1. **Title of the module**

POLI8460 (PO846) – Global Political Economy

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA International Political Economy

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Develop an understanding of the main theories, concepts, and approaches to International Political Economy, as they developed in historical perspective, in order to contextualise and situate the main debates within the recent evolution of the global political economic system;
3. Understand key structures of the international economy (trade, investment, finance, monetary matters, development regionalization, globalization, democratization) and place these in a theoretical and historical context;
4. Develop in depth analyses of key concepts used in the explanation of each structure of the international political economy;
5. Demonstrate and evaluate the utility of different modes of explanation in international political economy, while contextualising this sub-discipline within the discipline of International Relations as a whole;
6. Inculcate a critical and reflexive attitude towards various schools, approaches, paradigms, and traditions of interpretation in international political economy.
7. Apply theoretical perspectives to case studies.
8. Find, select, analyse, and use empirical material relating to international political economy;
9. Understand the scope and limits of extant theoretical concepts in light of developments in the globalizing international political economy;
10. Recognize the normative dimensions of choices about the allocations of resources, and the tools of governance in the international political economy.
11. Develop a more critical view of the capacities and limits of contemporary economic analysis and its policy implications.
12. Develop a degree of familiarity with the narrative of change in the post-war world economy
13. **The intended generic learning outcomes.  
    On successfully completing the module students will be able to:**
14. work with theoretical knowledge and apply theory to key policy issues
15. undertake analysis of complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments
16. have a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices and thus be better positioned to develop their own solutions to international challenges.
17. be reflective and self-critical in their work
18. engage in academic and professional communication with others
19. have independent learning ability required for further study or professional work
20. use the Internet, bibliographic search engines, online resources, and effectively conduct research
21. **A synopsis of the curriculum**

The module explores doctrines of state-economy relations and theories of international political economy in order to equip students with a capacity to analyse the complexities of an ever-more dynamic global economy in ways that the disciplines of economics and international relations on their own cannot capture. Our focus is on the transformation of democratic capitalism from its emergence as an institutionalised social order in the 19th century, to its 20th century modalities (the post-WWII welfare state and the late 20th century neoliberalism) to its current form.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

* Thomas Oatley, International Political Economy (Routledge, 2013: 5th Edition)
* Darel E. Paul and Abla Amawi, The Theoretical Evolution of International Political Economy: A Reader\*(Oxford University Press, 2013: 3rd edition)
* Dani Rodrik, Straight Talk on Trade: Ideas for a Sane World Economy. Princeton University Press, 2017.
* Dani Rodrik, The Globalization Paradox. Norton & Company. 2011.

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Essay, 5000 words (100%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Lectures |  |  |  |  |  |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018