life After Blair', *British Politics*, Vol. 2/3, 2007, pp.428-434.
- Coates, D. 'Darling, It Is Entirely My Fault!' Gordon Brown's Legacy to Alistair and Himself' *British Politics* Vol.3/1, 2008, pp3-21
- Gamble, A. 'British Politics after Blair' in Dunleavy et al's *Developments in British Politics* Palgrave, 2006.
- Kettel, S. And Kerr, P. 'One Year On: The Decline and Fall of Gordon Brown' *British Politics* Vol.3/4 pp. 490-510;
- Taylor, A. 'Hollowing out or Filling In? Taskforces and the Management of Cross-Cutting Issues' *British Journal of Politics and International Relations* 2/1 pp.46-71
- Skelcher, C. 'Changing Images of the state: Overload, Hollowed-Out, congested, Public Policy and administration 15/3 pp.3-19
- Brivati, B. *The End of Decline: Blair and Brown in Power*, 2007, Politicos
- Blunkett, D. and Richards, D. 'Old and New Labour Narratives of Whitehall: Radicals, Reactionaries and Defenders of the Westminster Model' *Political Quarterly* Vol, 79/4, October-December 2008. pp.488-98
- Beech, M and Lee S. *Ten Years of New Labour* Palgrave, 2008.
- Kavangh, Richards, Smith and Geddes *British Politics*, 5th Edition, 2006, Oxford University Press Ch.4 and 18.
- Crouch, C. 'The Terms of the Neo-Liberal Consensus' *The Political Quarterly* 1998, 68/4
- Heffernan, R. *New Labour and Thatcherism: Political Change in Britain 2000*, Basingstoke: Palgrave
- Callaghan, J et al *Interpreting the Labour Party* (2003) Manchester: Manchester University Press
- Giddens, A. *The Third Way* Polity Press, (1998)
- Hay, C. 'Blaijorism: Towards a One Vision Polity' *The Political Quarterly* 68/4, (1997)
- Ludlam, S. and Smith, M.J. *Governing as New Labour: Politics and Policy under Blair*

Basingstoke: Palgrave, (2004).

- Marquand, D. *The Progressive Dilemma: From Lloyd George to Kinnock* (1991)
- Williams, M. *Crisis and Consensus in British Politics: From Bagehot to Blair* Basingstoke: Macmillan. (2000)
- Smith, M.J. *Power and the State* (Basingstoke: Palgrave, 2009) Ch.5 and 13.
- David Richards and Martin Smith *Governance and Public Policy in the UK* Oxford University Press, 2002 Ch.10 and 11.
- Michael Moran *Politics and Governance in the UK, Palgrave 2005. Chap.15.*
- John Kingdon *Government and Politics in Britain 3rd Edition, Polity 2003, ch.2*
- Anthony Seldon & Dennis Kavanagh (eds) *The Blair Effect 2001-5* Cambridge University Press 2005.
- Colin Hay (ed) *British Politics Today* Polity, 2002 Ch.1.
- J. Krieger *British Politics in the Global Age* Polity Press, 1999 Ch.2.
- Ludlam, S. and Smith, M.J. (eds.) *Governing as New Labour: Politics and Policy under Blair* Basingstoke: Palgrave. 2004 Ch.1, 11 and 13.
- Gamble, A. (2010) 'New Labour and Political Change' in A. Geddes and J. Tonge [eds] *Britain Votes 2010* Oxford: Oxford University Press

Coalition and Conservative Readings:

- Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Seldon, A. and Finn, M. (2015) [eds] *The Coalition Effect 2010-15* Cambridge: Cambridge University
- Richards, D. 'Changing Patterns of Executive Governance' in Heffernan, R, Cowley, P. and Hay, C. (eds) (2011) *Developments in British Politics 9*, Basingstoke: Palgrave Macmillan.pp.29-50.
- Taylor-Gooby, P. and Stoker, G. (2011). 'The Coalition Programme: A New Vision for Britain or Politics as Usual?', *The Political Quarterly*, 82/1: pp.4-15
- Lee, S. and Beech, M. (2011) *The Cameron-Clegg Government: Coalition Politics in an Age of Austerity* Palgrave, Macmillan
- D'Ancona, M. (2013) *In It Together: The Inside Story of the Coalition Government* London: Viking
- Adonis, A. (2013) *Five Days in May: The Coalition and Beyond* Biteback
- Smith, M.J. (2010) 'From Big Government to Big Society: Changing the State-Society Balance' in A. Geddes and J. Tonge [eds] *Britain Votes 2010* Oxford: Oxford University Press.
- Cabinet Office (2011) *The Big Society* <http://www.cabinetoffice.gov.uk/big-society>
- Bale, T. (2010) *The Conservative Party: From Thatcher to Cameron* Cambridge: Polity Press
- Big Society Network (2011) <http://www.thebigsociety.co.uk/>
- Blond, P. (2010) *Red Tory: How Left and Right Have Broken Britain and How We Can Fix It*, London: Faber
- Bogdanor, V. (2011) *The Coalition and the Constitution* Oxford: Hart
- Boles, J. (2010) *Which Way's Up: The Future for Coalition Britain and How to Get There* Bite Back Books
- Cabinet Office (2011) *The Big Society* <http://www.cabinetoffice.gov.uk/big-society>
- Cameron, D. (2010b) *Big Society versus Big Government*, Speech April 19 2010 http://www.conservatives.com/News/Speeches/2010/04/David_Cameron_Big_Society_versus_Big_Government.aspx

- Cameron, D. (2010) PM's speech at Civil Service Live 8 July 2010
<http://www.number10.gov.uk/news/speeches-and-transcripts/2010/07/pms-speech-at-civil-service-live-53064>
- Clegg, N. (2010) The New Politics: Nick Clegg's Speech on Constitutional Reform 19 May 2010, City & Islington College Centre for Business, Arts and Technology, London,
<http://www.cabinetoffice.gov.uk/media/408354/new-politics.pdf>
- Conservative Party (2010) The Conservative Party Manifesto 2010: Invitation to Join the Government of Britain London: The Conservative Party
- Conservative-Liberal Coalition (2010) Conservative Liberal Democrat Coalition Negotiations Agreements Reached 11 May 2010
http://www.conservatives.com/News/News_stories/2010/05/Coalition_Agreement_publication_ed.aspx
- Norman, J. The Big Society: The Anatomy of the New Politics University of Buckingham Press (2010)
- David Cameron (2010) 'Prime Minister Letter to Cabinet Ministers Regarding Transparency' 1 June 2010
<http://www.cabinetoffice.gov.uk/newsroom/statements/transparency/pm-letter.aspx>
- H M Treasury (2010) Spending Review 2010
http://cdn.hm-treasury.gov.uk/sr2010_completereport.pdf
- Kerr, P, Byrne, C. and Foster, E (2011) 'Theorising Cameronism' Political Studies Review Vol9/2
- Hazell and Yong (2011) 'Inside Story: How Coalition Government Works'
<http://www.ucl.ac.uk/constitution-unit/research/coalition-government/interim-report2.pdf>
- Hazell, R. and Yong, B. (2012) *The Politics of Coalition: How the Conservative-Lib Dem Government Works*. Hart Publishing

Official Documents and broadcasts

- Press conferences 'Rose garden 1' and 'Rose garden 2'
http://www.youtube.com/watch?v=jYICHO_2KNQ&feature=related and
<http://tinyurl.com/7d4j3bd>
- HM Government (2010). *The Coalition Agreement: our programme for government*.
http://www.direct.gov.uk/prod_consum_dg/groups/dg_digitalassets/@dg/@en/documents/digital_asset/dg_187876.pdf
- Paun (2012) 'A Game of Two Halves: How coalition governments renew in mid-term and last the full term' IFG especially p.7-19 and p.55
<http://www.instituteforgovernment.org.uk/sites/default/files/publications/A%20game%20of%20two%20halvesv3.pdf>

8. Globalisation and Devolution: Understanding the Changing Nature of Political Power

- What is the 'politics' underpinning the debate on globalisation within the context of British

politics?

- Has globalisation contributed to a 'hollowing out of the state' in Britain?
- To what extent does devolution, at a national and local level, challenge the British Political Tradition?

Key Reading:

- Holliday, I. (2000). 'Is the British State Hollowed-Out?', *Political Quarterly*, 7: pp.167-176.
- Gamble, A. Britain in the World, Ch 16. in Heffernan, R, Cowley, P. and Hay, C. (eds) (2011) *Developments in British Politics 9*, Basingstoke: Palgrave Macmillan.pp.29-50 [Available in High Demand]
- Gamble, A. (2016) 'What's British about British Politics' Ch.1 in Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Richards, D. and Smith, M.J. (2016) 'Devolution in England, the British Political Tradition and the Need for Consultation, Consensus and Consideration' *Representation* Vol. 51/4, pp.385-401
- Cairney, P. (2014) 'A Crisis of the Union' in Richards, D., Smith, M. and Hay, C. *Institutional Crisis in Twenty-First century Britain* Basingstoke: Palgrave [digitised reading]
- Jeffrey, C. (2016) 'The United Kingdom after the Scottish Referendum' Ch.13 Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Blog: *Against ad hocery: we need a more democratic approach to UK devolution* <https://www.opendemocracy.net/ourkingdom/martin-smith-and-dave-richards/against-ad-hocery-uk-devolution-and-need-for-consultation->
- Blog: 'The programme of post-referendum constitutional reform must not be by the elites for the elites' <http://blogs.lse.ac.uk/politicsandpolicy/the-programme-of-post-referendum-constitutional-reform-must-not-be-by-the-elites-for-the-elites/>
- Blog: 'The 'Devo Manc' proposals represent centralisation on steroids' <http://blogs.lse.ac.uk/politicsandpolicy/the-devo-manc-proposals-represent-centralisation-on-steroids/>
- Blog: 'DevoManc is positive for all Northern cities' <http://blog.policy.manchester.ac.uk/featured/2014/11/devomanc-is-positive-for-all-northern-cities/>

Further Reading:

Globalisation readings:

- Bevir, M. and Rhodes, R.A.W. (2003). 'Searching for civil society: changing patterns of governance in Britain', *Public Administration*, 81/1: pp. 41-62.
- Bevir, M. and Rhodes, R.A.W. (2003). *Interpreting British Governance*. London: Routledge
- Hay, C. (2006). 'Managing Economic Interdependence: The Political Economy of New Labour', in Dunleavy et al. (Eds.) *Developments in British Politics 8*. Basingstoke: Palgrave
- Held, D, et al. (1999). *Global Transformations*. Cambridge: Polity
- Hirst, P. (1996). *Globalisation in Question*. Cambridge: Polity Press
- Kavangh, Richards, Smith and Geddes *British Politics*, 5th Edition, 2006, Oxford University Press Ch.3 and 6.
- Peterson, J. (1999). 'Sovereignty and Interdependence', in Holliday, I., Gamble, A and Parry, G. (Eds.) *Fundamentals in British Politics*. London: Macmillan

- Rhodes, R.A.W. (1997). *Understanding Governance*. Buckingham: Open University Press Ch. 7 & 9
- Richards, D. and Smith, M.J. (2002). *Governance and Public Policy in the United Kingdom*. Oxford: Oxford University Press, Ch.2,6,7 and 11.
- Richards, D. and Smith, M.J. *Governance and Public Policy in the United Kingdom* Oxford: Oxford University Press, 2002 Ch.2,6,7 and 11.

Devolution

- Bradbury, Jonathan. "British political parties and devolution: adapting to multi-level politics in Scotland and Wales." *Devolution and electoral politics* (2006): 214-247.
- Bulpitt, J. (1983) *Territory And Power In The United Kingdom* (Manchester University Press 1983
- Cairney, P. and McGarvey, N. (2013) *Scottish Politics* 2nd edition (Basingstoke: Palgrave)
- Curtice, J. (2012a) 'Is there still a basis for a stable Union?', WISERD third annual conference, 28th March
http://wiserd.comp.glam.ac.uk/TCB/Data/Sites/1/coursedocumentation/conference2012/is_there_still_a_basis_for_a_stable_union.pdf
- Curtice, J. And Ormston, R. (2011) 'So Who is Winning the Debate? Constitutional Preferences in Scotland After Four Years of Nationalist Government', *Scottish Affairs*, 74, Winter, 24-44
- Diamond, P., Liddle, R., & Richards, D. (2015). Labouring in the Shadow of the British Political Tradition: The Dilemma of 'One Nation' Politics in an Age of Disunification. *The Political Quarterly*, 86(1), 52-6
- Flinders, M. (2010) *Democratic Drift* (Oxford: Oxford University Press)
- Hazell, R. (2006) 'The English Question' (London: The Constitution Unit)
www.ucl.ac.uk/spp/publications/unit-publications/130.pdf
- Hazell, R. (2006) 'The English Question' (London: The Constitution Unit)
www.ucl.ac.uk/spp/publications/unit-publications/130.pdf
- Heffernan et al *Developments In British Politics* 9 Palgrave Macmillan Ch. Territorial Politics In The Post-Devolution United Kingdom
- Johns, R., Denver, D., Mitchell, J. and Pattie, C. (2010) *Voting for a Scottish Government: The Scottish Parliament Elections of 2007* (Manchester: Manchester University Press)
- Keating, M. (2001). *Plurinational Democracy: Stateless Nations in a Post-Sovereignty era*. Oxford University Press.
- Keating, M. and Cairney, P. (2006) 'A New Elite? Politicians and Civil Servants in Scotland after Devolution', *Parliamentary Affairs*, 59, 1, 43-59
- Keating, Michael, Paul Cairney, and Eve Hepburn. "Territorial policy communities and devolution in the UK." *Cambridge Journal of Regions, Economy and Society* 2.1 (2009): 51-66.
- Mitchell, J. (2003) *Governing Scotland* (Basingstoke: Palgrave)
- Mitchell, J. (2004) 'Scotland: Expectations, Policy Types and Devolution', in A.Trench (ed.), *Has Devolution Made a Difference? The State of the Nations 2004* (Exeter: Imprint Academic).
- Mitchell, J. (2005) 'Scotland: Devolution is Not Just for Christmas', in A. Trench (ed.), *The Dynamics of Devolution: The State of the Nations 2005* (Exeter: Imprint Academic)
- Mitchell, J. (2012) *Devolution in the United Kingdom* Manchester University Press.
- Moran. M. (2015) *Politics and Governance in the UK* [3rd edition] Basingstoke: Palgrave

Ch.9

- Scottish Government (2013) 'Scotland's Referendum' <http://www.scotreferendum.com/>
- Nairn, T. (2000) *After Britain : New Labour and the Return of Scotland* (Granta)
- Scully, Roger, Richard Wyn Jones, and Dafydd Trystan. "Turnout, participation and legitimacy in post-devolution Wales." *British Journal of Political Science* 34.03 (2004): 519-537.
- Wyn Jones, R. and Scully, R. (2006) *Devolution and Electoral Politics in Scotland and Wales* *Publius* 36 (1): 115-134

9. The BPT and the Brexit Paradox: Taking Back Control

- Was the vote to leave the European Union only about Britain's membership?
- Assess the likely impact of BREXIT on British Politics?
- Will 'taking back control' reinforce or erode the British Political Tradition?

Key Reading:

- Richards, D. and Smith, M.J. (2017) *Brexit, Institutional Crisis and the Future of U.K. Governance* The International Institute of Administrative Sciences (IIAS) Conference, Aix Marseille University 30 May- 2 June 2017, Aix-en-Provence, France. [Access paper on Blackboard]
- Ford, R. and Goodwin, M. (2017) 'A Nation Divided' *Journal of Democracy* January 2017, Volume 28/1 pp.17-30.
- Goodwin, M. J., & Heath, O. (2016). The 2016 Referendum, Brexit and the Left Behind: An Aggregate-level Analysis of the Result. *The Political Quarterly*, 87(3), 323-332.
- May, T. (2016). Britain after Brexit: a Vision of a Global Britain. *Politics Home* 2
- Weale, A. (2016) 'Nostalgic Democracy Triumphs over Democratic Internationalism' *The Political Quarterly*, Vol.87/3 pp.352–354.
- Blog: *Things were Better in the Past': Brexit and the Westminster Fallacy of Democratic Nostalgia* <http://blogs.lse.ac.uk/politicsandpolicy/brexit-and-the-westminster-fallacy-of-democratic-nostalgia/>
- 'Back to the Future?' Brexit, elitism, and the British Political Tradition' <http://blogs.lse.ac.uk/politicsandpolicy/brexit-and-the-british-political-tradition/>
- Blog: *Brexit and the Meaning of 'Taking Back Control': Great State Expectations?* <http://blog.policy.manchester.ac.uk/posts/2017/03/brexit-and-the-meaning-of-taking-back-control-great-state-expectations/>
- Blog: *The Treasury in the 21st century: still one of the great offices of state or a hollowed-out, echo chamber?* http://blog.policy.manchester.ac.uk/british_politics/2017/03/treasury-review/
- Blog: *Avoiding 'Brexit Turf Wars': Whitehall's Need for a Grand Strategy* <http://flickread.com/edition/html/index.php?pdf=58aec497b4285#3>

Further Reading on the E.U.:

- Bache, I. And Jordan, A. (2008) *The Europeanisation of British Politics* Palgrave
- Beech, M. (2011). 'A Tale of Two Liberalisms', in Lee, S. and Beech, M. [Eds.] *The Cameron-Clegg Government*. Basingstoke: Palgrave
- Buller, J and Gamble, A. (2002) 'Conceptualising Europeanisation', *Public Policy and Administration*, 17 (2) pp.4-24
- Buller, J. (1995). Britain as an Awkward Partner: Reassessing Britain's Relations with the EU. *Politics*, 15(1), 33-42.

- Buller, J. (2000) *National Statecraft and European Integration: the Conservative Government and the European Union, 1979-97*, (London: Cassell)
- Bulmer, S. and Burch. M (2009) *The Europeanisation of Whitehall: UK Central Government and the European Union* [Manchester University Press]
- D Dinan, *Ever Closer Union? An Introduction To European Integration* (Palgrave 1999)
- Daddow, O. (2013), Margaret Thatcher, Tony Blair and the Eurosceptic Tradition in Britain. *The British Journal of Politics & International Relations*, 15: 210–227.
- Dannreuther, C. and Lightfoot, S. (2014) 'A Crisis of the European Union' in Richards, D., Smith, M. and Hay, C. (2014) *Institutional Crisis in Twenty-First century Britain* Basingstoke: Palgrave Chapter 8 [digitised reading]
- David Richards and Martin, J. Smith (2002) *Governance and Public Policy in the UK* [Oxford: Oxford University Press] Ch.7
Elections." *European Journal of Political Research* 51, no. 2(2012) : 204-234.
- Ford, R; Cutts, D and Goodwin, M. "Strategic Eurosceptics and Polite Xenophobes: Support for the UK Independence Party (UKIP) in the 2009 European Parliament
- Gamble, A. (2002) *Between Europe And America : The Future Of British Politics* (Palgrave)
- Gamble, A. and Lane, D.S. (2009). *The European Union and world politics: consensus and division*. New York: Palgrave Macmillan, Part 1: The International Context
- Geddes *The European Union and British Politics* (Palgrave 2004)
- Hay, C. (2011). 'Britain and the Global Financial Crisis: The Return of Boom and Bust', in Heffernan, R. et al. (Ed.) *Developments in British Politics 9*. Basingstoke: Palgrave
- Hay, C. (2012). 'A very British crisis – acknowledging our own culpability', SPERI Comment: <http://speri.dept.shef.ac.uk/2012/11/12/british-crisis-acknowledging-culpability/>
- Hodson, D. and Mabbett, D. (2009). 'UK Economic Policy and the Global Financial Crisis: Paradigm Lost?', *Journal of Common Market Studies*, 47/5: pp. 1041–1061
- Johal, S. et al. (2012). 'The Future has been postponed: The Great Financial Crisis and British politics', *British Politics*, 7/1: pp. 69-81
- Jordan, A. (2002). *The Europeanisation of British Environmental Policy*. Basingstoke: Palgrave
- Kavanagh et al *British Politics: Continuities and Change* Oxford University Press 2006. Ch.8,9.
- M. Smith, 'Britain, Europe and the World', in P. Dunleavy *et al* (eds) *Developments in British Politics 8* (Palgrave, 2006), Chapter 9.
- Moran. M. (2015) *Politics and Governance in the UK* [3rd edition] Basingstoke: Palgrave Ch.11 (Available in High Demand).
- S. George, *An Awkward Partner: Britain In The EC* (Oxford 1994)
- S. George, Bache, I and Bulmer, S. (2011) *Politics in the European Union* (Oxford University Press)
- Thain, C. (2009). 'A Very Peculiar British Crisis?: Institutions, ideas and policy responses to the credit crunch', *British Politics*, 4: pp.434–449
- Thorlakson, L. (2011). 'Britain's Place in the European Union', in Heffernan, R. et al. (Ed.) *Developments in British Politics 9*. Basingstoke: Palgrave (Available in High Demand)
- Wilks, S. (1996). 'Britain and Europe: An Awkward Partner or an Awkward State?' *Politics*, 16(3), 159-165.

Further Reading on Brexit:

- Ashcroft, M. and Culwick, K. (2016) *Well, You Did Ask...: Why the UK voted to leave the EU* London: Biteback
- Becker, S., Fetzer, T. and Novy, D. (2016) *Who Voted for Brexit? A Comprehensive District-Level Analysis*, Centre for Competitive Advantage in the Global Economy Working Papers, 15 November 2016
http://www2.warwick.ac.uk/fac/soc/economics/research/centres/cage/manage/publications/305-2016_becker_fetzer_novy.pdf
- Clarke, H, Goodwin, M and Whitely, P. (2017) *Brexit: Why Britain Voted to Leave the European Union* Cambridge: Cambridge University Press
- Cmnd 9417 (2017) *The United Kingdom's Exit from and New Partnership with the European Union* February 2017, London: The Stationary Office
- Crines, A. (2016) 'The Rhetoric of the EU Referendum Campaign' in D. Jackson, E. Thorsen and D. Wring [eds) *EU Referendum Analysis 2016: Media, Voters and the Campaign* Bournemouth: CSJCC
- Department for Exiting the European Union (2017) *Legislating for the United Kingdom's withdrawal from the European Union* Cmnd 9446, March 2017 London: The Stationary Office
- Fowler, B and Menon, A. (2016) 'The Meaning of Brexit' *Society Now* Issue 26, Autumn 2016, pp. 24-5.
- Gallagher, J. (2017) *Brexit and the Union*, 24 March 2017 <http://ukandeu.ac.uk/brexit-and-the-union/>
- Goodhart, D. (2017) *The Road to Somewhere* London: Hurst
- Goodwin, M. J., & Heath, O. (2016). *The 2016 Referendum, Brexit and the Left Behind: An Aggregate-level Analysis of the Result*. *The Political Quarterly*, 87(3), 323-332.
- Hay, C. (2017) *Brexit: A Crisis of Commencement*, Commencement Lecture, University of Sheffield, 16 March 2017, <http://speri.dept.shef.ac.uk/2017/03/20/speri-co-director-gives-the-commencement-lecture-of-the-department-of-politics/>
- H.M. Government (2017) *Plan for Britain* <https://www.planforbritain.gov.uk/>
- Hobolt, S. B. (2016). 'The Brexit Vote: a Divided Nation, a Divided Continent'. *Journal of European Public Policy*, 23.9, pp. 1259-1277.
- Menon, A., & Salter, J. P. (2016). 'Brexit: initial reflections'. *International Affairs*, 92.6 pp.1297-1318.
- Menon, A. and Evans, G. (2017) *Brexit and British Politics* Polity Press
- Martin, J. (2016) 'Rhetoric of Excess' in D. Jackson, E. Thorsen and D. Wring [eds) *EU Referendum Analysis 2016: Media, Voters and the Campaign* Bournemouth: CSJCC
- Mudde, C. and Kaltwasser, C. (eds.). (2012). *Populism in Europe and the Americas*. Cambridge: Cambridge University Press.
- Nevitte, N. (1996) *The Decline of Deference*, Peterborough: Broadview Press.
- Phinnemore, D. (2016) 'On the Road to Brexit' *Political Insight*, December 2016, pp.8-11.
- Skey, M. (2016) "'We Want our Country Back" – Stop Sneering, Start Listening' in D. Jackson, E. Thorsen and D. Wring [eds) *EU Referendum Analysis 2016: Media, Voters and the Campaign* Bournemouth: CSJCC
- Smith, M., 2014. *A crisis of political parties*. In *Institutional Crisis in 21st-Century Britain* (pp. 101-124). Palgrave Macmillan UK.
- Yuratich, D. (2016) 'The referendum campaign and the public's constitutional understanding' in D. Jackson, E. Thorsen and D. Wring [eds) *EU Referendum Analysis 2016: Media, Voters and the Campaign* Bournemouth: CSJCC

10. Old Politics, New Politics and the Future of British Politics

- What do you identify as the newly developing fault lines in British politics?
- Will the 'old politics' associated with the British Political Tradition survive in an age of political turbulence
- Will recent events in British politics herald the emergence of a 'new politics'?

Key Reading

- Richards, D. (2014) *A Crisis of Expectation* in Richards, D., Smith, M. and Hay, C. (2014) *Institutional Crisis in Twenty-First century Britain* Basingstoke: Palgrave [digitised reading]
- Richards, D. and Smith, M.J. (2015) 'In Defence of British Politics against the British Political Tradition' *Political Quarterly* Vol. 86/1 February 2015.
- Hay, C. (2016) *Developments in 33 years of British Politics* Ch.15 in Heffernan, R., et al (2016). *Developments in British Politics 10*. Basingstoke: Palgrave
- Marsh, D., Vines, E., & Halupka, M. (2016). Two Cheers for Richards and Smith: Beyond Anti-Politics?. *The Political Quarterly*, 87(3), 383-388.
- Baldini, G. (2015), Is Britain Facing a Crisis of Democracy?. *The Political Quarterly*. <http://onlinelibrary.wiley.com/doi/10.1111/1467-923X.12185/abstract>
- Richards, D, Smith, M. and Hay, C. (2014) Conclusion: Après le Deluge – Crisis, Continuity and Change in UK Institutions in Richards, D., Smith, M. and Hay, C. (2014) *Institutional Crisis in Twenty-First century Britain* Basingstoke: Palgrave [digitised reading]
- Moran, M. (2017) *The End of British Politics?* Palgrave Ch.5
- Blog: 'British politics in the Age of Uncertainty: the link between old, new, and anti-politics' http://blogs.lse.ac.uk/politicsandpolicy/british-politics-in-an-age-of-uncertainty/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+BritishPoliticsAndPolicyAtLse+%28British+politics+and+policy+at+LSE%29
- *Beyond the 2017 General Election: A Manifesto's Guide to Old and New Politics* <http://blog.policy.manchester.ac.uk/posts/2017/05/beyond-the-2017-general-election-a-manifestos-guide-to-old-and-new-politics/>
- Blog: 'Too much democracy? Time for 21st Century Democracy'. <http://www.psa.ac.uk/insight-plus/blog/too-much-democracy-time-21st-century-democracy>

Further Reading:

- Bale, T Taggart, P. and Webb, P. (2006) 'You Can't Always Get What You Want: Populism and the Power Inquiry', *The Political Quarterly*, Vol.77/2, pp.195–203.
- Barr, Robert R. 2009. 'Populists, Outsiders and Anti-Establishment Politics', *Party Politics*, Vol. 15 (1), pp. 29– 48.
- Blond, P. (2010). *Red Tory: How Left and Right Have Broken Britain and How We Can Fix It*. London: Faber
- Bogdanor, V. (2009). *The New British Constitution*. Oxford: Hart Publishing
- Coates, S. (2016) 'Tycoon Wants to Smash Commons Political Careerists' *The Times* 14 November 2016 <http://www.thetimes.co.uk/edition/news/tycoon-wants-to-smash-commons-political-careerists-96k5dmbgx>
- Flinders, M. (2009). *Democratic Drift: Majoritarian Modification and Democratic Anomie in the United Kingdom*. Oxford: Oxford University Press
- Hazell, R. (2008). *Constitutional Futures Revisited: Britain's Constitution to 2020*. London: Palgrave Macmillan

- Heffernan, R, Cowley, P. And Hay, C. (Eds) (2011) *Developments In British Politics* 9, Basingstoke: Palgrave Macmillan
- Marsh, D. (2014) 'What is the nature of the crisis of democracy and what can we do about it?' *Democratic Theory* Vol.1.2, pp.37-46.
- Marsh, D., & Hall, M. (2016). *The British Political Tradition and the Material-Ideational Debate*. *The British Journal of Politics and International Relations*, 18(1), 125-142.
- Moran, M. (2017) *The End of British Politics?* Basingstoke: Palgrave
- Mudde, C. and Kaltwasser, C. (2017) *Populism: A Very Short Introduction* Oxford: Oxford University Press
- Muller, J-W., (2016) *What is Populism* Philadelphia: University of Pennsylvania
- Norton, P. (2008). 'The Future of Conservatism', *Political Quarterly*, 79/3: pp. 324-332
- Richards, D. and Smith, M.J. (2010). *Crisis, Coalition and the Embedding of the Hybrid State? Reflections on the Nature of UK Governance in a Post Bureaucratic Era*, Paper presented at the 3rd Annual Conference of Centre for British Politics, University of Nottingham – 'Governance and Public Policy in the United Kingdom', 10 December 2010. [Electronic resource on Bb]
- Russell, M. (2011). 'Constitutional Politics', Heffernan, R. et al. (Eds.) *Developments in British Politics* 9. Basingstoke: Palgrave Macmillan

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
POLITICS
COURSE UNIT OUTLINE 2018-19

POLI10502 – THE POLITICS OF THE GLOBAL ECONOMY

Semester: 2

Credits: 20

- Convenor:** Prof. Matthew Paterson
- Room:** Arthur Lewis Building, 4.036
- Telephone:** 0161 306 6945 (internal ext. 66945)
- Email:** matthew.paterson@manchester.ac.uk
- Office Hours:** Monday 11.30-12.30, Thursday 11.30-12.30.
- Lecturers:** Dr. Ian Bruff, Dr. Greig Charnock, William Harvey, Prof. Matthew Paterson, Dr. Silke Trommer, Dr. Robert Watt, Prof. Georgina Waylen and Dr. Japhy Wilson
- Tutors:** William Harvey, Aliko Koutlou, Joanna Wilson
- Lectures:** Monday 16:00-18:00, Stopford_TH 3
- Tutorials:** Allocate yourself to a tutorial group using the Student System (See also below for list of tutorial times and venues)
- Mode of assessment:** 2000-word essay (40%)
Two-hour exam (60%)
- Administrator:** Luke Smith Luke.Smith-2@manchester.ac.uk  0161 306 6906
Dagme Tesfaye dagme.tesfaye@manchester.ac.uk  0161 275 2499

UG Office G.001 Arthur Lewis Building

*****IMPORTANT INFORMATION – PLEASE READ*****

Essay hand in date: 14:00 Monday 18 March. Essays to be submitted via Blackboard.

The exam will take place during the exam period:

Examination period: 13 May – 9 June 2019

Re-sit Examination period: 19th August – 1st September 2019

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

What the course is about

Welcome to the course guide for POLI10502 Politics of the Global Economy.

Politics of the Global Economy sets out to provide an introduction to the academic discipline of Global (or International) Political Economy (GPE). The course will introduce you to the study of the global political economy particularly in the context of globalization, neoliberalism and the recent global financial crisis. It will help you to think about how the main features of the global economy are changing and will familiarise you with the recent history of the global economy. The course is also particularly concerned with how these changes are having an impact on the present.

Unlike many introductory courses that outline a set of particular topics that you need to learn about an academic discipline this course is built around the research that the members of the Politics *Global Political Economy Research Cluster* do. All of us are concerned with a set of problems in the global economy and how they influence the lives of ordinary people all around the world. We will introduce you to the problems and issues we think are crucial to understanding how the world is now, how it could be, and how it should be in the twenty first century – your future.

What are we concerned with?

Firstly, our broad focus is on the following issues: how the traditional boundaries between nation states and the global economy are becoming ever more blurred; who the political organisation of markets benefits and how it is contested; how the environment shapes and is shaped by global markets; and why the global financial crisis has not offered significant competing visions of how markets should be organised. With global inequalities ever increasing and economic orthodoxies unable to offer solutions to some of the world's most pressing problems, it is an important time to be thinking about these problems and what we might be able to do to change things.

We aim to familiarise you with some of the key issues shaping the global political economy, including: the impact of globalisation on the state; the global politics of money and the power of finance; international trade; the problems of development; environmental politics; and the role of gender, race and sexuality, among others. We will also survey the prospects for changing the shape of global economic governance.

Secondly, we want to ensure that you have the intellectual tools that will enable you to think about the issues this course raises and to do well in the seminars and assessments. We aim to help prepare you for the next two years at Manchester, and to develop your critical skills. That means we will also spend time showing you how to learn effectively at university. We will think about how (and why) academics debate, what it means for you to be junior academics, alongside the more obvious issues of essay writing and exam techniques. Whether you go on to further study and academic research after university, or you pursue any number of careers, developing such rigorous critical and analytical skills will be invaluable.

Finally, we also hope that you find the course content and the issues discussed stimulating, and the way we approach them interesting, so that we whet your appetite to continue to study GPE in your second and third years.

Course Aims

- To introduce students to the study of the global political economy and the phenomenon of globalisation;
- To familiarise students with the recent history of the global economy and its impact on the present;
- To introduce students to the key issues shaping the global political economy.

Intended Learning Outcomes

- To understand the political nature and significance of the global economy;
- To demonstrate knowledge and understanding of the history, evolution and contemporary dynamics of the global political economy and globalization;

- To reflect on various issues shaping the current phase of economic globalization and relate them to key conceptual issues;
- To use the library, academic journals and other appropriate learning resources to research and prepare academic essays;
- To develop critical, evaluative and communicative skills through in-class presentations, participation in class activities and discussions and through the production of an essay.

Intellectual and Transferable Skills

This module will help develop skills, through research and analysis, that will provide a basis for further work in later years in the degree, as well as a wide range of work contexts.

Responses to last year's 'student voice' unit surveys

Last year's students made two specific comments on the course.

Some asked for more student participation in the tutorials. Our response: The department has now an improved Graduate Teaching Assistant training program for the tutors in the course. Within the course itself, the tutors and the course convenor have discussed different strategies for creating participative processes and practices in tutorials which will be adopted by the tutors.

Some also asked for an increased diversity of viewpoints to be reflected in the course. Our response: it is true that the course represents broadly 'critical' perspectives on the global economy. This is unlikely to change. However, we will work in lectures and tutorials to make more explicit the different perspectives we bring to bear through the course, notably a range of (different) Marxist perspectives, feminist approaches, ecological theories, and others. We also contrast those explicitly with more 'mainstream' viewpoints, for example regarding free trade or how to respond to climate change.

Amount of work expected of you

The University's Academic Standards Code of Practice states that a 20-credit module is expected to require a total of 200 hours' work.

Course administration, questions and complaints

The course convenor in overall charge of POLI10502 is Professor Matthew Paterson. His office is 4.036 in the Arthur Lewis Building.

Professor Paterson has office hours on Wednesdays, 10.30am-12.30. You may also contact him via email (matthew.paterson@manchester.ac.uk) but be aware that questions about the course content that require longer answers are best asked in person.

You may also contact any of the other teaching staff on the course (see the Politics staff page for relevant email addresses and office locations) or the administrators in the UG office (on the first floor of the Arthur Lewis Building).

If you have queries or complaints about the course, they should be addressed in the first instance to the tutor responsible for your tutorial group. If you are not satisfied then you should address them to Professor Paterson, who will advise you of procedures for taking matters further if necessary.

Tutorials

Tutorials are compulsory. You will have one 50-minute tutorial per week and a tutorial guide is provided to help students prepare for specific tutorials. You are expected to come to the tutorials prepared and to have read the items from the reading list.

There are three readings for each tutorial – one key journal article, a text book chapter that explains the broad context for the article, and a shorter magazine or newspaper article that illustrates the point.

You can expect your tutor to be well prepared and to offer guidance, clarification and explanation of issues. You cannot expect your tutor to give you a mini-lecture. These tutorials are intended to provide as much opportunity as possible for you to participate and to apply your knowledge. The amount of knowledge you will gain from a tutorial is dependent upon your willingness to participate and share information gained from the readings. Tutorial readings are listed under the lecture subject heading. You will also find them on Blackboard. There will be 9 tutorial meetings during the semester.

The tutorial groups will meet at these times:

Wednesday	09.00-10.00	Crawford House_SEM RM B
Wednesday	10.00-11.00	Crawford House_SEM RM D
Wednesday	11.00-12.00	Crawford House_SEM RM E
Wednesday	12.00-13.00	Crawford House_SEM RM C
Thursday	10.00-11.00	Sam Alex_A104
Thursday	11.00-12.00	Sam Alex_A104
Thursday	12.00-13.00	Sam Alex_A104
Thursday	13.00-14.00	Sam Alex_A202
Friday	09.00-10.00	Crawford House_SEM RM A
Friday	10.00-11.00	Crawford House_SEM RM D
Friday	11.00-12.00	Crawford House_SEM RM B
Friday	12.00-13.00	Uni Place_4.206
Friday	13.00-14.00	Uni Place_4.211

As above, use the tutorial sign-up system to sign up for one of these.

Course textbook

There is no single textbook that covers all the issues in the course. However, there are a number of excellent IPE/GPE textbooks in the university library, and in the Blackwells bookshop. While you are not obliged to buy any of them, as all of the required readings will be available through the POLI10502 Blackboard page, here is a list of books offering overviews of the 'discipline' of IPE/GPE:

- O'Brien, R. and Williams, M. (2013) *Global Political Economy: Evolution and Dynamics*, 4th edition, London: Palgrave
- Ravenhill, J. (2014) (Ed.) *Global Political Economy*, 4th edition, Oxford: Oxford University Press
- Cohn, T. (2011) *Global Political Economy*, 6th edition, London: Pearson
- Broome, A (2014) *Issues and Actors in the Global Political Economy*, Basingstoke: Palgrave Macmillan

Lecture summary

1.	28 Jan	Introduction: What is Global Political Economy and how can it help us to understand the world around us? How can we think politically (and critically) about the global economy?	Matthew Paterson
2.	4 Feb	Why does poverty exist in a world of wealth?	Robert Watt
3.	11 Feb	What role does gender play in the global political economy?	Georgina Waylen
4.	18 Feb	How is the fourth industrial revolution changing the politics of production and labour?	Greig Charnock
5.	25 Feb	How does the world trade and who benefits?	Silke Trommer
6.	4 Mar	How is finance political?	Adrienne Roberts
7.	11 Mar	How is climate change affecting the global economy?	Matthew Paterson
8.	18 Mar	What is the role of ideology in the global political economy?	Japhy Wilson
9.	25 Mar	Is neoliberalism really about the free market?	Ian Bruff and William Harvey
10.	1 Apr	Conclusions, summaries, ways forward	GPE team

Tutorial readings and preparation

Adequate preparation for each tutorial is absolutely essential in order for you to get the most out of each tutorial and the course as a whole. Your tutor will provide further guidance as to what's necessary, however it is good practice to read the required readings and consider some or all of the following points in respect of the readings and lecture:

- What is the author's main claim or argument?
- Do you find this claim or argument convincing? Why?
- Is there anything you found not adequately explained or clear?
- What further questions did this week's topic raise for you?

Week 1 - Introduction: What is Global Political Economy and how can it help us to understand the world around us?

There are no tutorials for this week.

Week 2 - Why does poverty exist in a world of wealth?

Textbook chapter:

Cammack. P. "Why are some people better off than others?" In J. Edkins and M. Zehfuss, eds. *Global politics: a new introduction*. 2nd edition. London: Routledge, 2013, pp. 405-428.

Book chapter:

Harvey. D. "Disparities in Income and Wealth" In D. Harvey *Seventeen Contradictions and the End of Capitalism*. Oxford: Oxford University Press, 2014, pp. 164-181.

Also watch the last 40 minutes (skip the first twenty) of this documentary on global poverty:

Why Poverty? Poor Us: An Animated History of Poverty, 22:30 28/11/2012, BBC4, 60 mins.
<https://learningonscreen.ac.uk/ondemand/index.php/prog/02DE017E> (Accessed 16 Oct 2018)

Week 3 – What role does gender play in the global political economy?

Textbook chapter:

Peterson, S. (2015) 'International/Global Political Economy', in L. Shepherd (ed) *Gender Matters in Global Politics: A Feminist Introduction to International Relations* (2nd ed), London: Routledge, 173-85

Article:

Either:

Elson, D. (2014) 'Economic Crises from the 1980s to the 2010s: a gender analysis', in Shirin Rai and Georgina Waylen (eds) *New Frontiers in Feminist Political Economy*, Routledge.

Or:

Elson, D. (2010) 'Gender and the Global Economic Crisis in Developing Countries: A framework for analysis', *Gender & Development*, 18(2): 201-12.

Also have a look at these short pieces:

Sheffield, H. (2016) "WEF 2016: One chart that shows the gender diversity problem at Davos", *The Independent*, 19 January:

<http://www.independent.co.uk/news/business/news/world-economic-forum-2016-one-chart-that-shows-the-problem-with-davos-a6820741.html>

Peston, R. (2009) 'Why Men are to Blame for the Crunch', *BBC News*, 29 July:

http://www.bbc.co.uk/blogs/thereporters/robertpeston/2009/07/why_men_are_to_blame_for_the_crunch.html

Week 4 - The Robots are coming! The politics of production, technology and work in the fourth industrial age

Textbook chapter

O'Brien, R. and M. Williams (2016) 'Global Division of Labour', in *Global Political Economy*, 4th edition (New York: Palgrave Macmillan), pp, 179-197.

Article

Wajcman, J. (2017) 'Automation: is it really different this time?', *The British Journal of Sociology* 68(1): 119-127.

Also check out

'What is the Fourth Industrial Revolution?', World Economic Forum, 18 July 2016, at: <https://www.youtube.com/watch?v=kpW9JcWxKq0>

'Paul Mason: what they aren't telling you about work', Channel 4 News, 13 April 2015: <https://www.youtube.com/watch?v=R522guNh8nw>

Sparrow, J. 'Can democracy survive the fourth industrial revolution? Should it?', *The Guardian*, 11 January 2017, at <https://www.theguardian.com/sustainable-business/2017/jan/11/can-democracy-survive-the-fourth-industrial-revolution-should-it>

Week 5 - How does the world trade and who benefits?

Textbook chapter:

Robert O'Brien and Marc Williams (2013) "International Trade" in O'Brien and Williams *Global Political Economy*, 4th edition, Basingstoke: Palgrave Macmillan: 109-31.

Also look at the box 4.4, "Free Trade", on p.75 (available on Blackboard)

Article:

Rorden Wilkinson (2009) "Language, Power and Multilateral Trade Negotiations" *Review of International Political Economy* 16(4): 597-619.

Also check out these links:

Trommer, S. (2017) 'Fragmentation and Decline? The UK and the Global Trading System post-Brexit', <https://www.lwbooks.co.uk/renewal/25-3-4/UK-and-trade-post-Brexit>.

Week 6 - How is finance political?

Article [read this before the book chapter as it will help offer an overview of different perspectives on finance]:

Walby, Sylvia. "Finance Versus Democracy? Theorizing Finance in Society." *Work, Employment, Society* 27 (2013): 489-510.

Book chapter:

Soederberg, Susanne, *Debtfare States and The Poverty Industry*, London: Routledge, 2014, chapter 5, 'Debtfarism and the Student Loan Industry' (pp.104-132).

Also read:

'University graduates 'to pay £100,000 in student loans' following interest rate hike'
<http://www.independent.co.uk/news/education/education-news/tuition-fees-interest-rate-increase-student-loans-university-graduates-pay-100000-a7202341.html>

Have a look at this Opinion piece written by a fourth year undergraduate student and published in the Independent:

<http://www.independent.co.uk/student/istudents/arrest-graduates-who-avoid-repaying-their-student-loan-new-zealand-hepi-university-debt-a7162651.html>

Week 7 - How is climate change affecting the global economy?

Textbook chapter:

Matthew Paterson (2011) 'Selling Carbon: from international climate regime to global carbon market', in John Dryzek and David Schlosberg (eds) *Oxford Handbook of Climate Change and Society*, Oxford University Press, Oxford, pp.611-624. (available online via the library)

Article:

Malm, Andreas. 2013. The Origins of Fossil Capital: From Water to Steam in the British Cotton Industry. *Historical Materialism* 21:15–68.

Also watch this video:

Annie Leonard, 'The story of cap and trade' (2009), at <https://www.youtube.com/watch?v=pA6FSy6EKrM>

Week 8 – How does ideology work in the global political economy?

Textbook chapter:

Matthew Eagleton-Pierce (2016) "Historicizing the Neoliberal Spirit of Capitalism" in Simon Springer, Kean Birch and Julie MacLeavy (eds.) *The Handbook of Neoliberalism* New York: Routledge pp. 17-26

Article:

Manfred B. Steger, M. (2003) "Ideologies of Globalization" *Journal of Political Ideologies* 10:1 pp. 11-30

Blog or newspaper article:

Japhy Wilson (2015) "Counting on Billionaires", *The Jacobin*, 3 March 2015, <https://www.jacobinmag.com/2015/03/george-soros-philanthrocapitalism-millennium-villages/>

Week 9 - Is neoliberalism really about the free market?

Book chapter (this is an overview article):

Biebricher, Thomas (2015) 'Neoliberalism and Democracy'. *Constellations*, 22:2, 255-266.

Article:

Bruff, Ian (2014) 'The rise of authoritarian neoliberalism'. *Rethinking Marxism*, 26:1, 113-29.

PLUS at least one of the following:

Bonefeld, Werner (2010) 'Free economy and the strong state: some notes on the state'. *Capital & Class*, 34:1, 15-24.

Harvey, David (2016) 'Neoliberalism is a Political Project'. *Jacobin*, 23 July, <https://www.jacobinmag.com/2016/07/david-harvey-neoliberalism-capitalism-labor-crisis-resistance/>

Klein, Naomi (2012) 'On Global Neoliberalism'. *YouTube*, <https://www.youtube.com/watch?v=sKTmwu3ynOY>

Additional (optional) reading:

Mudge, Stephanie Lee (2009) 'What is Neo-liberalism?' *Socio-economic Review*, 6:4, 703-31.

Week 10 - Conclusions, summaries and ways forward

Assessment

Assessment for the course is by means of:

1. A 2000-word essay worth 40% of your final mark

The essay will focus on the topics from the first half of the course (weeks 2-5). You must answer an essay question from the list we will provide on the module Blackboard Page.

Essays **must** conform to faculty guidelines regarding footnoting and bibliography. *Please see Course Unit Guide Part II: Policies, Procedures and Other Useful Information for POLI Course Units* available from the undergraduate office in the Arthur Lewis Building and the POLI10502 Blackboard Page.

Essays must be typed, 1.5 or double-spaced, and contain **both** a bibliography and referencing. If there is no bibliography and referencing, or if either of these is unsatisfactory, marks will be deducted.

****IMPORTANT INFORMATION – PLEASE READ****

The essay submission deadline is **2pm, Monday 18th March 2019**. All essays must be submitted via Turnitin (linked through the POLI10502 Blackboard site).

Late Submission of Essays and other Coursework will be penalised.

Please see the Policy on Submission of Work for Summative Assessment on Taught Programmes at: <http://www.tlso.manchester.ac.uk/map/teachinglearningassessment/assessment/sectionb-thepracticeofassessment/policyonsubmissionofworkforsummativeassessment/>

Late penalties will be applied unless the students Home School grants an extension

For the Politics procedures on essay submission, presentation, extensions, late essays, and referencing, see the Politics Part II guide. A copy of this is available on the blackboard site for this module. There is extensive guidance and advice on everything from referencing to essay structure. **All students should read this guide thoroughly prior to commencing any assessed work.**

Ensure your registration numbers and the course code, POLI10502, appear on each page of your coursework. We mark assessed essays anonymously, so **do not include your name anywhere**. Pages should be numbered.

When submitting through Turnitin, put your student ID number followed by your assignment title in 'Submission Title' box. Only upload a WORD version of your essay, no PDFs please.

2. A two-hour exam worth 60% of your final mark

You will be required to answer a total of two questions. One of these will be focused on topics from the second half of the course (weeks 6-9); the other will be asking you to think and use material from across the course as a whole. The pass mark is 40%. You will be notified of the date of the exam when the university exam timetable is released.

Guidance on the assessment criteria used in Politics courses (such as what constitutes a first class mark, upper second class or lower second class mark, etc.) can be found in the Politics PART II Guide, available on the course Blackboard.

Essay readings and resources

We will provide a longer selection of readings for the topics that you can use for essays, or exam preparation via Blackboard.

However, this reading list is not and cannot be exhaustive. You should expect to have to conduct searches yourself using online library and journal databases and other resources in the University

of Manchester Library. An ability to go beyond the reading list and find other appropriate sources for your essay can contribute to a higher grade.

Blackboard

There is a dedicated Blackboard page for POLI10502. You will find all the module documents there, along with lecture slides, useful updates, reading suggestions and further information. All students are advised to check this Blackboard page regularly.

The convenor and tutors may use Blackboard to communicate with you. This can be via pop-up messages. **Please do not disable pop-ups on your PC or laptop as any subsequent claim to not have received the message will not be accepted.**

Plagiarism

Plagiarism is possibly the most serious academic offence you can commit during your university time. It can result in attendance at a disciplinary hearing and the imposition of severe penalties. It is a form of cheating and can have all sorts of unintended consequences in later life. You should consult the University's statement on plagiarism that can be found in Course Unit Guide Part II: Policies, Procedures and Other Useful Information for POLI Course Units.

Extensions (see Politics Course Unit Guide Part II Page 29)

Different schools have different procedures for submitting mitigating circumstances requests. You **MUST** submit applications through your home schools procedures regardless of whether it is a politics essay.

School of Social Sciences

We have moved to an online system to submit applications for mitigating circumstances. Information about the new system and the help and support that is available for you in the School is available at <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

School of Arts, Languages and Cultures

Information on mitigating circumstances and the link to the online application form can be found at <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

School of Law

You can access information and the link to the online form through your Programme Page on Blackboard.

Please know that you can also speak to your home school/Programme Administrator in person to discuss your situation so they can help you to access the necessary help and support you need.

- Politics & International Relations: luke.smith-2@manchester.ac.uk / dagme.tesfaye@manchester.ac.uk
- Philosophy, Politics & Economics: sarah.baguley@manchester.ac.uk
- BA Social Sciences: rabia.nawaz@manchester.ac.uk
- BA(Econ): shau.y.chan@manchester.ac.uk / bernadette.julien@manchester.ac.uk
- School of Arts, Languages & Cultures: salc-studentsupport@manchester.ac.uk
- School of Law: tssolaw@manchester.ac.uk * Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at i.glassey@manchester.ac.uk

If granted an extension, the student will be provided with written confirmation of the extension and the new due date.

A student who asks for an extension must complete the correct Mitigating Circumstances Form

(available from their Programme Administrator) and provide evidence of the reasons for seeking extension.

If granted an extension, a student will normally have to submit her/his project before the beginning of the examination period.

Late Submission of Essays/Research papers

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the student's Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

Feedback

The School of Social Sciences is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback is necessarily *responsive*: only when a student has done a certain amount of work and submits it is it possible for us to feed *back* on the *student's work*. The main forms of feedback on POLI10502 include:

- Written comments, indicative scoring and the final grade on the assessed essay
- Exam grades
- Additionally, there are various generic forms of feedback available to you on this course, as on all SoSS courses. These include: meeting the lecturer/tutor during their office hours; emailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); and obtaining feedback from your peers during tutorials.

Lectures

There is one two-hour lecture slot each week. This will be on **Monday, 4-6pm**, Stopford Building Theatre 2.

Very few of the lectures will be for the full two hours. Most weeks will be a 45-50 minute lecture followed by a related exercise, activity or film. Most of the exercises will need no prior preparation – if they do, we will warn you in advance.

Lectures start on 28th January 2018, and there will be 10 lectures in total.

Course Registration and Tutorial Groups

Allocation of a tutorial group constitutes course registration.

If you have not enrolled yourself onto a tutorial group then you are not registered for the course and will be excluded from the exam.

If you need to change tutorial group due to a timetable clash, please see one of the politics administrators in the Undergraduate Office, G.001 in the Arthur Lewis Building. Students are responsible for ensuring that their POLI10502 tutorial group does not clash with their classes for their other course units.

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
POLITICS

COURSE UNIT OUTLINE 2018/19

POLI10601 INTRODUCTION TO INTERNATIONAL POLITICS Semester: 1 Credits: 20
--

Lecturer(s):	Dr. Véronique Pin-Fat (course convenor), Dr. Jonathan Gilmore & Dr. Japhy Wilson	
Convenor's contact details:	Dr. Véronique Pin-Fat	
Room:	Arthur Lewis Building 4.020	
Telephone:	0161 275 4909	
Email:	Veronique.Pin-Fat@manchester.ac.uk	
Office Hours:	Book via SOHOL at: http://www.socialsciences.manchester.ac.uk/intranet/ug/sohol/	
Teaching Associates:	Dr. Andrew Slack - andrew.slack@manchester.ac.uk Sabrina Villenave - sabrina.villenave@manchester.ac.uk	
Teaching Assistants:	Michanne Steenbergen– michanne.steenbergen@manchester.ac.uk ; Jana-Maria Fey – janamaria.fey@gmail.com ; Esra Nartok– esra.nartok@postgrad.manchester.ac.uk ; Ana Sanchez Santana– ana.sanchezsantana@manchester.ac.uk ; Bamo Nouri– bamo.nouri@manchester.ac.uk ; Quint Hoekstra– quint.hoekstra@manchester.ac.uk ; Sana Rahim– sanarahim@hotmail.co.uk ; Giulia Sirigu– giulia.sirigu@manchester.ac.uk	
Lectures:	Tuesdays 11-12 University Place, Lecture Theatre A Thursdays 3-4, Roscoe Theatre A Students should attend both lectures	
Tutorials:	Allocate yourself to a tutorial group using the Student System	
Mode of assessment:	1,600 word essay (40%) and 2 hour <u>seen</u> examination in January (60%)	
Reading week:	Monday 29th October – Friday 2nd November 2018. No lectures or tutorials.	
Administrator:	Luke Smith Luke.Smith-2@manchester.ac.uk	0161 306 6906
	Jay Burke, jay.burke@manchester.ac.uk	0161 275 2499
	UG Office G.001 Arthur Lewis Building	

IMPORTANT INFORMATION – PLEASE READ		
Mode of Assessment	Assessment Weighting	Deadline
1,600 word Essay	40%	Monday November 19th 2018 at 2pm. Via BlackBoard.
2 hour <u>seen</u> Exam (exam questions posted in advance on Blackboard on 6.12.18)	60%	January Exam Period

Communication: Students **must** read their University e-mails regularly, as important information will be communicated in this way.

Examination period:	14.01.2019 – 25.01.2019
Re-sit Examination period:	19.08.2019 – 30.08.2019

Extensions (see Politics Course Unit Guide Part II Page 29)

Different schools have different procedures for submitting mitigating circumstances requests. You MUST submit applications through your home schools procedures regardless of whether it is a politics essay.

School of Social Sciences

We have moved to an online system to submit applications for mitigating circumstances. Information about the new system and the help and support that is available for you in the School is available at <http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

School of Arts, Languages and Cultures

Information on mitigating circumstances and the link to the online application form can be found at <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

School of Law

You can access information and the link to the online form through your Programme Page on Blackboard.

Please know that you can also speak to your home school/Programme Administrator in person to discuss your situation so they can help you to access the necessary help and support you need.

- Politics & International Relations: luke.smith-2@manchester.ac.uk / jay.burke@manchester.ac.uk
- Philosophy, Politics & Economics: sarah.baguley@manchester.ac.uk
- BA Social Sciences: rabia.nawaz@manchester.ac.uk
- BA(Econ): shau.y.chan@manchester.ac.uk / bernadette.julien@manchester.ac.uk
- School of Arts, Languages & Cultures: salc-studentsupport@manchester.ac.uk
- School of Law: tso.law@manchester.ac.uk * Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at i.glassey@manchester.ac.uk

Late Submission of Essays

There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the student's Home School grants an extension. After 5 days a mark of 0 will be assigned.

Please note a "day" is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed. There are no discretionary periods or periods of grace. A student who submits work at 1 second past a deadline or later will therefore be subject to a penalty for late submission.

Introduction to International Politics – **THE BASICS.**

2 lectures per week

1 tutorial per week

1 essay (40%) + 2 hour exam (60%)

To pass the exam: Attend all the tutorials, do *all* the readings and participate. The exam questions assume that you have done this as a minimum.

Course outline

The course provides an introduction to international politics in the context of the post-Cold War era and economic relations on a global scale ('globalization'). It is a foundation course that qualifies you to take further options in international politics and international political economy at a later stage. It is constructed to provide a coherent framework within which to introduce theories and issues in contemporary International Relations (IR) and the controversies surrounding them. You will engage with a wide range of topics and issues, and will be encouraged to think about the complex interface of history, theory and international political practice. The course will enable you to apply the content of the lectures to contemporary issues in tutorials.

Course coverage of four key aspects of IR enables students to develop the ability to analyse the complexities of global politics. The aspects are:

1. International Relations Theory
2. Contemporary International History
3. Security Studies
4. Globalization and International Political Economy.

International Relations Theory

The course introduces students to key theoretical issues and debates that dominate International Relations (IR) such as ideas about the national interest, progress, international co-operation and cultural difference. Students engage with theory through case studies that integrate the other key aspects of IR. This provides a practical, discussion-based tutorial environment in which the complexities of global politics can be studied.

International History

This aspect of the course provides students with an historical context within which to locate current issues in global politics. Specifically focusing on international history since 1945, students will be required to think about how changing historical circumstances have both altered the agenda of the academic study of IR and affect interpretations of current events.

Security Studies

Security issues remain central to the study of global politics, especially in the context of the post-9/11 world. This aspect of the course introduces students to the study of security issues in IR. Engaging with this aspect, students are asked to consider how, and in what ways, security issues have changed since the end of the cold war.

International Political Economy

It is increasingly recognised that the study of international politics is about more than just the study of war and peace. International Political Economy (IPE) considers the linkages between politics and economics (or the state and the market) at the global level. As the course examines the economic aspects of global politics, students are introduced to the study of IPE focussing on the way in which an IPE perspective helps us to make sense of the debates surrounding 'globalisation'

Course aims:

- to introduce key mainstream theoretical frameworks and critical theoretical frameworks for understanding events in global politics since 1945
- to demonstrate the relationship between events in global politics and theories of International Relations
- to provide students with key terms and definitions that are essential in understanding both the theory and practice of global politics
- to provide students with the opportunity to apply their understanding to complex contemporary issues

Learning Outcomes

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

- identify, describe, and critically assess selected mainstream and critical theories of International Relations
- understand the relevance of a range of different topic areas to the study of international politics
- employ a set of key terms and definitions that are essential to the study of International Relations
- identify different forms of security and understand their relevance to the analysis of contemporary world politics
- identify and assess the significance of key periods and events in the history of international politics since 1945
- have a critical understanding of globalisation and its dynamics
- analyse the interfaces of history, theory and international political practice through engagement with case studies in tutorials
- apply, discuss and share their understanding of the essential readings in tutorial tasks
- use library and media resources to research essay topics
- write an essay which meets the academic requirements of the course (see further information on essays in this course guide).

Employability Outcomes

This is a fantastic module for students wishing to develop and demonstrate skills that can be applied in a wide range of different jobs, voluntary roles, internships and placements. Students who have taken this module have gone on to have careers in journalism, law, local government, national government (including the UK Foreign Office), local government (including Manchester City Council), think tanks, charitable organisations, research and policy, international governmental organisations (IGOs), non-governmental organisations (NGOs), international non-governmental organisations (INGOs), law, teaching and academia (Dr. Jonathan Gilmore took this course!).

Lectures

There are two 50-minute lectures per week. They are also recorded and available via Blackboard. Lecture times are:

- Tuesday 11.00-12.00 (University Place A)
- Thursday 15.00-16.00 (Roscoe A)

The lectures commence on **Tuesday September 25 2018** and the final lecture is on **Thursday December 6 2018**. **There is a reading week from October 29th to November 2nd and there will be no lectures or tutorials during this week.**

Tutorials

Tutorials are compulsory. You will have one 50-minute tutorial per week and a tutorial guide is provided to help students prepare for specific tutorials. You are expected to come to the tutorials prepared and ***to have read all the required reading***. You can expect your tutor to be well prepared and to offer guidance, clarification and explication of issues. You cannot expect your tutor to give you a mini-lecture. These tutorials are intended to provide as much opportunity as possible for you to participate and to apply your knowledge to a contemporary, complex issue. The amount of knowledge you will gain from a tutorial is dependent upon your willingness to participate and share information gained from the readings. There will be 10 tutorial meetings during the semester. Remember...if you want to pass the exam, fully engaging with the tutorials is a must!

Amount of work expected from you:

The University's Academic Standards Code of Practice states that a 20-credit module is expected to require a total of 200 hours' work.

Course administration and complaints

The course co-convenor in overall charge of the course is:

Dr Véronique Pin-Fat located in room 4.020 in the Arthur Lewis Building. She can be contacted on 0161 275 4909 or Veronique.Pin-Fat@manchester.ac.uk

If you have queries or complaints about the course they should be addressed in the first instance to the tutor responsible for your group or one of the Teaching Associates (details below). If you are not satisfied then you should address them to Véronique Pin-Fat, who will advise you of procedures for taking matters further if necessary.

Teaching Associates

Two highly experienced post-graduate tutors with excellent teaching records will deliver one lecture each. They will also serve as our Teaching Associates. For this session the Teaching Associates are **Dr. Andrew Slack** (andrew.slack@manchester.ac.uk) and **Sabrina Villenave** (sabrina.villenave@manchester.ac.uk).

Plagiarism

Plagiarism is a serious offence that can result in attendance at a disciplinary hearing and the imposition of severe penalties. You should consult the University's statement on plagiarism that can be found in *Course Unit Guide Part II: Policies, Procedures and Other Useful Information for POLI Course Units*.

COURSE TEXTBOOK – Now available online to all students on POLI10601

There is no single text that covers all the topics in the course. However, there is one text which covers the majority of issues and which we expect you to use. This is:

John Baylis, Steve Smith and Patricia Owens (eds), *The Globalization of World Politics: An Introduction to International Relations*, 7th edition (Oxford University Press 2017).

This is available, free of charge, to all students on the course as an e-book via Kortext. You can also buy it. It is the most useful and comprehensive introductory international politics textbook currently available.

Strongly recommended:

If you are really interested in international politics and/or are planning to take further international relations courses it is strongly recommended that you also purchase:

Tim Dunne, Milja Kurki and Steve Smith (eds.), *International Relations Theories: Discipline and Diversity*, 3rd Edition (Oxford University Press 2013).

** EXCLUSIVE OFFER ON TEXTBOOKS FROM OUP **

The course convenor has negotiated a special offer with Oxford University Press. You can purchase Baylis, Smith and Owens *The Globalisation of World Politics* 7th ed and Tim Dunne, Milja Kurki and Steve Smith (eds.), *International Relations Theories: Discipline and Diversity*, 3rd Edition (Oxford University Press 2013) at a discounted price. The offer is only available at Blackwell's Bookshop opposite the Arthur Lewis Building and is exclusive to this course.

Tutorial readings

Readings for tutorial topics are listed under the tutorial topics in the **POLI10601 Tutorial Guide**. You will be expected to have read **all** the relevant readings and prepared answers to the set questions before the tutorial.

Full details on specific tutorials can be found in the Tutorial Guide.

Essay readings and resources

Readings that you will find useful for your essays will be found under the lecture headings for that topic. However, this reading list is not and cannot be exhaustive. You should expect to have to conduct searches yourself using the computer terminals/search engines in the library. We have provided some example search

terms for each lecture topic to get you started. An ability to go beyond the reading list and find other appropriate additional sources for your essay can contribute to a higher grade.

Blackboard

There is a dedicated Blackboard (BB) page for this course. Here you will find all course documents. Lecture slides and podcasts of the lectures will be also posted here for you to download.

Lecture summary: Remember, 2 lectures per week

- 1) Introduction and course organisation (VPF)
 - 2) International Relations' origin story – First World War and Idealism (VPF)
 - 3) 1945 and the Cold War - Contexts of understanding (VPF)
 - 4) Classical Realism – A vision of reality (VPF)
 - 5) Theorising cooperation under anarchy - Neorealism and neoliberalism (VPF)
 - 6) Hot wars and the 3rd World: Beyond bipolar visions of reality (SV)
 - 7) Constructivism & Post-colonialism: The politics of place and space (AS)
 - 8) The end of the Cold War: 1989 and the Berlin Wall (VPF)
 - 9) Feminism and post-structuralism: Productions of realities and subjectivities (VPF)
 - 10) 9/11 and the 'War on Terror' (VPF)
 - 11) Introduction to Security Studies: what is security? (JG)
 - 12) Managing Security: from nuclear weapons to cyber security (JG)
 - 13) Terrorism and surveillance (JG)
 - 14) Humanitarian and armed intervention (JG)
 - 15) What is International Political Economy? (JW)
 - 16) The Politics of Globalisation? (JW)
 - 17) Poverty and Inequality in the Global Economy (JW)
 - 18) Global Production Networks (JW)
- Course conclusion**
- 19) Course review – Applying theory to practice in historical contexts (VPF)
 - 20) Preparing for the exam (VPF)

Tutorial topic summary: Remember, 1 tutorial per week

- 1) Introduction and introductions
- 2) Old and 'New' Cold Wars
- 3) The European 'refugee crisis': Applying liberalism vs. Realism to contemporary global politics
- 4) The Rwandan Genocide: Applying constructivism and postcolonialism to understanding global politics
- 5) The war in Afghanistan: The global politics of representation
- 6) What is security?

- 7) Key Security Challenges: Terrorism
- 8) The International Political Economy of Globalisation
- 9) Poverty, Inequality and Global Production Networks
- 10) Preparing for the exam

Assessment: advice, grade descriptors and feedback

ASSESSMENT COMPONENTS

Assessment is by means of:

(1) A 1,600 word assessed essay worth 40% of the final mark

The essay submission deadline is **2pm, Monday November 19th 2018**. All essays must be submitted via Turnitin on the course Blackboard site only and full instructions will be sent you prior to the deadline.

You must answer an essay question from one of the essay questions, which will be provided on the course Blackboard page.

Essays **must** conform to faculty guidelines regarding footnoting and bibliography. *Please see Course Unit Guide Part II: Policies, Procedures and Other Useful Information for POLI Course Units* available from the undergraduate office in the Arthur Lewis Building and on the POLI10601 Blackboard.

(2) A two hour seen exam held in January worth 60% of the final mark

The exam questions will be posted on BlackBoard at **4pm on 6th December 2018** i.e. after the last lecture. You will sit the 2 hour exam in January, in an exam hall, under normal examination conditions. However, because you will have seen the exam questions in advance this gives you plenty of time to prepare and revise your exam answers in advance. The exam questions will **assess your skill in applying theories to international political practice in historical contexts** – this is the content of the tutorial topics. Therefore, **if you want to pass the exam, do all the readings for the tutorials supplemented by readings for the relevant lecture topics, participate fully and have a 100% record of attendance!**

You are required to answer TWO questions in 2 hours. **You may not answer an exam question that is on the same topic as the essay you submitted.** The pass mark is 40%. You will be notified of the date of the exam when the university exam timetable is released.

ESSAY WRITING ADVICE (also relevant for preparing exam essays)

The following notes are intended to help you if you feel uncertain about the requirements of essay writing at University. The suggestions under "preparing the essay" and "writing the essay" are hints, not commands, and you will soon find the method of essay writing which best suits you. However, it is essential that your essay is presented properly and especially that your essay uses footnotes and provides a Bibliography especially in order to avoid plagiarism. (For information about how to footnote or reference, see below)

Preparing the essay

- i. **Plan ahead.** Do a diary of your various obligations, and allocate particular parts of the semester to them. Spend a little time locating sources for a particular essay before you are actually due to start work on it.
- ii. **Read the essay title carefully.** Decide what you are being asked to do. Underline the key words or phrases. If any term is unclear, look it up. **IF IN ANY DOUBT, ASK.**

- iii. **Begin reading your sources.** For this course, a source is a part of a book, an article, or a good quality online source. If in doubt about what to read, ask.

YOU SHOULD NORMALLY READ AT LEAST SIX OR SEVEN SOURCES FOR AN ESSAY - IN ADDITION TO USING THE RELEVANT LECTURE(S) AND TUTORIAL DISCUSSION(S) FOR GUIDANCE PURPOSES ONLY.

Lecture notes should guide and, hopefully, inspire you. However, they are not acceptable essay sources. The whole point of university is to get you to read and think for yourself. If you want to achieve a good grade you should try also to use more advanced articles and chapters rather than simply relying upon introductory texts. Your tutors can advise you on what constitute appropriate sources for your essay.

- iv. **How to read.** Begin with a quick skim to see what a book/article contains and to judge if it is of use to you. Scan the contents pages of books. Look up your topic in the index. Many academic articles have a summary (“abstract”) at the head. After skimming, read the bits that are relevant.

How to take notes. Always take a note of what you read, even if it is only a one-sentence summary. Write details of the source at the head of the note. If you take notes on paper (as distinct from entering them on a PC), you will find the following useful. Use paper with a left-hand margin. Use this margin for page details. Draw a similar margin on the right hand side. Use this for your doodles, comments, cross-references. Write on only one side of your sheets of paper; this makes shuffling the notes easier. If you do not understand what you are reading: ask your tutor or discuss it with other students.

When you take notes, you must note the source you have used. It is easier to keep a running record of your sources than it is to try to track down your sources at a later date. Also, you must place quotation marks around a direct quotation.

Careful note-taking is essential for avoiding the serious academic offence of plagiarism. See the Part II POLITICS course guide for the university’s policy on plagiarism.

Keep your notes safe in your file/folder for the course. Lost notes cause broken hearts.

Writing the essay

- Start with a quick brainstorming session. In about 20 minutes, scribble down every point about the topic that you can think of.
- Read through your notes of sources. At this point you can use a highlighter to mark bits that are especially relevant.
- Do a plan. Tastes vary: some plans are just a one-page outline; others approach a full rough draft. Experiment to see what suits you.
- Write a draft. If you do it by hand write on alternate lines and on one side of the paper. This makes revision easier. If you write on a PC you will find revision easier still.
- Every essay should have an introduction, a middle and a conclusion. But you do not have to draft them in that order. If you get stuck at the beginning start in the middle, and revise later.

Obtaining a good grade

When writing your essay and your exam essays we are looking to see how well you do EACH of the following things. Our grade descriptors (below) reflect our expectations that you can demonstrate your ability in each. So, make sure you address **all** of these:

1. **Full completion:** Did you answer (all of) the question? Did you make clear your interpretation of what was needed to answer the question and deliver it? Did you answer the question within the word limit?
2. **Research and engagement with the course material:** Did you read a sufficient number of (primary/secondary) sources? The **minimum** are the relevant topic readings from the tutorial guide and the

texts listed for a basic understanding of the lecture topic (listed under “Start here”). We **expect** you to read **more** than this – some additional readings and/or research for each topic are listed in this course guide (listed under “Carry on here”). **Typically, that will mean about 6-8 scholarly sources.** Did you critically reflect on the literature from the course? Where relevant, did you support all of your claims with evidence from your research?

3. Argument & analysis: Have you answered the essay question with an argument rather than with lots of descriptive material/‘stuff’? We encourage you to express your argument and answer to the question as a ‘thesis statement’. Are you absolutely sure you’ve told us explicitly what your argument is and that it is written down in clear sentences (and isn’t still inside your head)? Does your argument provide a critical analysis of the material? Did your analysis show that you are familiar with, and grasped, the relevant theoretical and empirical material from the tutorial and course guide? Have you critically assessed the material as part of your argument (e.g. its strengths and weaknesses in supporting your answer to the question)? Is the argument logically coherent? Are there signs of independence and originality? Have you reflected on the limitations of the argument and considered alternative explanations? Have you placed your answer within a wider political and/or theoretical context?

4. Structure: Have you included an introduction and conclusion? Have you told us how the essay is organised i.e. what each part is doing in order to help you answer the question? Is the essay clearly divided into paragraphs and sections? Do you present the parts of the argument in a logical way? Have you considered using headings and subheadings (this is not a requirement, but sometimes it can enhance clarity and logical coherence)?

5. Presentation: Is the essay well written i.e. expressed in clear language and free of mistakes (syntax, spelling, punctuation, etc.)? Is the coursework properly and clearly formatted (e.g., not single spaced)? See the Politics Part II Guide for further information.

6. Presentation of Sources: Have you used an adequate number of references? See 2 above. Have you formatted your citations and bibliography properly? **Marks will be deducted** if you haven’t. See the Politics Part II Guide for further information.

The **best thing** you can do is see your TA (the person who takes your tutorial) during their office hours. They can help you realise your essay writing potential!

GRADE DESCRIPTORS – School of Social Science (UG)

See <https://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/assessment/>

Very High First Class (90-100)

Such answers are **exceptional** and *fully* answer the question demonstrating the attainment of all learning objectives and in adherence to all guidelines. The answer will be expected to show an exceptional level of achievement with respect to the following criteria:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

High First Class (80-89)

Such answers are **outstanding** and provide a *near-full* and well-structured answer to the question and can be expected to indicate an outstanding level of achievement of all of the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- good knowledge of the relevant literature.

First Class (70-79)

Such answers are **excellent** and provide a *largely- full* and well-structured answer to the question and can be expected to indicate excellence in *some or most of* the following qualities:

- insight and depth of understanding of the material;
- the exercise of critical judgement along with clarity of analysis and of expression;
- knowledge of the relevant literature.

Upper-second Class (60-69)

Such answers are **very good** and provide a generally well-structured answer to the question and can be expected to indicate *some of* the following qualities:

- a good or very good understanding of the material;
- clarity of analysis, of argument and of expression;
- a demonstrable grasp of the relevant literature.

Lower-second Class (50-59)

Such answers are **good** and provide a clear answer to the question. They can be expected to show *most of* the following features:

- a firm understanding of the material;
- clarity of analysis and argument, albeit limited in extent;
- some awareness of the relevant literature.

Note: What distinguishes a high Lower-second Class from a low Upper-second Class is greater extent of understanding of material and clarity of analysis and argument, as well as at least some selective knowledge of the relevant literature, not mere awareness of its existence.

Third Class (40-49)

Such answers are **sufficient** and demonstrate a *rudimentary* understanding of the issues and offer *only partial* answers to the question. They can be expected to show some of the following features:

- sparse coverage of the material with several key elements missing;
- unsupported assertions and a lack of clear analysis or argument;
- important errors and inaccuracies.

Fail (30-39)

Such answers are **insufficient** and, while showing some awareness of the area, fail to deal with the question in a way that suggest more than a fragmented and shallow acquaintance with the subject. They are often error-prone, lacking in coherence, structure and evidence of independent thought.

Bad Fail (20-29)

Such answers are **inadequate** and fail to demonstrate the ability to engage with the question. They demonstrate only the most basic awareness of the area and may contain errors. They will be almost completely lacking in coherence, structure and evidence of independent thought.

Very Bad Fail (10-19)

Such answers are **severely inadequate** and exhibit an almost complete lack of engagement with the area or question.

Extremely Bad Fail (0-9)

Such answers are **profoundly inadequate** and exhibit a complete lack of engagement with the area or question.

EXAM ADVICE

Remember: You have **access to the exam questions at 4pm on 6th December 2018**, after the last lecture. There are no excuses for not revising adequately because you know what to expect in the exam hall during the January exam period. You will also be given a copy of the exam questions in the exam hall.

What is required?

You are required to answer 2 questions in 2 hours. **You must not answer a question on the same topic as your essay.**

What is the exam examining?

The exam questions will **assess your skill in applying theories to international political practice in historical contexts** – this is the content of the tutorial topics. Therefore, **if you want to pass the exam, do all the readings for the tutorials, supplement them with readings from the relevant lecture topics, participate fully and have a 100% record of attendance!**

How to prepare and revise

We want to see evidence that you have read relevant sources, understood them and are able to apply them to the exam questions.

- 1) **Go to the last tutorial and last lecture!!** There will be plenty of advice on how to prepare and succeed.
- 2) The best way to prepare for the exam is to write your answers ahead of time and revise from them. Make sure you **include plenty of reading from the tutorials and related lecture topics.**
- 3) **Follow the advice about essay writing** above. Note: for the exam we do not expect you to provide full citations. However, including the author(s) of your sources shows you have engaged with the literature and will raise your marks. E.g. “Morgenthau claims that ...”
- 4) Treat the exam as **timed essay writing**. Your exam answers, therefore, should have the same structure and qualities as short essays. A winning formula is: a clear introduction with thesis statement, paragraphs that each support the case for the thesis statement and a conclusion (which is your considered answer to the question).

Do not look at past exam papers. From September 2017 onwards, the course has been substantially revised and past papers are no longer relevant. To ensure that you are not disadvantaged we have moved to a ‘seen’ exam – which means you will have the exam questions in advance.

Exam technique

- 1) **Answer the question!** Too frequently, rather than answering the question, a student will tell us everything s/he knows about the topic. This will lower the mark as it is description rather than analysis.
- 2) **Give yourself sufficient time for each question.** In POLI1601, you must budget about 1 hour for each of the 2 questions. Too frequently, students devote too much time to their first answer and leave themselves too little time for their 2nd answer; as a consequence, their mark for the course suffers. The extra marks they gain by spending too much time on the first answer does not compensate them for the large number of points they will lose by writing an inadequate short 2nd answer.
- 3) In a 2 hour exam, you should be able to **write between 3-5 pages** (assuming handwriting of normal-size). Adequate exam revision should mean that you have no difficulty in writing this amount when answering the question.

- 4) Before you begin writing your answer to a particular question, take a little time (5-10 minutes) to organise your thoughts and structure your answer. By taking time to organise your thoughts beforehand, your answer should focus on answering the question.
- 5) Leave all preparatory notes in your exam paper but put a light line through them to distinguish them from the text of your answer. If you run out of time and fail to finish your answer an examiner may look at your notes to see what you might have written and thus reduce the penalty for failing to complete on time.

Good Luck from all of the POLI10601 teaching team!

FEEDBACK

The School of Social Sciences is committed to providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback is necessarily *responsive*: only when a student has done a certain amount of work and submits it is it possible for us to feed *back* on the *student's work*. The main forms of feedback on this course are:

- Office hours. We strongly encourage you to see your tutor for feedback on your essay plans and comments. You can also use office hours to discuss any other elements of the course that you would like advice and support with. Our team of tutors are trained and qualified to support the development of your learning on this course. Use them!
- There are further generic forms of feedback available to you on this course. These include: participating in tutorials and asking questions about the readings; meeting the tutor during their office hours; e-mailing questions to the lecturer/tutor; asking questions from the lecturer (before and after lecture); and obtaining feedback from your peers during tutorials.
- Written comments, indicative scoring and the final grade on the assessed essay.
- Exam grades. We do not provide detailed written feedback on exam papers. However, you can arrange to see your marked exam paper. Simply go to the Undergraduate Office in ALB and ask. If you have any remaining questions, you may also contact your tutor or Véronique Pin-Fat who will give you oral feedback .

Because this is an exceptionally large course, the tutors are committed to providing essay feedback within **20 working days** of the final submission deadline.

READING LIST – BY LECTURE TOPIC

Week 1

Lecture 1: Introduction and course organisation

This lecture will be devoted to introducing the course and explaining how it will proceed. *Please make sure you have downloaded a copy of the course documentation*

1. *POL110601 Course Guide*
2. *POL110601 Tutorial Guide*
3. *Politics Course Unit Part II Guide*

Everything you need to know is in these documents.

Lecture 2: International Relations' origin story – First World War and Idealism

Example search terms

International Relations Idealism, Utopianism, Woodrow Wilson, League of Nations, Interwar International Relations

Start here to get a basic understanding

- Dunne, T. (2017) Liberalism, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 116-128. [Ch.7 in 6th and 7th editions. Ch.6 in 5th edition.]
- Ashworth, L. (2016) *The Origins of International Relations*. Available at <https://www.bisa.ac.uk/index.php/research-articles/539-the-origins-of-international-relations>, (Accessed: 18 August 2017).
- Russett, B. (2013) Liberalism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press.
- Weber, C. (2010) Chapter 3. Idealism: Is There an International Society?, in *International Relations Theory: A Critical Introduction* 3rd ed., London: Routledge, pp. 37-60. [Any edition. 3rd edition is available electronically through the Main Library.]
- Wilson, W. (1918) *President Wilson's Fourteen Points (January 8, 1918)* The World War I Document Archive. Available at https://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points, (Accessed: 18 August 2017). [Copy on Blackboard.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Ashworth, L. (2006) Where are the idealists in interwar International Relations?, *Review of International Studies*, 32, 291-308.
- Ashworth, L. (2014) *A History of International Thought: From the Origins of the Modern State to Academic International Relations*, Abingdon: Routledge.
- Carr, E.H. (2016) *The Twenty Years' Crisis, 1919-1939*, London: Palgrave MacMillan. [Any edition.]
- Long, D. & Wilson, P. (Eds.) (1995) *Thinkers of the Twenty Years' Crisis: Interwar Idealism Reassessed*, Oxford, Clarendon Press. [See especially Introduction on the category of 'idealism' in IR, the Conclusion on idealism, liberal internationalism and contemporary theory. There are very detailed chapters on individual 'idealist' thinkers such as David Davis, Alfred Zimmern etc.]
- Mearsheimer, J.J. (2005) E.H. Carr vs. Idealism: The Battle Rages On, *International Relations*, 19(2), 139-152.
- Starnes, K. (2017) *Fairy Tales and International Relations: a folklorist reading of International Relations textbooks*, London and New York: Routledge.
- Tang, H.-W. & Feng, Y. (2016) International Anarchy in Perpetuity? A Re-Examination Based on the Perspectives of Classical Political Thinkers and Ancient Historical Experience, *Issues & Studies: A Social Science Quarterly on China, Taiwan, and East Asian Affairs*, 52(3), No page numbers.

Week 2

Lecture 3: 1945 and the Cold War - Contexts of understanding

Example search terms

Origins of the Cold War, Historiography of the Cold War, Traditionalist, Orthodox, Revisionist, Post-revisionist, Containment, Russia new Cold War, Ukraine new Cold War

Start here

Scott, L. (2017) International History 1900-99, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 52-67. [Ch.3 in 5th, 6th and 7th editions.]

Young, J.W. & Kent, J. (2013) *International Relations Since 1945: A Global History*, Oxford: Oxford University Press. [Particularly "Introduction: Understanding the Cold War" and "Part 1: The Origins and Development of the Cold War, 1945-53".]

Best, A., *et al.* (2008) The 'First' Cold War in Europe, 1945-61, in *International History of the Twentieth Century and Beyond* 2nd ed., London: Routledge, pp. 216-246. [Other chapters in the book are useful for expanding your knowledge beyond the stereotypical US-Europe-USSR focus of Cold War history.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Calvocoressi, P. (2009) *World Politics Since 1945*, Harlow: Pearson Education. [Particularly Part 1 'The Cold War'.]

Gaddis, J.L. & Nitze, P. (1980) NSC 68 and the Soviet Threat Reconsidered, *International Security*, 4(4), pp. 164-176.

Kennan, G. (1947) The Sources of Soviet Conduct, *Foreign Affairs*, 25(4), pp. 566-582. [Original available online at <http://today.uconn.edu/wp-content/uploads/2014/03/SourcesofSovietConduct.pdf> or reprint in *Foreign Affairs* 1987 Volume 65 Issue 4 pp. 852-868 is available electronically through the library website.]

Legvold, R. (2014) Managing the New Cold War What Moscow and Washington Can Learn From the Last One, *Foreign Affairs*, 93(4), pp. 74-84.

Nitoiu, C. (2014) *Europe is (still) failing to understand Russia's actions in Crimea* openDemocracy. Available at <https://www.opendemocracy.net/od-russia/cristian-nitoiu/europe-is-still-failing-to-understand-russia%E2%80%99s-actions-in-crimea>, (Accessed: 29 August 2017).

Nitoiu, C. (2016) Towards conflict or cooperation? The Ukraine crisis and EU-Russia relations, *Southeast European and Black Sea Studies*, 16(3), pp. 375-390.

Sanchez-Sibony, O. (2014) Capitalism's Fellow Traveler: The Soviet Union, Bretton Woods, and the Cold War, 1944-1958, *Comparative Studies in Society and History*, 56(2), pp. 290-319.

Lecture 4: Classical Realism – A vision of reality

Example search terms

Morgenthau, Classical Realism, Carr, Political Realism, Power politics, Balance of Power

Start here to get a basic understanding

- Dunne, T. & Schmidt, B.C. (2017) Realism, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 101-115. [Ch.6 in 6th and 7th editions. Ch.5 in 5th edition.]
- Weber, C. (2010) Chapter 2. Realism: Is International Anarchy the Permissive Cause of War?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 13-36. [Any edition. 3rd edition is available electronically through the Main Library.]
- Lebow, R.N. (2013) Classical Realism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press, pp. 59-76.

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Baroudi, S.E. (2016) The Islamic Realism of Sheikh Yusuf Qaradawi (1926–) and Sayyid Mohammad Hussein Fadlallah (1935–2010), *British Journal of Middle Eastern Studies*, 43(1), pp. 94-114.
- Carr, E.H. (2016) *The Twenty Years' Crisis, 1919-1939*, London: Palgrave MacMillan. [Any edition.]
- Morgenthau, H.J. (1964[1948]) *Politics among Nations: The Struggle for Power and Peace*, New York: Alfred Knopf. [There are multiple editions in the library.]
- Pin-Fat, V. (2005) The Metaphysics of the National Interest and the 'Mysticism' of the Nation-State: Reading Hans J. Morgenthau, *Review of International Studies*, 31(2), pp. 217-236.
- Tickner, J.A. (1988) Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation, *Millennium*, 17(3), pp. 429-440.
- Williams, M.C. (2013) In the beginning: The International Relations enlightenment and the ends of International Relations theory, *European Journal of International Relations*, 19(3), pp. 647-665.

Week 3

Lecture 5: Theorising cooperation under anarchy - Neorealism and neoliberalism

Example search terms

Cooperation under anarchy, relative and absolute gains, Structural realism, Neoliberal institutionalism, Self-help, European refugee crisis

Start here to get a basic understanding

Lamy, S.L. (2014) Contemporary mainstream approaches: neo-realism and neo-liberalism, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 6th ed., Oxford: Oxford University Press, pp. 126-140. [Chapter 8 in the 5th and 6th editions. In 7th edition see chapters on Realism and Liberalism and pp.239-243.]

Mearsheimer, J.J. (2013) Structural Realism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press, pp. 77-93.

Weber, C. (2010) Chapter 2. Realism: Is International Anarchy the Permissive Cause of War?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 13-36.

Weber, C. (2010) Chapter 3. Idealism: Is there an international society?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 37-60.

Sterling-Folker, J. (2013) Neoliberalism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press, pp. 114-131.

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Axelrod, R. & Keohane, R.O. (1985) Achieving Cooperation under Anarchy: Strategies and Institutions, *World Politics*, 38(1), pp. 226-254.

Ayoob, M. (2002) Inequality and Theorizing in International Relations: The Case for Subaltern Realism, *International Studies Review*, 4(3), pp. 27-48.

Grieco, J.M. (1988) Anarchy and the limits of cooperation: a realist critique of the newest liberal institutionalism, *International Organization*, 42(3), pp. 485-507.

J. Mearsheimer, J. (1994) The False Promise of International Institutions, *International Security*, 19(3), pp. 5-49.

Keohane, R.O. & Martin, L.L. (1995) The Promise of Institutional Theory, *International Security*, 20(1), pp. 39-51.

Nye, J.S. (1988) Neorealism and Neoliberalism, *World Politics*, 40(2), pp. 235-251.

Oye, K.A. (1985) Explaining Cooperation Under Anarchy: Hypotheses and Strategies, *World Politics*, 38(1), pp. 1-24.

Powell, R. (1991) Absolute and Relative Gains in International Relations Theory, *The American Political Science Review*, 85(4), pp. 1303-1320.

Waltz, K.N. (1979) *Theory of International Politics*, London: Addison-Wesley.

Lecture 6: Hot wars and the 3rd World: Beyond bipolar visions of reality

Example search terms

Third World, global Cold War, Vietnam war, non-aligned movement third world

Start here to get a basic understanding

- Che Guevara (1967) Vietnam must not stand alone, *New Left Review*, 43, pp. 79-91.
- Herring, G.C. (1991) America and Vietnam: The Unending War, *Foreign Affairs*, 70(5), pp. 104-119.
- Tickner, A. (2003) Seeing IR Differently: Notes from the Third World, *Millennium*, 32(2), pp. 295-324. + Readings from lecture 7.

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Berger, M.T. (2003) Decolonisation, Modernisation and Nation-Building: Political Development Theory and the Appeal of Communism in Southeast Asia, 1945-1975, *Journal of Southeast Asian Studies*, 34(3), pp. 421-448.
- Berger, M.T. (2004) After the Third World? History, destiny and the fate of Third Worldism, *Third World Quarterly*, 25(1), pp. 9-39.
- Duara, P. (2011) The Cold War as a historical period: an interpretive essay, *Journal of Global History*, 6, pp. 457-480.
- Ndlovu-Gatsheni, S.J. (2013) The Entrapment of Africa within the Global Colonial Matrices of Power Eurocentrism, Coloniality, and Deimperialization in the Twenty-first Century, *Journal of Developing Societies*, 29(4), pp. 331-353.
- Saull, R. (2011) Social conflict and the global Cold War, *International Affairs*, 87(5), pp. 1123-1140.
- Westad, O.A. (2005) *The Global Cold War: Third World interventions and the making of our times*, Cambridge: Cambridge University Press. [Electronic copy available through the library.]

Week 4

Lecture 7: Constructivism & Post-colonialism: The politics of place and space

Example search terms

Decolonization, post-colonialism and international relations, Rwandan genocide, international relations
Rwandan genocide, postcolonialism Rwandan genocide, postcolonial international relations Rwandan genocide

Start here to get a basic understanding

- Grovogui, S.N.Z. (2013) Postcolonialism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press, pp. 247-265.
- Shilliam, R. (2017) Race in World Politics, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 285-300. [Ch.18 in 7th edition. Not in earlier editions.]
- Sylvester, C. (2017) Post-colonialism, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 174-188. [Ch.11 in 5th and 7th editions. Ch.12 in 6th edition.]
- Acharya, A. & Buzan, B. (Eds.) (2010) *Non-Western International Relations Theory: Perspectives on and Beyond Asia*, London and New York, Routledge. [Particularly Chapter 1: "Why is there no non-Western International Relations theory?"]
- Çapan, Z.G. (2017) Decolonising International Relations?, *Third World Quarterly*, 38(1), 1-15.
- Weber, C. (2010) Chapter 4: Constructivism: Is Anarchy What States Make of It?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 61-82. [Any edition. 3rd edition is available electronically through the Main Library.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Blaney, D.L. & Inayatullah, N. (2016) Difference, in Ní Mhurchú, A. & Shindo, R. (eds.) *Critical Imaginations in International Relations*, Abingdon: Routledge, pp. 70-86. [Available electronically in library.]
- Barkawi, T. & Laffey, M. (2006) The postcolonial moment in security studies, *Review of International Studies*, 32(2), pp. 329-352.
- Chowdhry, G. & Rai, S.M. (2009) The Geographies of Exclusion and the Politics of Inclusion: Race-based Exclusions in the Teaching of International Relations, *International Studies Perspectives*, 10, pp. 84-91.
- Georgis, M. & Lugosi, N.V.T. (2014) (Re)inserting race and indigeneity in international relations theory: a post-colonial approach, *Global Change, Peace & Security*, 26(1), pp. 71-83.
- Henderson, E.A. (2013) Hidden in plain sight: racism in international relations theory, *Cambridge Review of International Affairs*, 26(1), pp. 71-92.
- Ling, L.H.M., Hwang, C.-C. & Chen, B. (2010) Subaltern straits: 'exit', 'voice', and 'loyalty' in the United States-China-Taiwan relations, *International Relations of the Asia-Pacific*, 10, pp. 33-59.
- Odoom, I. & Andrews, N. (2017) What/who is still missing in International Relations scholarship? Situating Africa as an agent in IR theorising, *Third World Quarterly*, 38(1), pp. 42-60.

Lecture 8: The end of the Cold War: 1989 Berlin Wall

Example search terms

Francis Fukuyama, Samuel Huntington, End of History, Class of Civilizations

Start here to get a basic understanding

Cox, M. (2017) From the end of the Cold War to a new global era?, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 68-82. [Ch. 4 in 6th and 7th editions.]

Hurrell, A. (2017) Rising powers and the emerging global order, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 83-97. [Ch. 5 in 6th and 7th editions.]

Weber, C. (2010) Chapter 6. Globalization: Are we at the end of history?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 107-129.

Weber, C. (2010) Chapter 8. Modernization and development theory: Is there a clash of civilizations?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 159-187.

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Ayoob, M. (2007) Challenging Hegemony: Political Islam and the North-South Divide, *International Studies Review*, 9, pp. 629-643. [Interesting and accessible on the post-Cold War world, continuities of divisions between Global North and South from the Cold War to the present, and US/Israel/'Political Islam', so relevant to later lectures/seminars as context for the 'War on Terror']

Dabashi, H. (2016) The End of the West, in *Iran: The Rebirth of a Nation*, New York: Palgrave MacMillan, pp. 237-251.

Fukuyama, F. (1989) The End of History?, *National Interest*, Summer.

Huntington, S.P. (1993) The Clash of Civilizations?, *Foreign Affairs*, 72(3), pp. 22-49.

Mahdavi, M. & Knight, W.A. (2012) Introduction: Towards 'the Dignity of Difference?' Neither 'End of History' nor 'Clash of Civilizations', in Mahdavi, M. & Knight, W.A. (eds.) *Towards 'the Dignity of Difference?' Neither 'End of History' nor 'Clash of Civilizations'*, London: Routledge, pp. 1-23. [Available from the author online at <https://www.ualberta.ca/-/media/B3AFC8A18E9A4FBC9D89DC21C860D510>]

Stanley, T. & Lee, A. (2014) *It's Still Not the End of History* The Atlantic. Available at <https://www.theatlantic.com/politics/archive/2014/09/its-still-not-the-end-of-history-francis-fukuyama/379394/>, (Accessed: 19 August 2017).

Westad, O.A. (2012) Two Finales: How the End of the Third World and the End of the Cold War Are Linked, in Lundestad, G. (ed.) *International Relations Since the End of the Cold War: New and Old Dimensions*, Oxford: Oxford University Press, pp. 133-148. [Available electronically through the library.]

Zakaria, F. (2004) Islam, Democracy, and Constitutional Liberalism, *Political Science Quarterly*, 119(1), pp. 1-20.

Week 5

Lecture 9: Feminism and post-structuralism: Productions of realities and subjectivities

Example search terms

Poststructuralism international relations, feminist international relations, postcolonial feminist international relations, poststructural feminist international relations

Start here to get a basic understanding

- Hansen, L. (2017) Poststructuralism, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 159-173. [Ch. 10 in 7th and 5th editions. Ch. 11 in 6th edition.]
- Kinsella, H.M. (2017) Feminism, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 189-203. [Ch. 7, in 7th edition only.]
- Kirby, P. (2017) Gender, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 269-284. [Ch. 17, in 7th edition only. 6th edition 'Gender' chapter is different, also numbered Ch.17, by J. Ann Tickner.]
- Campbell, D. (2013) Poststructuralism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press, pp. 223-246.
- Tickner, J.A. & Sjoberg, L. (2013) Feminism, in Dunne, T., Kurki, M. & Smith, S. (eds.) *International Relations Theories: Discipline and Diversity* 3rd ed., Oxford: Oxford University Press, pp. 205-222.
- Weber, C. (2010) Chapter 5: Gender: Is gender a variable?, in *International Relations Theory: a critical introduction* 3rd ed., London: Routledge, pp. 83-106.

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Ackerly, B.A., Stern, M. & True, J. (Eds.) (2006) *Feminist Methodologies for International Relations*, Cambridge, Cambridge University Press.
- Cloud, D.L. (2004) "To veil the threat of terror": Afghan women and the 'clash of civilizations' in the imagery of the U.S. war on terrorism, *Quarterly Journal of Speech*, 90(3), pp. 285-306.
- Edkins, J. (1999) *Poststructuralism and International Relations: Bringing the Political Back In*, London: Lynne Rienner Publishers.
- Enloe, C.H. (2014) *Bananas, beaches and bases: making feminist sense of international politics*, Berkeley: University of California Press.
- Gregory, T. (2012) Potential lives, impossible deaths: Afghanistan, civilian casualties and the politics of intelligibility, *International Feminist Journal of Politics*, 14(3), pp. 327-347.
- Hunt, K. (2002) The Strategic Co-optation of Women's Rights, *International Feminist Journal of Politics*, 4(1), pp. 116-121.
- Narain, S. (2014) Gender in International Relations: Feminist Perspectives of J. Ann Tickner, *Indian Journal of Gender Studies*, 21(2), pp. 179-197.

Lecture 10: 9/11 and the 'War on Terror'

Example search terms

War on terror international relations, realism war on terror, feminism war on terror

Start here to get a basic understanding

Bush, G.W. (2001) Address to a joint session of Congress and the American people (20th September 2001), *Harvard Journal of Law and Public Policy*, 25(2 [Spring 2002]), pp. xviii-xxv.

Said, E.W. (2001) The Clash of Ignorance, *The Nation*, 22 October 2001 issue. [Available online at <https://www.thenation.com/article/clash-ignorance/>]

Ahmed, L. & Tippett, K. (2006) *Muslim Women and Other Misunderstandings [Interview with Leila Ahmed]* On Being / Speaking with Faith. Available at <https://onbeing.org/programs/leila-ahmed-muslim-women-and-other-misunderstandings/>, (Accessed: 8 August 2017). [Audio of the interview is available from <http://dts.podtrac.com/redirect.mp3/feeds.soundcloud.com/stream/46766133-muslim-women-and-other.mp3>]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Abu-Lughod, L. (2002) Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others, *American Anthropologist*, 104(3), pp. 783-790.

Bajpai, K. (2003) Crisis and Conflict in South Asia After September 11, 2001, *South Asian Survey*, 10(2), pp. 197-213.

Daulatzai, A. (2006) Acknowledging Afghanistan, *Cultural Dynamics*, 18(3), pp. 293-311.

Daulatzai, A. (2008) The Discursive Occupation of Afghanistan, *British Journal of Middle Eastern Studies*, 35(3), pp. 419-435.

Nayak, M. (2006) Orientalism and 'saving' US state identity after 9/11, *International Feminist Journal of Politics*, 8(1), pp. 42-61.

Omeje, K. (2008) *The War on Terror and the Crisis of Postcoloniality in Africa*.

Povey, E.R. (2003) Women in Afghanistan: Passive Victims of the borga or Active Social Participants?, *Development in Practice*, 13(2/3), pp. 266-277.

Zehfuss, M. (2003) Forget September 11, *Third World Quarterly*, 24(3), pp. 513-528.

Week 6

Lecture 11: Introduction to Security Studies: what is security?

Example search terms

Security studies, human security, security threats, insecurity, feminism security, realism security

Start here to get a basic understanding

Acharya, A. (2017) Human Security, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 480-496. [Ch. 30 in 7th edition.]

Baylis, J. (2017) International and Global Security, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 238-252. [Ch. 15 in 7th edition.]

Bajpai, K. (2003) The Idea of Human Security, *International Studies*, 40(3), pp. 195-228.

Booth, K. (1994) *Security and Self: Reflections of a Fallen Realist* YCISS Occasional Paper Number 26. Available at <https://yorkspace.library.yorku.ca/xmlui/bitstream/handle/10315/1414/YCI0073.pdf>, (Accessed: 29 August 2017).

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Campbell, D. (2005) The Biopolitics of Security: Oil, Empire, and the Sports Utility Vehicle, *American Quarterly*, 57(3), pp. 943-972.

Der Derian, J. (1998) The Value of Security: Hobbes, Marx, Nietzsche, and Baudrillard, in Lipschutz, R.D. (ed.) *On Security*, New York: Columbia University Press, pp. 24-45. [Ch. 2. Book is available in the library. There is also a copy at <http://web.archive.org/web/20121203022900/http://library.northsouth.edu/Upload/On%20Security.pdf>]

Frederking, B. (2003) Constructing Post-Cold War Collective Security, *American Political Science Review*, 97(3), pp. 363-378.

Leonard, M. (Ed.) (2002) *Re-Ordering the World*, London, The Foreign Policy Centre. [Available from <http://fpc.org.uk/fsblob/36.pdf>]

Peoples, C. & Vaughan-Williams, N. (2010) Introduction: mapping critical security studies, and travelling without maps, in Peoples, C. & Vaughan-Williams, N. (eds.) *Critical Security Studies: An Introduction*, New York, NY: Routledge, pp. 1-14.

Rogers, P. (2000) *Losing control: global security in the twenty-first century*, London: Pluto. [There are also later editions. Available electronically through the library.]

Scott, L. (2004) Secret Intelligence, Covert Action and Clandestine Diplomacy, *Intelligence and National Security*, 19(2), pp. 322-341.

Walker, R.B.J. (1990) Security, Sovereignty, and the Challenge of World Politics, *Alternatives: Global, Local, Political*, 15(1), pp. 3-27.

Lecture 12: Managing Security: from nuclear weapons to cyber security

Useful websites

Acronym Institute for Disarmament Diplomacy: www.acronym.org.uk/

BioWeapons Prevention Project: www.bwpp.org

International Atomic Energy Authority: www.iaea.org

Organisation for the Prohibition of Chemical Weapons: www.opcw.org

Preparatory Commission for the Comprehensive Nuclear-Test-Ban Treaty Organization: www.cbcto.org

Stockholm International Peace Research Institute: www.sipri.se

Start here to get a basic understanding

Greitens, S.C. (2017) Proliferation of Weapons of Mass Destruction, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 419-432. [Ch. 26 in 7th edition, Ch. 24 in 6th edition.]

Williams, P.D. (Ed.) (2013) *Security Studies: an Introduction* 2nd ed., London, Routledge. [Chs. 27 and 29 "Nuclear Proliferation" and "The Global Arms Trade". 1st edition is available electronically.]

Spear, J. & Robertson-Snape, F. (2001) Arms and Arms Control, in White, B., Little, R. & Smith, M. (eds.) *Issues in World Politics* 2nd ed., London: MacMillan, pp. 93-112. [Ch. 6. Multiple editions available]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Ahmed, A. (2013) *The Thistle and the Drone: How America's War on Terror Became a Global War on Tribal Islam*, Washington: Brookings Institution Press. [Electronic copy available through the library at <http://www.jstor.org/stable/10.7864/j.ctt4cg7nk> Especially chapter 5 on the US response attempting to balance US security concerns and human rights and civil liberties.]

Awan, I. (2017) Cyber-Extremism: Isis and the Power of Social Media, *Society*, 54(2), pp. 138-149.

Gregory, D. (2006) "In another time-zone, the bombs fall unsafely...": Targets, Civilians, and late modern war, *Arab World Geographer*, 9(2), pp. 88-111. [Draft copy (different page numbers) at <https://geographicalimagination.files.wordpress.com/2012/07/gregory-in-another-time-zone-illustrated.pdf>]

Gusterson, H. (1999) Nuclear Weapons and the Other in the Western Imagination, *Cultural Anthropology*, 14(1), pp. 111-143.

Hartung, W.D. (2001) The New Business of War: Small Arms and the Proliferation of Conflict, *Ethics & International Affairs*, 15(1), pp. 79-96.

Ignatieff, M. (2000) *Virtual war: Kosovo and beyond*, London: Chatto & Windus. [Chapter "Virtual War".]

Mayer, J. (2009) *The Predator War* The Political Scene (The New Yorker). Available at <https://www.newyorker.com/magazine/2009/10/26/the-predator-war>, (Accessed: 29 August 2017). [Also available at <http://www.beaconschool.org/~bfaithfu/mayerdrones.pdf>]

Peoples, C. & Vaughan-Williams, N. (2010) Technology and Warfare in the information age., in *Critical Security Studies: An Introduction*, New York, NY: Routledge, pp. 149-165. [Ch. 10]

Ruzicka, J. & Wheeler, N.J. (2010) The puzzle of trusting relationships in the Nuclear Non-Proliferation Treaty, *International Affairs*, 86(1), pp. 69-85.

Week 7

Lecture 13: Terrorism and surveillance

Useful websites

MI5 (The famous acronym for the UK intelligence service) web page on terrorism:

www.mi5.gov.uk/home/the-threats/terrorism.html

US Department of State, Bureau of Counterterrorism: <http://www.state.gov/j/ct/index.htm>

US Department of Homeland Security – Preventing Terrorism: <http://www.dhs.gov/preventing-terrorism>

Russian Security Service (FSB) website (In Russian, but Google will translate it): <http://www.fsb.ru/>

Global Terrorism Database: <http://www.dhs.gov/preventing-terrorism>

Counter-terrorism and human rights: <https://justice.org.uk/counter-terrorism-human-rights/>

Start here to get a basic understanding

Kiras, J.D. (2017) Terrorism and Globalization, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 402-418. [Ch. 25 in 7th edition. Ch. 23 in 6th edition. Ch. 22 in 5th edition.]

Jackson, R. (2005) *Writing the war on terrorism: language, politics, and counter-terrorism*, Manchester: Manchester University Press. [Ch. 1 and select a chapter that interests you.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Abu-Laban, Y. (2015) Gendering Surveillance Studies: The Empirical and Normative Promise of Feminist Methodology, *Surveillance & Society*, 13(1), pp. 44-56.

Amoore, L. & de Goede, M. (2014) What counts as violence?, in Edkins, J. & Zehfuss, M. (eds.) *Global Politics: A New Introduction* 2nd ed., Abingdon: Routledge, pp. 496-518. [Ch. 23]

Dillon, M. (2014) What makes the world dangerous?, in Edkins, J. & Zehfuss, M. (eds.) *Global Politics: A New Introduction* 2nd ed., Abingdon: Routledge, pp. 519-538. [Ch. 24]

Guru, S. (2012) Reflections on research: Families affected by counter-terrorism in the UK, *International Social Work*, 55(5), pp. 689-703.

Hillebrand, C. (2009) *The CIA's extraordinary rendition and secret detention programme, European reactions and the challenges for future international intelligence co-operation (Clingendael Security Paper No. 9, March 2009)*, Clingendael, The Hague: Netherlands Institute of International Relations. [Available from <https://orca.cf.ac.uk/100160/1/CIA%20renditions%20Clingendael.pdf>]

Maira, S. (2009) "Good" and "Bad" Muslim Citizens: Feminists, Terrorists, and U. S. Orientalisms, *Feminist Studies*, 35(3), pp. 631-656.

Norris, M. (2016) *Fifteen years on from 9/11, how the UK bypassed justice to become a counter-terrorism state* New Statesman. Available at <http://www.newstatesman.com/politics/uk/2016/09/fifteen-years-911-how-uk-bypassed-justice-become-counter-terrorism-state>, (Accessed: 29 August 2017).

Peoples, C. & Vaughan-Williams, N. (2010) Homeland security and the 'war against terrorism', in *Critical Security Studies: An Introduction*, New York, NY: Routledge, pp. 105-119. [Ch. 7]

Stohl, M. (2008) Old myths, new fantasies and the enduring realities of terrorism, *Critical Studies on Terrorism*, 1(1), pp. 5-16.

Walker, R.B.J. (2006) Lines of Insecurity: International, Imperial, Exceptional, *Security Dialogue*, 37(1), pp. 65-82.

Zulaika, J. (2003) The Self-Fulfilling Prophecies of Counterterrorism, *Radical History Review*, 85(1), pp. 191-199.

Lecture 14: Humanitarian and armed intervention

Example search terms

Responsibility to Protect, RtoP, R2P, humanitarian intervention, humanitarianism

Start here to get a basic understanding

- Bellamy, A.J. & Wheeler, N.J. (2017) Humanitarian intervention in world politics, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 514-528. [Ch. 32 in 7th edition. Ch. 31 in 5th and 6th editions.]
- Brown, C. (2001) *Understanding International Relations*, Houndmills: Palgrave MacMillan. [Especially pp. 245-248 on humanitarian intervention. Multiple editions in library. Available electronically.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Asad, T. (2007) *On Suicide Bombing*, New York: Columbia University Press.
- Awan, I. (2017) Cyber-Extremism: Isis and the Power of Social Media, *Society*, 54(2), pp. 138-149.
- Ayoob, M. (2003) The War Against Iraq: Normative and Strategic Implications, *Middle East Policy*, 10(2), pp. 27-39.
- Baxter, K. (2017) Kuwait, Political Violence and the Syrian War, *Australian Journal of International Affairs*, 71(2), pp. 128-145.
- Coen, A. (2017) Capable and Culpable? The United States, RtoP, and Refugee Responsibility-Sharing, *Ethics & International Affairs*, 31(1), pp. 71-92.
- Daulatzai, A. (2014) *Humanitarianism is as culpable as war* The Hindu. Available at <http://www.thehindu.com/todays-paper/tp-opinion/humanitarianism-is-as-culpable-as-war/article5560392.ece>, (Accessed: 20 August 2017).
- Erameh, N.I. (2017) Humanitarian intervention, Syria and the politics of human rights protection, *The International Journal of Human Rights*, 21(5), pp. 517-530.
- Lombardo, G. (2015) The responsibility to protect and the lack of intervention in Syria between the protection of human rights and geopolitical strategies, *The International Journal of Human Rights*, 19(8), pp. 1190-1198.
- Mitton, J. (2016) The problem with everybody's favourite solution in Syria, *International Journal*, 71(2), pp. 283-290.
- Moses, J., Bahador, B. & Wright, T. (2011) The Iraq War and the Responsibility to Protect: Uses, Abuses and Consequences for the Future of Humanitarian Intervention, *Journal of Intervention and Statebuilding*, 5(4), pp. 347-367.
- Najem, T.P., et al. (2016) Was R2P a viable option for Syria? Opinion content in the Globe and Mail and the National Post, 2011–2013, *International Journal*, 71(3), pp. 433-449.
- Nuruzzaman, M. (2015) Rethinking Foreign Military Interventions to Promote Human Rights: Evidence from Libya, Bahrain and Syria, *Canadian Journal of Political Science*, 48(3), pp. 531-552.
- Odeyemi, C. (2016) Re-emerging Powers and the Impasse in the UNSC over R2P Intervention in Syria, *Strategic Analysis*, 40(2), pp. 122-149.
- Roth, K. (2006) Was the Iraq War a Humanitarian Intervention?, *Journal of Military Ethics*, 5(2), pp. 84-92.
- Shepherd, L.J. (2006) Veiled references: Constructions of gender in the Bush administration discourse on the attacks on Afghanistan post-9/11, *International Feminist Journal of Politics*, 8(1), pp. 19-41.
- Szanto, E. (2016) Depicting Victims, Heroines, and Pawns in the Syrian Uprising, *Journal of Middle East Women's Studies*, 12(3), pp. 306-322.
- Welsh, J.M. (2016) The Responsibility to Protect after Libya & Syria, *Daedalus*, 145(4), pp. 75-87.
- Werrell, C.E., Femia, F. & Sternberg, T. (2015) Did We See It Coming?: State Fragility, Climate Vulnerability, and the Uprisings in Syria and Egypt, *SAIS Review of International Affairs*, 35(1), pp. 29-46.

Week 8

Lecture 15: What is International Political Economy?

Example search terms

Political economy, globalisation, globalism, free trade, invisible hand of the market

Start here to get a basic understanding

Phillips, N. (2017) Global Political Economy, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 253-268. [Ch. 16 in 7th edition. If using 6th edition, see Ngaire Woods' chapter 16 "International Political Economy in an age of globalization".]

Cohen, B.J. (2007) The Transatlantic Divide: Why Are American and British IPE so Different?, *Review of International Political Economy*, 14(2), pp. 197-219.

Hirst, P. & Thompson, G. (2002) The Future of Globalization, *Cooperation and Conflict*, 37(3), pp. 247-265.

Underhill, G.R.D. (2000) State, Market, and Global Political Economy: Genealogy of an (Inter-?) Discipline, *International Affairs*, 76(4), pp. 805-824.

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources

Abdelal, R. & Segal, A. (2007) Has Globalization Passed its Peak?, *Foreign Affairs*, 86(1), pp. 103-114.

Bedford, K. & Rai, S. (2010) Feminists Theorize International Political Economy, *Signs*, 36(1), pp. 1-18.

Cohn, T.H. (2012) *Global political economy*, Boston, [Mass.]; London: Longman.

Gilpin, R. & Gilpin, J.M. (2001) *Global political economy: understanding the international economic order*, Princeton, NJ: Princeton University Press.

Mayall, J. (1998) Globalization and International Relations, *Review of International Studies*, 24(2), pp. 239-250.

Murphy, C.N. & Nelson, D.R. (2001) International political economy: a tale of two heterodoxies, *The British Journal of Politics & International Relations*, 3(3), pp. 393-412.

Stubbs, R. & Underhill, G.R.D. (Eds.) (2000) *Political economy and the changing global order* 2nd ed., Oxford, Oxford University Press.

Susan, S. (1970) International Economics and International Relations: A Case of Mutual Neglect, *International Affairs*, 46(2), pp. 304-315.

Wade, R. & Veneroso, F. (1998) The Asian Crisis: The High Debt Model Versus the Wall Street-Treasury-IMF Complex, *New Left Review*, 228, pp. 2-23. [Available from <http://content.csbs.utah.edu/~mli/Economies%205430-6430/Wade-The%20Asian%20Crisis.pdf>]

Lecture 16: The Politics of Globalisation

Example search terms

Bretton Woods Institutions, Keynesianism, dependency theory, neoliberalism, structural adjustment

Start here to get a basic understanding

Harvey, D. (2007) Neoliberalism as Creative Destruction, *The ANNALS of the American Academy of Political and Social Science*, 610(1), pp. 21-44.

McGrew, A. (2017) Globalization and global politics, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 15-32. [Ch. 1 in 5th, 6th and 7th editions.]

Owens, P., Baylis, J. & Smith, S. (2017) Introduction: From international politics to world politics, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 1-14.

Watson, M. (2017) Global trade and global finance, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 450-463. [Ch. 28 in 7th edition, Ch. 27 in 5th and 6th editions.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Allen, J. & Thompson, G. (1997) Think global, then think again—economic globalization in context, *Area*, 29(3), pp. 213-227.

Bedford, K. & Rai, S. (2010) Feminists Theorize International Political Economy, *Signs*, 36(1), pp. 1-18.

Cerny, P.G. (1997) Paradoxes of the Competition State: The Dynamics of Political Globalization, *Government and Opposition*, 32(2), pp. 251-274.

Germain, R. (2000) Globalization in historical perspective, in Germain, R. (ed.) *Globalization and its critics: perspectives from political economy*, Basingstoke: Macmillan, pp. 67-90.

Kiely, R. (2005) Globalization and Poverty, and the Poverty of Globalization Theory, *Current Sociology*, 53(6), pp. 895-914.

Radice, H. (2000) Globalization and National Capitalisms: Theorizing Convergence and Differentiation, *Review of International Political Economy*, 7(4), pp. 719-742.

Smith, D.N., et al. (2011) Mapping the Great Recession: A Reader's Guide to the First Crisis of 21st Century Capitalism, *New Political Science*, 33(4), pp. 577-601.

Zysman, J. (1996) The myth of a 'Global' economy: Enduring national foundations and emerging regional realities, *New Political Economy*, 1(2), pp. 157-184.

Week 9

Lecture 17: Poverty and Inequality in the Global Economy

Example search terms

Capitalism, extreme poverty, global inequality, historical materialism, accumulation by dispossession

Start here to get a basic understanding

- Cammack, P. (2014) Why are some people better off than others?, in Edkins, J. & Zehfuss, M. (eds.) *Global Politics: A New Introduction* 2nd ed., Abingdon: Routledge, pp. 405-428. [Ch. 19]
- Evans, T. & Thomas, C. (2017) Poverty, hunger, and development, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 464-479. [Ch. 29 in 7th edition. Ch. 28 in 5th and 6th editions.]
- Hobden, S. & Wyn Jones, R. (2017) Marxist theories of international relations, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 129-143. [Ch. 8 in 7th and 5th editions. Ch. 9 in 6th edition.]
- Teschke, B. (2008) Marxism, in Christian, R.-S. & Duncan, S. (eds.) *The Oxford Handbook of International Relations*, Oxford: Oxford University Press, pp. 163-187. [Available electronically through the library.]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

- Ashman, S. (2009) Capitalism, uneven and combined development and the transhistoric, *Cambridge Review of International Affairs*, 22(1), pp. 29-46.
- Burnham, P. (2001) Marx, international political economy and globalisation, *Capital & Class*, 75, pp. 103-112.
- Dore, E. (2003) Understanding Capitalism in the Third World, in Saad-Filho, A. (ed.) *Anti-Capitalism: A Marxist Introduction*, London: Pluto Books, pp. 164-174.
- Harvey, D. (2010) *The Enigma of Capital*, Oxford: Oxford University Press. [Particularly Ch. 1]
- Krishna, S. (Ed.) (2009) *Globalization and postcolonialism: hegemony and resistance in the twenty-first century*, Lanham, Rowman & Littlefield.
- McNally, D. (2009) From Financial Crisis to World-Slump: Accumulation, Financialisation, and the Global Slowdown, *Historical Materialism*, 17(2), pp. 35-83.
- Rosenberg, J. (2006) Why is There No International Historical Sociology?, *European Journal of International Relations*, 12(3), pp. 307-340.
- Saull, R. (2012) Rethinking Hegemony: Uneven Development, Historical Blocs, and the World Economic Crisis, *International Studies Quarterly*, 56(2), pp. 323-338.

Lecture 18: Global Production Networks

Example search terms

Transnational corporation, Foreign direct investment, race to the bottom, deindustrialization, resource curse

Start here to get a basic understanding

Henderson, J., *et al.* (2002) Global production networks and the analysis of economic development, *Review of International Political Economy*, 9(3), pp. 436-464.

Phillips, N. (2017) Global Political Economy, in Baylis, J., Smith, S. & Owens, P. (eds.) *The Globalization of World Politics* 7th ed., Oxford: Oxford University Press, pp. 253-268. [Ch. 16 in 7th edition. If using 6th edition, see Ngaire Woods' chapter 16 "International Political Economy in an age of globalization".]

Hoogvelt, A., *et al.* (1998) Debate: Transnational Corporations, *New Political Economy*, 3(2), pp. 279-300.

Mittelman, J.H. (1995) Rethinking the international division of labour in the context of globalisation, *Third World Quarterly*, 16(2), pp. 273-296.

Standing, G. (1997) Globalization, Labour Flexibility and Insecurity: The Era of Market Regulation, *European Journal of Industrial Relations*, 3(1), pp. 7-37. [Available electronically on campus at <http://journals.sagepub.com/doi/pdf/10.1177/095968019731002>]

Carry on here for the essay and further reading. Remember to click on 'related articles' via Google scholar for many more useful sources.

Amoore, L. (2000) International Political Economy and the 'Contested Firm', *New Political Economy*, 5(2), pp. 183-204.

Bernard, M. (2000) Post-Fordism and Global Restructuring, in Stubbs, R. & Underhill, G.R.D. (eds.) *Political economy and the changing global order* 2nd ed., Oxford: Oxford University Press, pp. 152-162.

Chan, J. (2013) A suicide survivor: the life of a Chinese worker, *New Technology, Work and Employment*, 28(2), pp. 84-99.

Dicken, P. (2011) Transnational Corporations: The Primary 'Movers and Shapers' of the Global Economy, in *Global shift: mapping the changing contours of the world economy* 6th ed., New York: Guilford Press, pp. 109-168. [Ch. 5]

Elias, J. (2005) Stitching-up the labour market, *International Feminist Journal of Politics*, 7(1), pp. 90-111.

Hilson, G. & Potter, C. (2005) Structural Adjustment and Subsistence Industry: Artisanal Gold Mining in Ghana, *Development and Change*, 36(1), pp. 103-131.

Swyngedouw, E. (2004) Globalisation or 'glocalisation'? Networks, territories and rescaling, *Cambridge Review of International Affairs*, 17(1), pp. 25-48.

Thun, E. (2008) The Globalization of Production, in Ravenhill, J. (ed.) *Global political economy* 2nd ed., Oxford: Oxford University Press. [Multiple editions available in the library]

Week 10

Lecture 19: Course Review: Theory, history and practice

See previous weeks' readings.

Lecture 20: Exam Preparation

Make sure you go to the last tutorial!!!! See also the section on the exam in this course guide and the front page of the tutorial guide. There will be no surprises. Promise!

FACULTY OF HUMANITIES
 SCHOOL OF SOCIAL SCIENCES
POLITICS COURSE UNIT OUTLINE 2017-18

POLI 10702: Introduction to Political Theory Semester 2 Credits: 20
--

Convenor	Richard Child (richard.child@manchester.ac.uk)
Room	4.034 Arthur Lewis Building
Telephone	2754978
Office hours	Wed 11-12 and Thurs 1-2. I don't use SOHOL. Please email to make an appointment.
Lecturers	Stephen Hood (stephen.hood@manchester.ac.uk) Ruxandra Ivanescu (ruxandra.ivanescu@manchester.ac.uk) Nicola Mulkeen (nicola.mulkeen@manchester.ac.uk) Joseph Roberts (joseph.roberts-2@postgrad.manchester.ac.uk) Juri Viehoff (juri.viehoff@manchester.ac.uk)
Senior Tutors	Ruxandra Ivanescu (ruxandra.ivanescu@manchester.ac.uk) Joseph Roberts (joseph.roberts-2@postgrad.manchester.ac.uk)
Tutors	Aaron Wilson (aaron.wilson@manchester.ac.uk) Davide Pala (davide.pala-2@postgrad.manchester.ac.uk) Fred Horton (fred.horton-2@postgrad.manchester.ac.uk) Thomas Connor (thomas.connor@manchester.ac.uk) Lucy Tomlinson (lucy_tomlinson@yahoo.co.uk) Jeannine Bringmann (jeannine.bringmann@postgrad.manchester.ac.uk) Leonie Smith (l.smith@manchester.ac.uk) Molly Powell (molly.powell@postgrad.manchester.ac.uk) Anh Le (anh.le-4@manchester.ac.uk)
Lectures	Tuesdays 3pm–4pm and Thursdays 3-4pm University Place Theatre B
Tutorials	Weekly tutorials begin in week 2 (w/c 4th February). Please allocate yourself to a tutorial group on the Student System.
Reading Week	There is a reading (or 'essay writing') week: Feb 25 – March 01. There will be NO lectures or tutorials during this week.
Administrator	Luke Smith (luke.Smith-2@manchester.ac.uk) 0161 306 6906 Dagme Tesfaye (dagme.tesfaye@manchester.ac.uk) 0161 275 2499 Undergraduate Office, G.001 Arthur Lewis Building

*****IMPORTANT INFORMATION*****

Essay hand-in deadline	2pm, Monday 4th March, 2019 Electronic submission via Blackboard/Turnitin
Examination period	Exam Period is 13 th May to 7 th June 2019
Re-sit exam period	20 th August 2018 – 7 th September 2018

Communication: This course operates a Blackboard site. Students must read their University e-mails regularly, as important information will be communicated in this way. This course guide must be read in conjunction with Politics Course Unit Guide Part II, which is available on Blackboard.

Course overview

This is a course in normative political theory: a course about what **values** and **principles** should guide political action and decision-making. In particular, this course asks questions about the values and principles that might **justify and guide the use of state power**. The questions we'll focus on are:

Block One: **Why have states?**

- What, if anything, can justify the creation of powerful, coercive institutions that not only tell us what to do with ourselves and our property but force us to do it?
- Specifically: Does the value of states lie in their role as creators of rights in a world that would otherwise be without rights, or as enforcers of rights that already exist? Are they justified in virtue of their general ability to promote good consequences, or is their value tied to more specific ends like national self-determination?

Block Two: **How should states make decisions?**

- Should all states be democracies? Why?
- Specifically: Just what *is* a democracy? What's its relationship to majority rule and populism? In what ways is democracy valuable? And what should the social and territorial scope of democracy be? Are present-day democracies too small – or too big?

Block Three: **How can states become more just?**

- Even if states seem justified in the abstract, and even if the decision making procedures of actual states are broadly justifiable, they still have the capacity to make unjust decisions. How might existing states alter the content of their policies in order to become more socially just?
- Specifically: What welfare policies would lead to an increase in social justice? And what policies on migration and border control are most just?

These questions are not about political parties or history. At all points, the emphasis will be on helping you to grasp the theoretical tools that we need in order to give defensible, general answers to these questions. To that end, we'll be stressing simplicity and clarity in analysis, understanding, and argument, rather than depth of knowledge of individual theorists' views or enormous breadth of reading. At various points throughout the course, we will be discussing skills in the study of political theory more generally, including writing essays and revising for exams.

Your job will be to study and think carefully about the required readings, to participate in tutorial discussion as a means to clarifying your ideas, and to try to judge the strength of arguments and objections in order to reach conclusions for which you can offer strong reasons when it comes to writing your essays and exam answers.

Outcomes

At the end of the course, you should be able to use the tools of normative political theory yourself to formulate and evaluate positions and criticisms, by reference to a clear understanding of key ideas, concepts, and principles in the contemporary debates in political theory that we discuss. You should also be able to describe, in a clear and coherent way, those positions, and to connect them to positions in everyday political debate.

And you might have the beginnings of satisfactory answers to the questions of what fundamentally justifies state power; why, if at all, political decision-making should be democratic; and how we can make progress towards social justice in the areas of welfare and migration policy.

Course administration

Lectures

There will be 20 one-hour lectures, beginning with the first lecture on Tuesday 29th January at 3pm. Lectures take place every Tuesday and Thursday during the semester at 3pm in University Place Lecture Theatre B.

Tutorials

Corresponding to the 20 lectures, there will be 10 one-hour tutorials, beginning in the week commencing 4th February. Each tutorial will take place in **the week following that in which the lectures on the relevant topic were given**, leaving you time to reflect on the lectures and associated reading in preparation for the tutorial.

You are responsible for ensuring that your POLI 10702 tutorial does not clash with your classes for other course units. If you need to change tutorial group because you have a timetable clash, please consult the Undergraduate Office, G.001 Arthur Lewis Building.

Attendance at the tutorials is compulsory. If you know in advance that circumstances beyond your control will prevent you from attending a tutorial, you should email your tutor **in advance** to explain your absence. If you are unable to do this, you should explain your absence **as soon as possible**. Please don't wait to be contacted by your tutor about your non-attendance. Unexcused absences can lead to an unsatisfactory tutor's report at the end of the course, and may result in exclusion from this course or refusal to allow you to re-sit a failed exam.

The University's Academic Standards Code of Practice states that a 20-credit module is expected to require a total of 200 hours work by a typical student.

Contacts

For all queries concerning **course administration**, please contact the Undergraduate Office in G.001, Arthur Lewis Building. The office is open from 9am until 5pm from Monday to Friday.

For all queries concerning the **academic content** of the course, please consult your tutorial tutor in the first instance. If you're not satisfied, please contact one or both of the Senior Tutors, Joseph Roberts and Ruxandra Ivanescu. They are experienced tutors and are familiar with the course and with relevant policies. After you have discussed matters with a Senior Tutor, you may if necessary email the course convenor, Dr Richard Child, and arrange an appointment.

Lectures and tutorials

Attending lectures

The lectures in this course give you a framework for your thinking about the relevant topics. They are not simple recitals of facts for you to remember. The idea is not that you should copy down the lecture verbatim, for if you're simply transcribing the lecture, you're almost certainly not engaging with its content. Instead, **listen and think**. Try to follow the arguments that you're being presented with, run your thoughts over the tracks that they create. If you miss something at any point, put your hand up and ask about it.

In other contexts, learning involves remembering things that you'll be able to reproduce later. Here, the focus is on teaching you to reason well. There will be things to remember, but there is no value (and there are no marks) in remembering anything if you can't reason with it. Keep this in mind as you work out your approach to lectures. By all means take notes, but make sure that they're notes that aid your thinking.

Preparing for tutorials

In the guide to each week's reading on the pages below, preparatory reading is split into two categories: required reading and further reading. All students are expected to **do the essential reading**. Since this is an introductory course and careful reading of texts in political theory takes time, we have limited the amount of reading that you are expected to do. But if you don't do even that, there is no point in coming to a tutorial. If some people haven't prepared adequately, that slows down the tutorial and wastes the preparation that others have done.

But there is little point in coming to tutorial either unless you have done more than merely skim the essential reading the night before. Just as you should think about what you hear in the lectures, so you'll have to **think about what you read**, too. Try to identify key assumptions, map out argument structures, isolate the main reasons for substantive conclusions, and then ask yourself whether you accept those assumptions, whether there's a gap in those structures, and whether those reasons really outweigh all other considerations.

Finally, it's important to **speak up in tutorials**, and to encourage others to do so. Sometimes we think we've understood things without having to talk them over. But it often turns out that when called upon to articulate them, we can't, or we can but they're not as good as we thought. As the philosopher John Searle put it: "If you can't say it clearly, you don't understand it yourself." This is why 10% of your final mark for this course is based on your participation in tutorials.

Course content and schedule

Key

Admin/Study Skills/Methodology

Block 1: Why have states?

Block 2: How should states make decisions?

Block 3: How can states become more just?

<i>Date</i>	<i>Lecture topic (Lecturer's initials)</i>	<i>Tutorials (in the week following related lectures)</i>
Jan 29	Political Theory: Normative Theorising (RC)	1: Political Theory: Normative and Analytical
Jan 31	Political Theory: The Analytical Method (RC)	
Feb 5	State of Nature Theorising (RC)	2: Hobbesian Theories of the State
Feb 7	The Role of the State: Creating Rights (RC)	
Feb 12	The Role of the State: Enforcing Natural Rights (RI)	3: Natural Rights and Consequentialist Theories
Feb 14	The Role of the State: Promoting the Good (JV)	
Feb 19	The Role of the State: National Self-Determination (RC)	4: Nationalist Theories
Feb 21	Writing a political theory essay (SH)	
Feb 25-Mar 01 Essay Writing Week – No Lectures or Tutorials		
Mar 5	Justifying Democracy: Instrumental or Intrinsic? (NM)	5: Justifying Democracy
Mar 7	Justifying Democracy: Democracy vs. Epistocracy (JV)	
Mar 12	The Form of Democracy: Majority Rule (NM)	6: The Form of Democracy
Mar 14	The Form of Democracy: Limits to Popular Rule (JV)	
Mar 19	The Scope of Democracy: Defining the Demos (SH)	7: The Scope of Democracy
Mar 21	The Scope of Democracy: Democracy vs. Governance (SH)	
Mar 26	The Just State: The Welfare System (JR)	8: The Welfare System
Mar 28	The Just State: The Welfare System (JV)	
Apr 2	The Just State: Migration (NM)	9: Migration
Apr 4	The Just State: Migration (NM)	
Apr 30	Course Review (SH)	10: Course review, exam preparation
May 2	Revision and exam technique (JV)	

Course assessment

Three elements are formally assessed in this module:

- (1) A two-hour unseen examination at the end of the module
60% of your total mark
- (2) An essay (length 1,500 words)
30% of your total mark
- (3) Your participation (*not* merely attendance) in tutorials
10% of your total mark

Examination	The paper will be divided into two sections, corresponding to the final two blocks of lectures. You will be required to answer two questions, each from a different section.
Essay	Essay questions will be provided early in the course via the course Blackboard site. The questions will relate to the first block of lectures.
Essay formatting	Essays must be double-spaced throughout using a readable 12pt font. Please include information about the word count at the beginning of your essay.
Bibliography and references	The lack of a proper bibliography and appropriate references will be penalised by the deduction of marks (to a maximum of 10 marks if the scholarly apparatus is entirely inadequate). You can find out about good bibliography and referencing practices in the Politics Guide Part 2, which is the second--from-top document on the Blackboard site (after the present document). Be sure to consult the Politics Guide Part 2; students often lose marks as a result of failing to do so.
Essay submission	Your assessed essay must be submitted online via Blackboard/Turnitin. (You will receive instructions about this nearer the time.) Essays may not be faxed or e-mailed to the Department or to another member of staff. The deadline for the essay is 2pm, Monday 4th March .
Extensions and late submission	Regulations and guidelines concerning late submission and deadline extensions are set out in the Politics Guide Part 2, Page 28. There will be a penalty of 10 points per day for up to 5 days (including weekends) for any assessed work submitted after the specified submission date, unless the students Home School grants an extension. After 5 days a mark of 0 will be assigned. <u>Please note a 'day' is 24 hours, i.e. the clock starts ticking as soon as the submission deadline has passed.</u> Unless a student has this permission, any assessed essay that is submitted after the relevant exam, will be marked as 0.

You MUST contact your Programme Administrator in your home school to request an extension. Your Programme Administrator is the only individual authorized to grant a deadline extension.

- Politics & International Relations: Luke.Smith-2@manchester.ac.uk / dagme.tesfaye@manchester.ac.uk
- Philosophy, Politics & Economics: sarah.baguley@manchester.ac.uk
- BA Social Sciences: joseph.barrett@manchester.ac.uk
- BA(Econ): shau.y.chan@manchester.ac.uk / bernadette.julien@manchester.ac.uk
- School of Arts, Languages & Cultures: salc-studentsupport@manchester.ac.uk

- School of Law: tso.law@manchester.ac.uk * Please note that the Student Support Officer in the School of Law is Ian Glassey so if you have any ongoing support needs please contact him directly at i.glassey@manchester.ac.uk

- Plagiarism** Plagiarism is a serious offence. You should consult the university's statement on plagiarism, which can be found in the Course Unit Guide Part 2. It's possible to plagiarise unintentionally. So, merely intending not to plagiarise does not protect you from penalties. Learn what plagiarism is and avoid it.
- Marking and feedback** You'll be able to access the tutor's report on your essay (the chief form of formal feedback on this course) through the Student Self-Service System. A copy is placed in your file so that it becomes a part of your university record. Informal feedback will be given throughout the course on prepared materials and tutorial performance.
- Participation Mark** Your tutor will explain to you in the first tutorial what is required in order to get a good mark for tutorial participation. If you are still not clear feel free to ask them to explain in more detail via email or during office hours.

Reading for the course

Introductory reading

There are many helpful introductory texts on political theory. Here are five good ones:

- Jonathan Wolff, *An Introduction to Political Philosophy*, 3rd edition (Oxford: Oxford University Press, 2016)
- Catriona McKinnon (ed.), *Issues in Political Theory*, 3rd edition (Oxford: Oxford University Press 2015)
- David Miller, *Political Philosophy: A Very Short Introduction* (Oxford: Oxford University Press, 2003)
- Colin Bird, *An Introduction to Political Philosophy* (Cambridge: Cambridge University Press, 2006)
- Adam Swift, *Political Philosophy: A Beginners' Guide for Students and Politicians*, 2nd ed (Cambridge: Polity Press 2006).

These books are not to be thought of as alternatives to the required tutorial readings, even when they cover the same topics.

- The Stanford Encyclopedia of Philosophy, <<http://plato.stanford.edu/>>

This is a wonderful encyclopedia, covering an enormous range of topics at an advanced level, and offering excellent bibliographies. If you're interested in exploring a topic further, it's a great place to start. It is *not*, however, a great place to finish! Feel free to reference the SEP in your essays (advice on how to do this can be found at the bottom of each article) but do not make your work completely dependent upon it – consult a range of sources.

Avoid Wikipedia! Much of it is written by people who are **not** authorities on political theory. You'll go badly wrong if you rely on it. Use the Stanford Encyclopedia of Philosophy instead.

Required Tutorial Reading, Lecture Summaries, and Further Reading

1. Political Theory: Normative and Analytical

Tutorials w/c 4th Feb

Required Tutorial Reading:

- Daniel McDermott, 'Analytical Political Philosophy', in D. Leopold and M. Stears (eds.), *Political Theory: Methods and Approaches*, (Oxford: Oxford University Press, 2008): 11-28 (ebook available online through the library).

Lecture 1 (Jan 29) Political Theory: Normative Theorising (RC)

Summary: In this lecture we explore the difference between normative and empirical analyses of politics. We discuss the importance of thinking normatively about politics and address the major sceptical concern that many students naturally have when first engaging in normative theorising - how is it possible to argue objectively about matters of political morality?

Further Reading:

Adam Swift and Stuart White, 'Political Theory, Social Science, and Real Politics', in D. Leopold and M. Stears (eds.), *Political Theory: Methods and Approaches*, (Oxford: Oxford University Press, 2008): 49-69 (ebook available online through the library).

Isaiah Berlin, 'Does Political Theory Still Exist?' in Peter Laslett and W. G. Runciman (eds.), *Philosophy, Politics and Society*, (Oxford: Basil Blackwell, 1962). Available online: http://berlin.wolf.ox.ac.uk/published_works/cc/polthe.pdf.

Lecture 2 (Jan 31) Political Theory: The Analytical Method (RC)

Summary: This lecture introduces a particular way of approaching the study of politics (and indeed lots of other phenomena) known as the 'analytical' method. We explore the virtues of successful analytical thinking: semantic clarity, critical depth, logical argument, and systematic coherence. We also discuss the importance of constructing (and deconstructing) arguments in order to make progress with our thinking about politics.

Further Reading:

Miller, David, and Richard Dagger, 'Utilitarianism and Beyond: Contemporary Analytical Political Theory', in Terence Ball and Richard Bellamy (eds.), *The Cambridge History of Twentieth-Century Political Thought*, (New York: Cambridge University Press, 2006): 446-70. Available online: <https://scholarship.richmond.edu/cgi/viewcontent.cgi?article=1158&context=polisci-faculty-publications>.

Adrian Blau (ed.), *Methods in Analytical Political Theory*, (Cambridge: Cambridge University Press, 2017), esp. chapters 1, 2, 3, 4, 9.

2. State of Nature Theorising and Hobbesian Theories of the State

Tutorials w/c 11th Feb

Required Tutorial Reading:

- Gregory S. Kavka, 'Hobbes's War of All Against All', *Ethics*, Vol. 93, No. 2 (Jan., 1983): 291-310. (Skip section II).

Lecture 1 (Feb 5) State of Nature Theorising (RC)

Summary: This lecture introduces a common way of engaging in normative theorising about politics: we ask how humans would relate to one another in the absence of legal and political institutions. In a stateless world (the so-called 'state of nature') would human interaction be regulated by moral norms? Would people have rights not to be attacked or coerced? Would anyone naturally have authority over anyone else? The answers we give to these questions help us to determine what the benefits and drawbacks are of political constructs like the state. With a general idea of the point and purpose of state of nature theorising we will be in a position to apply this method in the next few lectures when we ask why people in a state of nature might want to create and maintain the powerful, centralised, coercive institutions we call states.

Further Reading:

R. Nozick, *Anarchy, State and Utopia*, (Oxford: Basic Books, 1974), chapter 1.

A. Ripstein, 'Foundationalism in Political Theory', *Philosophy and Public Affairs*, 16, (1987): 115-137.

Celeste Friend, 'Social Contract Theory', *Internet Encyclopedia of Philosophy*, <https://www.iep.utm.edu/soc-cont/>

Lecture 2 (Feb 7) The Role of the State: Creating Rights (RC)

Summary: Thomas Hobbes famously argued that people who do not live under the authority of a powerful sovereign would have the right to do whatever they deem to be in their best interests. Life outside any legal jurisdiction, said Hobbes, would therefore be very dangerous and unpleasant, because there would be no moral or legal constraints on people's behaviour. In this lecture we ask whether Hobbes is right about this. And, if he is right, is the construction and maintenance of powerful, coercive states the best solution?

Further Reading:

T. Hobbes, *Leviathan*, Chapters XIII, XIV, XVII, and XVIII (multiple e-copies available online).

Alan Ryan, 'Hobbes's Political Philosophy', in T. Sorrell (ed.), *The Cambridge Companion to Hobbes*, (Cambridge: Cambridge University Press, 1996): 208-245 (e-book available via library).

S. Lloyd and S. Sreedhar, 'Hobbes's Moral and Political Philosophy', *The Stanford Encyclopedia of Philosophy* (Spring 2014 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/spr2014/entries/hobbes-moral/>.

Garrath Williams, 'Thomas Hobbes: Moral and Political Philosophy', *Internet Encyclopedia of Philosophy*, <https://www.iep.utm.edu/hobmoral/>

John Rawls, *Lectures on the History of Political Philosophy*, (Cambridge, Mass.: Harvard University Press, 2007), Lectures on Hobbes.

G. A. Cohen, *Lectures on the History of Moral and Political Philosophy*, (Princeton: Princeton University Press, 2014), chapter 2.

Glen Newey, *Hobbes and Leviathan*, (Abingdon: Routledge, 2008).

3. The Role of the State: Enforcing Natural Rights or Promoting the Good?

Tutorials w/c 18th Feb

Required Tutorial Reading:

- John Locke, (1690), *Second Treatise of Government*, excerpts (available on blackboard).
- Jeremy Bentham, (1781), *An Introduction to the Principles of Morals and Legislation*, chap. I, 'Of the Principle of Utility' (online: <https://www.utilitarianism.com/jeremy-bentham/index.html#one>)
- Parts I and III of H. L. A. Hart, 'Utilitarianism and Natural Rights', in his *Essays in Jurisprudence and Philosophy*, (Oxford: Oxford University Press, 1983): 181-7 and 191-7 (available on BB).
- Ursula Le Guin, 'The Ones Who Walk Away from Omelas', in *The Wind's Twelve Quarters*, (pp. 254-62. (Available online at <https://www.utilitarianism.com/nu/omelas.pdf>).

Lecture 1 (Feb 12) The Role of the State: Enforcing Natural Rights (RI)

Summary: Unlike Hobbes, John Locke thought that individuals in the state of nature have genuine moral rights. But enforcing our rights against others is difficult and dangerous. And even when we are physically able to enforce our rights we find it psychologically difficult to do so fairly and impartially. To overcome these 'inconveniences' of the state of nature, individuals form political communities – states – which can enforce more effectively rights that we already had in the state of nature. Is this a plausible justification for the existence of the state? And even if Locke is right, are later generations (born in already existing states) bound to respect the social contract?

Further Reading:

- R. Nozick, *Anarchy, State and Utopia*, (Oxford: Basic Books, 1974), chapter 2 (available via BB).
- A. John Simmons, 'Locke on the Social Contract', in Matthew Stuart (ed.), *A Companion to Locke, First Edition*, (Oxford: Blackwell Publishing Ltd., 2016): 413-432 (available online via library).
- S. Scheffler, 'Natural Rights, Equality, and the Minimal State', *Canadian Journal of Philosophy* 6 (1976): 59-76.
- Eric Mack, 'Individualism and Libertarian Rights', in Thomas Christiano and John Christman (eds.), *Contemporary Debates in Political Philosophy*, (Oxford: Blackwell Publishing Ltd., 2009): 121-136 (available online via the library).

Lecture 2 (Feb 14) The Role of the State: Promoting the Good (JV)

Summary: One very natural view of the state is that its purpose is to advance the good life of those subject to its laws: it is justified and legitimate if (and because) it promotes the good lives of citizens well. This view of the state can be traced back to Plato and Aristotle, and is prominently defended by J.S. Mill and other utilitarians. In contemporary political theory it is most associated with liberal perfectionism and the works of Joseph Raz. We first look at the history of this idea and analyse its contemporary formulation. We then analyse some objections to perfectionist liberalism.

Further Reading:

- Steven Wall (2013) *Perfectionism* Routledge Companion to Political and Social Philosophy, edited by F. D'agostino and G. Gaus.
- Richard Arneson (2000) Perfectionism and Politics. *Ethics* 111: 37-63
- Joseph Raz (1985) Authority and Justification. *Philosophy and Public Affairs* 14: 3-29
- Will Kymlicka, *Contemporary Political Philosophy: An Introduction*, (Oxford: Oxford University Press, 2001): chapter 2, pp. 10-20 (sections 1 and 2) and pp. 32-52 (sections 4, 5, and 6).
- Robert Goodin, *Utilitarianism as a Public Philosophy*, (Cambridge: Cambridge University Press, 1995), esp. chapters 1 and 2 (available online via the library).

4. The Role of the State: National Self-Determination

Tutorials w/c 4th March (after essay-writing week)

Required Tutorial Reading:

- David Miller, 'In Defence of Nationality', *Journal of Applied Philosophy*, Vol.10, No. 1, (1993): 3-16.

Lecture 1 (Feb 19) The Role of the State: National Self-Determination (RC)

Summary: One of the most common reasons why individuals want to construct and maintain states is to promote the interests of their national community. It is true that national communities usually benefit from having control of a state. But is the goal of national self-determination really a good enough reason for trying to give each nation its own state? In this lecture we explore the concept of the nation and ask what is (and is not) valuable about the idea of the 'nation-state'.

Further Reading:

David Archard, 'Myths, Lies and Historical Truth: a Defence of Nationalism', *Political Studies*, 43 (1995): 472-481.

Avishai Margalit and Joseph Raz, 'National Self-Determination', *The Journal of Philosophy*, 87 (9), (1990): 439-461.

Andrew Mason, 'Political Community, Liberal- Nationalism, and the Ethics of Assimilation', *Ethics*, 109 (2), (January 1999): 261-286.

Allen Buchanan, 'What's So Special About Nations?', *Canadian Journal of Philosophy*, 26, (1997): 283-309.

Margaret Moore, 'Normative Justifications for Liberal Nationalism: Justice, Democracy and National Identity', *Nations and Nationalism*, 7 (1), (2001): 1-20.

Lecture 2 (Feb 21) Writing a political theory essay (SH)

Summary: In this lecture we discuss the best way to go about preparing for and writing an essay in normative analytical political theory.

Further Reading:

'How to Write Essays and Exam Answers in Political Theory' (available on Blackboard).

5. Justifying Democracy

Tutorials w/c 11th March

Required Tutorial Reading:

- Thomas Christiano, 'Democracy', Stanford Encyclopedia of Philosophy (2006), <http://plato.stanford.edu/entries/democracy/>

Lecture 1 (Mar 5) Justifying Democracy: Instrumental or Intrinsic? (NM)

Summary: Why is democracy valuable? It might seem like a simple question, but it is one of the greatest questions of our day. In this lecture we evaluate the value of democracy along two dimensions: instrumentally, by reference to the things it brings such as legitimate, prosperous, effective rule of law; or intrinsically, by reference to qualities that are inherent in the method, for example that democracy reflects the idea that each individual has a say in the policies and laws that govern them.

Further Reading

Elizabeth Anderson, 'Democracy: Instrumental vs. Non- Instrumental Value', in Thomas Christiano and John Christman (eds.), *Contemporary Debates in Political Philosophy*, (Oxford: Blackwell Publishing Ltd., 2009): 213-227 (available online via the library).

Richard Arneson, 'Democracy is not Intrinsically Just', in Keith Dowding, Robert E. Goodin and Carole Pateman (eds.), *Justice and Democracy* (Cambridge: Cambridge University Press 2004), pp. 40-58.

Thomas Christiano, 'The Authority of Democracy', *The Journal of Political Philosophy*, 12 (3), (2004): 266-290.

Lecture 2 (Mar 7) Justifying Democracy: Democracy vs. Epistocracy (JV)

Summary: Democracy gives every adult citizen equal nominal power to shape the policies and laws that govern us all. This makes democratic practice different from many other areas of life, where decisions are made by those with most expertise. This raises a serious challenge to democracy, first formulated by Plato: Ought we not give political power to those who know best what will advance the common good? In contrast to aristocracy, plutocracy etc., 'epistocracy' -the rule of those who know best how to advance the common good- is not obviously partial, unjust or self-serving. So what should democratic theorists make of this challenge?

Required Reading:

David Estlund "Why Not Epistocracy?" in *Desire, Identity and Existence: Essays in honor of T. M. Penner*, Academic Printing and Publishing, 2003.

Jason Brennan (2011) 'The Right to a Competent Electorate'. *The Philosophical Quarterly*, 61: 700-724.

6. The Form of Democracy

Tutorials w/c 18th March

Required Tutorial Reading:

- Peter Jones, 'Political Equality and Majority Rule', in David Miller and Larry Siedentop (eds.), *The Nature of Political Theory* (Oxford: Clarendon Press, 1983), focus on pp. 155-173.

- Leslie Green (two short blogposts):

'The Truth in Populism' <https://ljmgreen.com/2018/12/03/the-truth-in-populism/>

'The Will of the People' <https://ljmgreen.com/2018/12/11/the-will-of-the-people/>

Lecture 1 (Mar 12) The Form of Democracy: Majority Rule (NM)

Summary: Majority rule serves as the focus of this lecture. What is majority rule and what is it about majority rule that confers legitimacy on collective decisions? Is majority rule fair? Is it the essence of democracy? Does majority rule reflect what Rousseau calls the general will? What is the general will?

Further reading:

Robert A. Dahl, *Democracy and Its Critics* (New Haven: Yale University Press 1989), chapter 10 ('Majority Rule and the Democratic Process').

Ben Saunders, 'Democracy, Political Equality, and Majority Rule', *Ethics*, 121 (1), (2010): 148-177.

Harry Brighouse and Marc Fleurbaey, 'Democracy and Proportionality', *Journal of Political Philosophy*, 18 (2010): 137-55.

Mathias Risse, 'Arguing for Majority Rule', *Journal of Political Philosophy*, 12 (2004): 41-64.

Lecture 2 (Mar 14) The Form of Democracy: Limits to Popular Rule (JV)

Summary: The growing strength of populist movements and the arrival of populist governments amongst liberal democracies over recent years raises distinctive (if perhaps not new) normative questions for democratic theory: Is this a sign of democracy's decline or a powerful expression of government by the people? How should liberal democrats respond to charismatic populist leaders intent on undermining established institutions without turning illiberal themselves? To adequately discuss these and other questions, we first look at definitions of populism and populist policies and then address some of the normative issues.

Further Reading:

Guardian Series "The New Populism": <https://www.theguardian.com/world/series/the-new-populism>

Jan-Werner Müller, "'The People Must Be Extracted from Within the People': Reflections on Populism", *Constellations*, 21 (4), (2014): 483-493.

Jan-Werner Müller (2017) *What Is Populism?* London: Penguin, chapter 1.

David Enoch (2017) 'The Masses and the Elites: Political Philosophy for the Age of Brexit, Trump and Netanyahu'. *Jurisprudence* 8: 1-22

(online at <https://www.tandfonline.com/doi/abs/10.1080/20403313.2017.1301098>).

7. The Scope of Democracy

Tutorials w/c 25th March

Required Tutorial Reading:

- Robert E. Goodin, 'Enfranchising All Affected Interests, and Its Alternatives', *Philosophy & Public Affairs* 35(1) (2007): 40-68. (Read pp.46-55 and pp.63-68 only).

Lecture 1 (Mar 19) The Scope of Democracy: Defining the Demos (SH)

Summary: Given that democracy is based on the idea of rule by the people, one key question that must be addressed is which people in particular should be consulted within decision-making processes: how do we decide who belongs within the group of democratic citizens and who may be excluded? In this lecture, we will examine different principles that may be used to assist in answering this question. One response is that anyone whose interests are affected by a particular decision should be part of the decision-making process. An alternative is that those who may be coerced into complying with a decision should have their voice heard in shaping that decision. We shall examine how these different principles may lead to very different answers to the question of the scope of the demos.

Further Reading:

David Miller, 'Democracy's Domain', *Philosophy & Public Affairs*, 37 (2009): 201-228.

Valentini, L. (2014), "No Global Demos, No Global Democracy? A Systematization and Critique" *Perspectives on Politics*, 12 (4): 789-807.

Michael Frazer, 'Including the Unaffected', *Journal of Political Philosophy*, 22 (4), (2014):377-395.

S. Näsström, 'The Challenge of the All-Affected Principle', *Political Studies*, 59, (2011): 116-134.

Frederick G. Whelan, 'Prologue: Democratic Theory and the Boundary Problem', *Nomos*

Vol. 25, "Liberal Democracy", (1983): 13-47.

Vuko Andrić, 'How do affected interests support global democracy?' *Journal of Global Ethics*, 13 (3), (2017): 264-278.

Lecture 2 (Mar 21) The Scope of Democracy: Democracy vs. Governance (SH)

Summary: Another key question in relation to the scope of democracy is as to the range of policy areas into which citizens should have a direct democratic voice. In order to examine this question, the lecture introduces the concept of 'governance', which refers to the functioning of power in complex modern societies that includes but goes beyond the state and central government. Focusing on governance helps us see that effective shaping of policy outcomes may require the involvement of a wide network of actors across both the public and private sectors, with a greater emphasis on market norms of choice, efficiency and competition. The lecture will explore whether such moves are simply a better way of governing an increasingly complex world, or whether they represent a depoliticisation of key social questions that erodes the possibility of genuine democratic control.

Further Reading:

Gerry Stoker. 'Governance as Theory: Five Propositions', *International Social Science Journal*, 50:155 (1998), pp. 17-28.

H. Hazenberg, 'Is Governance Democratic?' *Critical Review of International Social and Political Philosophy*, 18 (2013): 285-307.

C. Offe, 'Governance: An 'Empty Signifier'?' *Constellations*, 16 (2009): 550-562.

Philip Pettit, 'Three Conceptions of Democratic Control', *Constellations*, 15, (2008): 46-55.

N. Urbinati, 'Unpolitical Democracy', *Political Theory*, 38 (2010): 65-92.

8. The Just State: The Welfare System

Tutorials w/c 1st April

Required Tutorial Reading:

- Van Parijs, Philip (2000) 'A Basic Income for All', *Boston Review*, 1st October. Available at: <http://bostonreview.net/forum/ubi-van-parijs>

Lecture 1 (Mar 26) The Just State: The Welfare System and Freedom (JR)

Summary: How ought we to respond to the fact that states are not perfectly just? One answer is that we need to reform our current systems to make them more so. This solution requires thinking both about what values we should promote with our reforms, and what elements of the current system need improvement. One crucial way in which the state can become more just is by changing the way resources are distributed in society. An important way in which states do this by redistributing taxation revenues through the welfare system. In this lecture we will consider whether states can be made more just by instituting a Universal Basic Income (i.e. an income, paid to every citizen, regardless of their willingness to work). One reason to think so is that a Universal Basic Income promotes people's freedom, whereas current welfare systems limit it.

Further Reading:

P. Van Parijs, 'Basic Income: A Simple and Powerful Idea for the Twenty-First Century', *Politics and Society*, 32 (1), (2004): 7-39.

Richard Arneson, 'Is work Special? Justice and the Distribution of Unemployment', *The American Political Science Review*, 84 (4), (1990): 1127-1147.

Special Issue of *Basic Income Studies*, 3 (3), (2008), 'Should Feminists Endorse Basic Income?' guest edited by Ingrid Robeyns.

Lecture 2 (Mar 28) The Just State: The Welfare System (JV)

Summary: Even an idealised version of the welfare state is likely to permit, over time, the formation of significant inequalities amongst capital owners and wage labourers. Building on the previous session, we contrast the ideal capitalist welfare state with another egalitarian way of organising the distributive mechanisms of the state, namely Rawls' idea of property-owning democracy (POD). We will look at such questions as: Is POD a viable institutional ideal? And if so, does POD offer a significant improvement to the welfare state in terms of equality amongst citizens?

Further Reading:

Christian Schemmel, 'How (Not) to Criticise the Welfare State', *Journal of Applied Philosophy*, 32, (2015): 393-409.

Martin O'Neill, 'Free (and Fair) Markets without Capitalism,' in Martin O'Neill and Thad Williamson (eds.), *Property-Owning Democracy, Rawls and Beyond*, (Oxford: Wiley Blackwell, 2012): 75-100 (e-book available online via library).

Ben Jackson, 'Property-Owning Democracy: A Short History', in Martin O'Neill and Thad Williamson (eds.), *Property-Owning Democracy, Rawls and Beyond*, (Oxford: Wiley Blackwell, 2012): 33-52 (e-book available online via library).

9. The Just State: Migration

Tutorials w/c 29th April

Required Tutorial Reading:

Lecture 1 (Apr 2)

The Just State: Migration (NM)

Summary:

Further Reading:

Lecture 2 (Apr 4)

The Just State: Migration (NM)

Summary:

Further Reading:

10. Course Review and Exam Preparation

Tutorials w/c 6th May

No required reading

Come prepared with substantive questions about the topics in the exam and/or with questions about exam technique.

Lecture 1 (Apr 30) Course Review (SH)

Summary: A look back through the structure and content of the course, highlighting key themes and offering a chance to reflect on what we have learned along the way and to ask questions.

Lecture 2 (May 2) Revision and exam technique (JV)

Summary: A close look at the structure of the exam and a discussion of how best to go about preparing for and writing your exam answers.