1. **Title of the module**

Law and Economy (LAWS9230/LW923)

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

Kent Law School

1. **The level of the module (e.g. 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 Credits)

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**

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.  
   On successfully completing the module, students will be able to:**
2. Demonstrate a systematic evaluation of the substantive, analytical, normative and empirical characteristics of economic sociology of law (ESL).
3. Demonstrate a comprehensive knowledge and understanding of how established techniques of research and enquiry are used to create and interpret knowledge in ESL, and an ability to critically analyse those techniques.
4. Demonstrate a critical awareness of how ESL differs from other approaches to the legal and the economic.
5. Demonstrate a critical awareness of historical and contemporary theoretical and policy problems around the world that have generated, and continue to inform, ESL.
6. Demonstrate originality in the application and synthesis of the above knowledge and understanding.
7. **The intended generic learning outcomes.  
   On successfully completing the module, students will be able to:**
8. Demonstrate a systematic knowledge and understanding in the form of an integrated, reasoned argument.
9. Critically identify and evaluate complex legal and policy problems according to their historical, political and legal context.
10. Demonstrate self-direction whilst carrying out independent further research, synthesising material from a variety of sources to inform a sustained and detailed argument.
11. Demonstrate a sophisticated ability to summarise detailed historical and conceptual material, recognising different positions that arise in the literature surveyed.
12. Critically analyse and evaluate the implications of the fact that legal forms arise and operate within complex historical and political conditions.
13. Critically analyse the economic, political and/or social implications of legal forms and remedies.
14. **A synopsis of the curriculum**

What causes us to forget that ‘the economy’ and ‘the law’ are made up of interacting human beings? Why does it matter? These are questions that are relevant to every person in every country. They are the questions that motivate the emergent field of Economic Sociology of Law (ESL), which takes sociologically-inspired approaches to relationships between the ‘economic’ (the production, distribution and consumption of goods and services) and the ‘legal’ (the use, abuse and avoidance of legal rules and institutions). In this module we systematically (that is, addressing the analytical, empirical and normative components) explore the limitations of orthodox legal and economic approaches, and examine how Economic Sociology of Law might compensate for them. There is a strong practical and empirical emphasis, and examples are drawn from current events and policy from all over the world.

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

Birla, R. Stages of Capital: Law, culture and market governance in late colonial India (Duke University Press, 2009)

Cooter, R. and Ulen, T. Law and Economics 6th Edition (Pearson, 2011).

Cotterrell, R. The Sociology of Law: An Introduction 2nd Edition (Butterworths, 2005).

Planet Money, National Public Radio podcast <http://www.npr.org/money

Polanyi, K. The Great Transformation 2nd Edition (Beacon Press, 2001).

Zelizer, V. Economic Lives: How Culture Shapes the Economy (Princeton Press, 2010)

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 180

Total study hours: 200

Some teaching sessions may, where appropriate, be completed solely via Moodle to allow flexibility in content and location.

1. **Assessment methods.**

13.1 Main assessment methods

100% coursework, comprising, either:

An Essay, 5000 words (100%)

An Essay, 4000 words (80%) and presentation, in pairs, five minutes per person (20%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures /Seminars | X | X | X | X | X | X | X |  | X | X | X |
| Private Study | X | X | X |  |  | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay (100%) | X | X | X | X | X | X | X | X | X | X | X |
| **Or** |  |  |  |  |  |  |  |  |  |  |  |
| Essay (80 %) | X | X | X | X | X | X | X | X | X | X | X |
| Presentation (20%) | X | X | X | X | 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**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, the lecture/seminars will not be recorded, as they are heavily discussion-based.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

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

Canterbury

1. **Internationalisation**

Contemporary intersections between law and economy always have an international dimension. This module enhances the international-focus by ensuring that the existence and importance of multiple perspectives are placed at its centre.

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**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6 & 7 cover sheet) |
| 27/01/2019 | Major | September 2019 | 8, 9, 10, 12, 13, 14, 15, 17 |  |
|  |  |  |  |  |