**School of Government**

**Summary of Modules on offer for Exchange Students**

***Polsis Modules***

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| Second Year – Semester 1 Modules | Second Year – Semester 2 Modules |
| 1. LI Comparative Politics (Semester 1 Basket A) 29356 2. LI Global Governance (Semester 1 Basket D) 27732 3. LI History of Political Ideas (Semester 1 Basket D) 37483 4. LI International Relations Theory (Semester 1 Basket B) 20900 5. LI Research Design (Semester 1 Basket C) 37482 | 1. LI Feminist Political Ideas (Semester 2 Basket F) 29303 2. LI Globalisation, Capitalism & Welfare (Semester 2 Basket F) 37042 3. LI International Politics of East Asia (Semester 2 Basket G) 31213 4. LI International Relations of the Middle East (Semester 2 Basket I) 29292 5. LI International Security (Semester 2 Basket E) 20903 6. LI Politics of Sustainable Development (Semester 2 Basket I) 37826 7. LI Post-Colonial Britain (Semester 2 Basket E) 37828 8. LI Russian Politics (Semester 2 Basket E), 36027 9. LI Digital Democracy (Semester 2 Basket G) 40164 |

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| Final Year – Semester 1 Modules | Final Year – Semester 2 Modules |
| 1. LH China: State and Society 2. LH The Diplomacy of the Arab-Israeli Conflict, 27327 3. LH Global Security, 36022 4. LH International Negotiation, 37821 5. LH Issues in US Domestic Politics, 23878 6. LH Parties & Voters across the Globe, 36025 7. LH Rising Powers & Global Order, 36026 8. LH Parliamentary Studies, 32399 9. LH Social Justice and Politics 10. LH The Politics of Gender, Sex and Sexuality 11. LH The Politics of Memory | 1. LH Challenges to Liberal Democracy in Europe, 36016 2. LH Corruption & Clientelism, 36018 3. LH Environment & Climate Politics: From Global to Local, 36020 4. LH Politics of South Asia 5. LH Regionalism in the Global South 6. LH Understanding Migration, 36029 7. LH Statelessness and Citizenship 8. LH Strategy, Leadership and Foreign Policy 9. LH Understanding Brexit |

**School of Government**

***POLSIS modules on offer for Exchange Students***

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| **Second Year - Semester 1 Modules** |
| 1. **LI Comparative Politics, 29356** |
| POLSIS, Semester One, Basket A  This module will compare politics and society across Europe and around the world, with a focus on key topics such as democracies, empire, identity, voters, elections, and political parties. It also analyses contemporary issues such as populism, technocracy, and policies to address important issues such as climate change and migration. Students will become familiar with different conceptual and methodological approaches and study a variety of countries to understand similarities and differences across political systems and cultures.  The module will be delivered by one two-hour session followed by one seminar (in smaller groups) each week. Two-hour sessions will provide a broad thematic overview and introduction to the topic and issues of the week, which by definition is not exhaustive; students should follow this up by targeted reading aimed at developing their own views on the material covered in class. Seminars will provide an opportunity for students to discuss a series of key questions originating from the sessions and set readings. Both, lectures and seminars will make use of different forms of exercises throughout the year. Many, if not most, of these exercises will make little sense without the prior reading in mind.  By the end of the module students should be able to:  Display a familiarity with some of the most widely used theoretical and methodological perspectives in the field of comparative politics and an ability to relate them to the practice of political phenomena in the contemporary world;  Analyse the differences between political systems, institutions and party systems across the globe;  Apply the frameworks of comparative politics to specific case studies;  Understand the strength and weaknesses of the comparative method.  Indicative topics:  Introduction to the module;  How to compare? The Comparative Method;  What to compare? Structures, actors & policies;  Political Cultures & Identity;  (Non-)Democratic Rule;  Transformation & Democratisation;  Citizens & Voters;  Elections & Parties;  Populism & Technocracy;  Government & Policies.  Indicative readings:  Rod Hague, Martin Harrop, John McCormick (2016) Comparative government and politics: an introduction  Todd Landman & Edzia Carvalho (2017) Issues and methods in comparative politics: an introduction  Arend Lijphart (2012) Patterns of democracy: government forms and performance in thirty-six countries  Assessments: 1 x 1,000 word literature summary (25%), 1 x 2,500 word essay (75%) |
| 1. **LI History of Political Ideas, 37483 (20 credits)** |
| POLSIS, Semester One, Basket D  This module introduces students to the history of political ideas, and proceeds through a critical evaluation of the major canon of political thought, from the early modern period (Machiavelli) to the late 19th Century (Nietzsche). The module allows students to consider a sequence of historical political thinkers and texts, whilst at each stage we ask: are their recommendations for political life either desirable or persuasive? Why should visions of the political differ so greatly? And are the problems of these historical thinkers still ‘our own’? In the process of introducing political theory by means of its historical development, students are provided with the capacity to begin to use a range of key concepts effectively (including sovereignty, revolution, imperialism, and exploitation; the common good, rights, liberty, racial, sexual and social justice).  By the end of the module students should be able to:  Understand how key political thinkers fit within a historical development of political thought;  Use political theoretical concepts to assess the work of those thinkers;  Use their understanding of the history and development of political thought to develop their own thinking of key political theoretic concepts.  Indicate lecture topics:  Old and New Approaches to the History of Political Ideas;  John Locke;  Jean-Jacques Rousseau;  Edmund Burke;  Alexis de Tocqueville;  Karl Marx;  John Stuart Mill.  Indicative reading:  Rousseau, The Social Contract;  Burke, Reflections on the Revolution in France;  Mill, On Liberty.  Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI International Relations Theory, 20900** |
| POLSIS, Semester One, Basket B  This module deepens students' understanding of International Relations theory, and introduces them to some of the discipline's most debated issues. Through in-depth discussions of problems and themes of past and current international relations, students are invited to stand critical of different theoretical approaches, their claims and methods, and the impact they have on knowledge of practice of international relations.  By the end of the module students should be able to:   * Differentiate between various approaches to the analysis of international relations and specific issues within it; * Discuss and appraise various theoretical claims and stand critical of their impact on the study and practice of international relations; * Analyse a particular problem of international politics in a theoretically consistent manner.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI Research Design, 37482 (20 credits)** |
| POLSIS, Semester One, Basket C  This module supports the ongoing development of analytical and research skills and prepares students for undertaking a dissertation in the final year. It will provide students with the opportunity to learn about and explore a range of approaches, research questions and methodologies used in the study of politics and international relations. In so doing this module will enable students to develop a critical understanding of the processes involved in designing a research project in political and international relations and prepare them for writing their own original research proposal.  By the end of the module students should be able to:  Understand and be able to apply a range of methodologies;  Have a detailed understanding of the research process;  Understand how to collect and analyse data and construct and support a sustained argument;  Understand why the disciplines of political science and international relations are characterised by diversity and pluralism.  Assessments: 1 x 1,200 word research proposal (30%) 7 x in class tests (10% each) |
| 1. **LI Global Governance, 27732 (20 credits)** |
| POLSIS, Semester One, Basket D  Global Governance is a very salient issue on the international agenda: it refers to the rule making efforts to sustain cooperation in order to address global problems or concerns. Increasingly the world has to deal with security threats, financial breakdown, development concerns and deteriorating environmental conditions. States try to coordinate their efforts to respond to these challenges through the establishment of international institutions like the UN, the WTO and the treaties governing environmental change. However, states have enjoyed a varying degree of success in setting up institutions to govern common problems, and therefore non-state actors have increasingly been involved in providing intellectual and financial resources to deal with international problems.  This course reviews both state and non-state structures and efforts to resolve common problems of mankind in the areas of security, economy, development and environment. The first few weeks will be focused on conceptual and historical issues. How do we understand governance? How do international institutions and other actors contribute to the provision of governance? We then move on to examine specific areas of governance and focus on the drivers of progress and the constraints encountered by relevant stakeholders in the areas of security, economy, development and ecology. Common themes throughout feature: conflict between North and South; the ability of institutions to contribute to successful cooperation between states; the role of non-state actors in contributing to governance solutions and their relationship to states; the ability of states and non-state actors to show leadership and to overcome challenges.  The teaching methods for this module involve two-hour interactive lectures, as well as seminars that cover some aspects of each week’s topic in more detail. There is usually 2 required readings that students are expected to complete before the lecture. There are two assignments, a 1,000 word extended essay plan, and an end-of-term 3,000 word essay. There is support for completing the assignments on canvas, and we will spend some time on assignment preparation during the teaching sessions.  By the end of the module students should be able to:  Analyse critically debates and issues relevant to the study of global governance and international institutions;  Engage in constructive discussion about contemporary and historical issues in global governance, and contextualise these discussions with reference to the practices of international relations;  Evaluate the efficacy of governance structures and formulate considered proposals for reform;  Critically evaluate the role of states, international institutions and civil society in achieving or constraining effective governance;  Articulate, concisely and persuasively, both verbally and in writing, issues and policy initiatives in global governance;  Facilitate the development of transferable academic skills including the ability to conduct independent research, the ability to communicate ideas effectively, both verbally and in writing, and the ability to present planned research to an audience of peers.  Indicative weekly topics:  The Evolution of Global Governance;  Governance in International Relations;  Actors in governance: states, institutions, and non-state actors;  Rising powers and Global Governance;  Populism and Global Governance;  Security Governance;  Health Governance;  Climate Governance;  Development Governance;  Trade Governance.  Taster reading:  Links to an external site.Culp, Julian, 2016, ‘How irresponsible are rising powers?’, Third World Quarterly 37(9): 1525-1536, available at https://www.tandfonline.com/doi/abs/10.1080/01436597.2016.1166046Links to an external site.  Further readings:  Module textbook: Weiss, Thomas and Rorden Wilkinson (eds), 2014, International Organization and Global Governance, London: Routledge  Grant, Ruth, and Robert Keohane, 2005, ‘Accountability and Abuses of Power in World Politics’, American Political Science Review 99(1): 29-43  Lesage, Dries, Peter Debaere, Sacha Dierckx and Mattias Vermeiren, 2013, ‘IMF reform after the crisis’, International Politics 50(4): 553-578  Baldwin, Richard, 2016, ‘The World Trade Organisation and the future of multilateralism’, Journal of Economic Perspectives 30(1): 95-116  Spash, Clive, 2017, ‘This changes nothing: the Paris Agreement to ignore reality’ Globalizations 13(6): 928-933  Brands, Hal, 2017, ‘US grand strategy in an age of nationalism: fortress America and its alternatives’, The Washington Quarterly 40(1): 73-94  Kahler, Miles, 2013, ‘Rising Powers and global governance: negotiating change in a resilient status quo’, International Affairs 89(3): 711-729  Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| **Second Year - Semester 2 Modules** |
| 1. **LI Feminist Political Ideas, 29303** |
| POLSIS, Semester Two, Basket F  Feminist political ideas are hugely diverse, critical, and necessarily engaged: they seek to change our thinking, how we look at the world and the way we live. This module explores the development, richness, and diversity of western feminist political ideas in their own terms. The module concentrates on the way in which feminist ideas (1) challenge and revise traditional political thinking, (2) have made rich contributions to our understanding of political concepts, knowledge and the nature of oppression, and (3) can inform how we live and do things.  Although the module proceeds chronologically in its examination of the development of feminist political thought, each session will examine the contributions that feminists have made to the understanding of specific concepts, such as equality, sex, power, work, family, emotion, care, difference, intersectionality, body, gender, subject, presence, inclusion, representation, freedom and agency. The module also pays attention to the (continuing) disagreements between feminists. In so doing, you will consider the issue of what constitutes feminist thinking, and who or what forms the proper subject of feminist analysis.  We explore exciting and important topics and questions, including: Is pornography inherently oppressive? Does equality mean treating people the same or differently? Why is caring a political matter? How should we understand sexual violation and rape? How can we understand rising rates of male suicide? Is femininity the biggest obstacle to women’s freedom? Where and why can we see white privilege and racism in feminist political ideas? How should be power exercised in feminist classrooms? Are women still treated as Other? Is feminism compatible with respect for cultures? Why are some women so preoccupied with their appearance and beauty? Why are women (and other marginalised groups) underrepresented politically, within business, and at senior levels within universities? What do we mean by freedom? Is there no necessary connection between sex and gender? Can feminists claim to speak for all women?  If you take this module you will learn about feminist ideas but you will also practice them yourself. You will be encouraged to share personal experiences and connect those experiences to feminist political ideas. As such, students will build and participate in a feminist classroom, which is intended to provide an open yet safe space in which everyone can speak and be heard. You will also be encouraged to think about how your background, status, identities and experiences shapes your approach to feminist ideas. This means that you will develop a practical as well as theoretical understanding of the vibrancy and challenge of feminist ideas, especially in relation to method and pedagogy.  By the end of the module students should be able to:   * Demonstrate an understanding of key strands of feminist political theory; * Critically reflect on the connection between feminist concepts and personal lived experience; * Evaluate how feminist thinkers have challenged and revised traditional political ideas; * Analyse contemporary political issues using feminist ideas.   Indicative topics:   * Theory & Practice; * Equality & Rights; * Existence & Other; * Sex & Power; * Work & Family; * Intersectionality & Difference; * Care & Emotion; * Bodies & Subjects; * Presence & Inclusion; * Injury & Agency.   Indicative readings:   * Hooks, b. (2000) *Feminism is for Everybody,*Pluto Press; * Ahmed, S. (2017) *Living a Feminist Life,*Duke University Press; * Weeks, K. (2009) “Hours for what we will: Work, Family & the Move for Shorter Hours, *Feminist Studies;* * Mohanty, C. (1988) “Under Western Eyes: Feminist Scholarship and Colonial Discourse”, *Feminist Review,*30; * Banet-Weiser, S. Gill, R. Rottenburg, C. (2020) “Post-feminism, popular feminism and neoliberalism”, *Feminist Theory,*21.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI Digital Democracy, 40164 (20 credits)** |
| POLSIS, Semester Two, Basket G  This module introduces students to the subject of Digital Democracy and adjacent topics, including (but not limited to) political participation and civic engagement; mobilisation; social movements and digital activism; electoral campaigns; equality, diversity and inclusion online as well as hate speech and online violence, and different forms of political campaigning. We will contextualise the concepts of representation, legitimation, and accountability in the Internet age and empirically investigate their different manifestations today, looking at a range of political ‘actors’, e.g., governments, political parties, civil society actors as well as bots, trolls, and AI. We will work on specific, real events and cases, with suggestions from students. The module will follow an issue-based structure, i.e., each session focuses on specific cases, introducing students to both theoretical and empirical questions relevant to the respective topic.  At the end of the module the student should be able to:   * understand and critically apply theoretical approaches to digital era representation, legitimation, and accountability. * describe and interpret the opportunities and risks of digital technologies for democratic processes. * critically analyse current events and phenomena related to Digital Democracy as empirical case studies.   Assessments: 1 x oral presentation (25%), 1 x 2,500 word essay (75%) |
| 1. **LI Globalisation, Capitalism & Welfare, 37042** |
| POLSIS, Semester Two, Basket F  This module will be at the intersection of comparative politics and comparative political economy. It will employ the comparative method and theories of analysing and classifying advanced economies (varieties of capitalism) and public policy (welfare models). The module will be of interest mainly for comparative politics and political economy students. Its focus will be global by focusing on advanced economies of the West (USA and EU) and non-western economies such as Latin American countries and Asian countries.  The module fills a gap in the existing offering of modules by providing an in-depth analysis of two key theoretical models of comparative political economy (varieties of capitalism) and comparative politics/public policy (welfare state regimes) covering a wider range of case studies.  By the end of the module students should be able to:   * Critically evaluate the crucial role played by `non-economic' institutions in the governance of Welfare State models; * Critically compare and contrast the different approaches to the study of capitalist and welfare diversity; * Critically apply conceptual and theoretical approaches to empirical case studies.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI International Politics of East Asia, 31213** |
| POLSIS, Semester Two, Basket G  In this module, students will learn about key states involved in contemporary East Asian politics. Specifically, they will examine the role of the United States, Japan, China, South Korea and key regional institutions. The module will also explore core themes and issues in the international politics of East Asia, which may include domestic and regional security issues, economic cooperation.  By the end of the module, students should be able to:   * Identify and analyse the key factors and structures involved in contemporary East Asian politics; * Demonstrate knowledge of issues affecting the international politics of East Asia; * Analyse the inter-relationship of inter-state, sub-state, and intra-regional dimensions of the international politics of East Asia; * Appraise developments in East Asia on the basis of primary and secondary sources, including web-based ones; * Use effectively, as appropriate, concepts drawn from international relations.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI International Relations of the Middle East, 29292** |
| POLSIS, Semester Two, Basket I  This module aims to provide an introduction to the contemporary Middle East through a rigorous engagement with theories of international relations. The module places the Middle East in its international context, exploring histories of empire and decolonisation, hegemony and resistance, conflict and cooperation, as well as identity and foreign policy. Attention will also be paid to key themes in international relations, such as transnationalism, globalisation and regionalism, security and threat, gender and ideology. The debate on the features of a regional sub-system and foreign policy analysis will be examined through the process of Arab regional integration and the Arab-Israeli conflict. By taking this module, students will be able to engage in more specialised study of the region, either in whole or in part.  By the end of the module students should be able to:   * Familiarise themselves with the history, key concepts, and perspectives relating to the development of the study of international relations in the Middle East; * Familiarise themselves with the individual history and politics of the Arab states of North Africa, the Levant, and the Gulf as well as Turkey, Israel, and Iran within the context of colonialism, the Cold War, and the post-Cold War periods; * Familiarise themselves with influential paradigms and concepts of international relations theory used to study the Middle East in its international context; * Critically engage with how the principal literature associated with the study of international relations in the Middle East relates to broader concepts and theories of international relations.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI International Security, 20903** |
| POLSIS, Semester Two, Basket F  This module will be at the intersection of comparative politics and comparative political economy. It will employ the comparative method and theories of analysing and classifying advanced economies (varieties of capitalism) and public policy (welfare models). The module will be of interest mainly for comparative politics and political economy students. Its focus will be global by focusing on advanced economies of the West (USA and EU) and non-western economies such as Latin American countries and Asian countries.  The module fills a gap in the existing offering of modules by providing an in-depth analysis of two key theoretical models of comparative political economy (varieties of capitalism) and comparative politics/public policy (welfare state regimes) covering a wider range of case studies.  By the end of the module students should be able to:  Critically evaluate the crucial role played by `non-economic' institutions in the governance of Welfare State models;  Critically compare and contrast the different approaches to the study of capitalist and welfare diversity;  Critically apply conceptual and theoretical approaches to empirical case studies.  Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LI The Politics of Sustainable Development, 37826** |
| POLSIS, Semester Two, Basket I  Sustainable development is a concept suggesting that it is possible to achieve environmental sustainability in our current market-based and growth-focussed society. This module interrogates the introduction of the concept, its quick ascent to the forefront of politics, and its critiques. We will consider how sustainable development shapes environmental politics across local, national and international scales, and interrogate sustainable development strategies and programmes developed by different ‘actor constellations’, such as for example states, the private sector, non-governmental organisations and individuals.  This will give you as a student a deeper understanding of how sustainable development is interpreted and imbued with different kinds of knowledge and priorities. You will develop an understanding of a range of concrete strategies and initiatives developed in the name of sustainable development, from international environmental agreements via governmental regulation to corporate greenwashing tactics. You will critically analyse the effectiveness and consequences of such strategies, and you will also engage with critical perspectives challenging the possibility of sustainable development.  By the end of the module students should be able to:   * Demonstrate a detailed understanding of sustainable development and related concepts, including how they are imbued with different kinds of knowledge and priorities for different actor constellations; * Examine competing theories on the possibility of sustainable development within our current capitalist economy; * Examine sustainable development projects and strategies across scales, and assess their contribution to environmental sustainability.   Indicative topics:   * The History of Sustainable Development; * Sustainable Development in our Current Capitalist Economy; * Between Green Growth and Degrowth; * Gender and Sustainable Development; * Global North vs Global South: State Responses to Sustainable Development; * International Environmental Agreements; * Between Corporate Net-zero Strategies and Greenwashing Tactics; * NGOs and Sustainable Development.   Indicative readings:  Books:   * Meadows, D. (2012) Limits to Growth: The 30-year Update; * Huesemann, J. and Huesemann, M. (2011) Techno-Fix: Why Technology Won't Save Us Or the Environment; * Dryzek, J. (2013) The Politics of the Earth: Environmental Discourses.   Journal articles:   * Demaria, F. et al. (2013) What is Degrowth? From an Activist Slogan to a Social Movement. *Environmental Values;* * Spash, C. (2016) This Changes Nothing: The Paris Agreement to Ignore Reality. *Globalizations;* * Jordan, A. (2008) The Governance of Sustainable Development: Taking Stock and Looking Forwards. *Environment and Planning C: Government and Policy.*   Assessments: 1 x 1,000 word reflective paper (25%), 1 x 2,500 word essay (75%) |
| 1. **LI Post-Colonial Britain: Race, Identity & Belonging, 37828** |
| POLSIS, Semester Two, Basket E  The experience of ethnic minorities today is rooted in the colonial past. This module seeks to explore the societal dissonance that exists within modern democratic states. This dissonance centres on the fear of the ‘other’ and co-constitutes the ‘self’, resulting in consequences such as xenophobia and populism. This module explores the impact of colonial structures and provides a historical overview of the progression from race relations to identity politics.  By the end of the module students should be able to:   * Engage critically with key texts on race, identity, and post-colonialism; * Gain an understanding of lived experiences of ethnic minorities; * Demonstrate an understanding of the roots of current social movements.   Assessments: 1 x 1,000 word essay (25%), 1 x 2,500 word essay (75%) |
| 1. **LI Russian Politics: From Revolution to Putin, 36027** |
| POLSIS, Semester Two, Basket E  This module focuses on Russia and its distinctive political systems, from the Russian revolution to Putin’s presidency. In doing so, the module will analyse the defining features of the political regimes of the USSR and post-Soviet Russia. The module will also examine continuities and discontinuities between the USSR and post-Soviet Russia in terms of domestic developments and foreign policies. The module will consider Russia’s relations with other post-Soviet states, especially Ukraine, and their implications for Russia’s domestic politics and international status.  By the end of the module students should be able to:   * Demonstrate a systematic understanding of the key pillars of the political systems in the USSR and post-Soviet Russia and their interplay with Soviet/Russian foreign policies; * Identify the pattern of continuity and change between the USSR and post-Soviet Russia with regard to domestic developments and foreign policies; * Critically analyse the dominance theories and concepts used to analyse the USSR and contemporary Russia’s politics and Russia’s policy in the post-Soviet space; * Develop in-depth understanding of Russian realities and specificity.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| **Final Year - Semester 1 Modules** |
| 1. **LH The Diplomacy of the Arab-Israeli Conflict, 27327** |
| POLSIS, Semester One  The module is concerned with understanding the causes, dynamics and consequences of the Arab-Israeli conflict, with focus on diplomacy and the role of third party mediation. The first part of the module will deal with the historical origins and the development of the conflict to the establishment of Israel in 1948. The second part will focus on approaches to conflict resolution and in particular mediation. The final part of the module will examine in detail the role of third parties in the evolution of the conflict and the efforts to resolve it through various forms of third party intervention, from the first armistice agreements to the Israeli-Palestinian peace process.  By the end of the module students should:   * Develop knowledge of the key theoretical questions regarding conflict resolution and mediation. * Show an understanding of the key diplomatic and political developments in the Arab-Israeli conflict. * Identify and evaluate the contribution of different third parties to the evolution of the conflict; critically assess their records of intervention. * Think critically about subject matters; identify and address key issues in the modern political history of the Middle East; use both diplomatic and political histories of the region to construct explanations of key developments.   Assessments: 1 x 2,000 word essay (50%), 1 x 90 minute exam (50%) |
| 1. **LH Global Security, 36022** |
| POLSIS, Semester One  This module examines different approaches to analysing security dynamics and issues in the post-Cold War world. It encourages students to reflect on the analytical and ethical assumptions that shape security thinking and practice in contemporary global politics. It does so by focusing on key security institutions and actors, by discussing theories which have been used to make sense of global security, and by examining prominent security issues of our time.  By the end of the module students should be able to:  Demonstrate understanding of a variety of theoretical approaches to security;  Analyse real-world cases in light of this understanding, while showing awareness of historical and political context;  Think critically about how security functions in global politics, and engage with relevant intellectual and policy debates.  Indicative lecture topics  Week 1 - What is Global Security?  Week 2 - State Security and National Interest;  Week 3 - National Identity and Ideational Contest;  Week 4 - Securitization;  Week 5 - Critical Approaches to Security;  [Week 6 - Independent Study Week];  Week 7 - US Grand Strategy and World Order;  Week 8 - Security in Europe;  Week 9 - Non-Western Security;  Week 10 - The Implications of 'Rising China';  Week 11 - Global Threats.  Indicative reading:  <https://birmingham-primo.hosted.exlibrisgroup.com/permalink/f/vmc2c6/44BIR_ALMA_DS51216902490004871>  Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LH International Negotiation, 37821** |
| POLSIS, Semester One  This module focuses on the theoretical and practical aspects of international negotiations. It will first cover how international negotiations are conducted and link negotiation analysis to International Relations theories. It will then focus on particular conceptual issues in negotiations, such as power, leadership and justice, as well as negotiation tactics and strategies. These concepts will be explored in the context of case studies of real world negotiations in the fields of security, trade, development and environment. Finally, the course will include a practical element through a negotiation simulation, where students can get some hands-on experience with both formulating negotiating positions and engaging in a negotiation process. The negotiation simulation will be aided by a software package so that students can engage with the negotiation simulation both in class and outside.  The teaching methods for this module involve two-hour interactive lectures, as well as seminars that cover some aspects of each week’s topic in more detail. There is usually 2 required readings that students are expected to complete before the lecture. During the weeks where the simulation takes place, lectures will be one hour, and will discuss case studies that showcase the concepts discussed in previous weeks, and the negotiating sessions will take place for two hours. There will only be one assigned reading during these weeks so that students can focus on the negotiation process itself.  There are two assignments for this module, which link up the theoretical content and the simulation. The first assignment is formulating a negotiating position prior to the simulation (2,000 words) and the second assignment is a reflective journal on the process and outcome of the negotiation process (2,000 words). There will be support for assignment preparation on canvas, and we will spend some time on this during the teaching sessions as well.  By the end of the module students should be able to:  Describe the particular nature and complexities of international negotiations;  Explain why different negotiation strategies are chosen by negotiators;  Complete the process of formulating a negotiating position;  Critically reflect on the impact of different negotiation strategies on negotiation outcomes.  Indicative topics:  International Negotiation in International Relations;  The process of international negotiation;  Power in International Negotiations;  Negotiating strategies and outcomes;  Mediation and leadership;  Cultural and psychological aspects of negotiation;  Case study 1: two level games and Brexit Britain;  Case study 2: power and small island states in climate negotiations;  Case study 3: coercive diplomacy: EU sanctions targeting Russia;  Negotiation simulation debrief and assignment preparation.  Indicative readings:  Taster reading:  Fisher, Roger and William Ury, 1982, ‘Getting to yes: negotiating agreement without giving in’, London: Hutchinson, available at main library;  Dur, Andreas and Gemma Mateo, 2010, ‘Choosing a bargaining strategy in EU negotiations: power, preferences and culture’, Journal of European Public Policy 17(5): 680-693  Further readings:  Trommer, Silke, 2017, ‘Post-Brexit Trade policy autotomy as pyrrhic victory: being a middle power in a contested trade regime’, Globalizations 14(6): 810-819;  Narlikar, Amrita, 2010, Deadlocks in multilateral negotiations: causes and solutions, Cambridge: CUP;  Karlsson, Christer, et al, 2012, ‘The legitimacy of leadership in international climate change negotiations’, AMBIO 41(supplement 1): 46-55;  Odell, John, 2009, ‘Breaking Deadlocks in international institutional negotiations: the WTO, Seattle and Doha’, International Studies Quarterly 53(2): 273-299.  Assessments: 1 x 1,000 word coursework (25%), 1 x 2,500 word coursework (75%) |
| 1. **LH Issues in US Domestic Politics, 23878** |
| POLSIS, Semester One  This module surveys the key political issues within domestic U.S. politics in the competing light of economic and political explanations of the dynamics of US domestic policy. These issues include Participation/Non-participation, Campaign Finance, Direct Democracy, Gun Control, Immigration, Affirmative Action, Healthcare, Welfare, Capital Punishment, the role of Religion, Abortion, Drugs, Homeland Security, Drugs and Gay Marriage.  By the end of the module students should be able to:  Provide an overview of core issues and controversies within U.S. domestic politics  Demonstrate, critical understanding of underlying debate over the role of competing explanations (ideology, culture war, religion, economic) on U.S. politics  Demonstrate a critical understanding of the role of the economy in the dynamics of U.S. politics  Communicate a detailed understanding of how the system of checks and balances at the centre of its system of government attempts to resolve competing interpretations of the constitution  Assessments: 1 x 1,000 word briefing paper (25%), 1 x 3,000 word essay (75%) |
| 1. **LH Parties & Voters across the Globe, 36025** |
| This module focuses on elections, voting and party systems. It examines the main theoretical approaches to the study of voting behaviour and political parties. Drawing on examples from across the globe, the module encourages students to compare and contrast the experiences of parties, politicians and voters in different contexts. Topics covered will vary, but may include electoral behaviour, political campaigning, the features of political parties and the stability or otherwise of party systems.  By the end of the module students should be able to:   * Identify, analyse and evaluate different explanations of voting behaviour; * Investigate and critically assess how campaigning shapes elections; * Identify, analyse and evaluate the main theories explaining electoral performance of parties and candidates in a variety of national cases from across the globe; * Compare and contrast the form and content of parties and party systems from a variety of different geographical regions.   Indicative topics:   * Electoral Systems and Electoral Manipulation; * Political Parties: Role, Organization and Membership; * Cartel Party Model and Party Financing and Party Systems I: Western Europe; * New Political Parties and Party Systems II: Central and Eastern Europe; * Party Systems III: Latin America; * Party Systems IV: Africa and East Asia; * Turnout; * Party Choice: Columbia and Michigan Schools; * Spatial vs Valence: Issue voting, party performance and leaders; * Campaigning I: Traditional Methods; * Campaigning II: Campaigning in the Digital Age.   Indicative readings:   * Baker, A., B. Ames and L. Renno (2020)*Persuasive Peers: Social Communication and Voting in Latin America*, Princeton: Princeton University Press; * Bleck, J. and N. van de Walle (2018) *Electoral Politics in Africa since 1990: Continuity in Change*, Cambridge: Cambridge University Press; * De Vries, C. and S. Hobolt (2020) *Political Entrepreneurs: The Rise of Challenger Parties in Europe*, Princeton: Princeton University Press; * Green, D. and Gerber, A. (2008) *Get out the Vote! How to increase voter turnout*, 2nd Edition, Washington DC: Brookings Institution Press; * Green, J. and W. Jennings (2017) *The Politics of Competence: Parties, Public Opinion and Voters*Cambridge: Cambridge University Press; * Haughton, T. and K. Deegan-Krause (2020) *The New Party Challenge: Changing Cycles of Party Birth and Death in Central Europe and Beyond*, Oxford: Oxford University Press; * Lupu, N. (2016) *Party Brands in Crisis: Partisanship, Brand Dilution, and the Breakdown of Political Parties in Latin America*Cambridge: Cambridge University Press; * Scarrow, S. (2015) *Beyond Party Members. Changing Approaches to Partisan Mobilization* Oxford: Oxford University Press.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LH Rising Powers & Global Order, 36026** |
| POLSIS, Semester One  This module enables students to gain an understanding of the international behaviour of the so-called ‘rising powers’, and their impact upon the governance issues in contemporary international politics. The concept of ‘rising power’ is problematised and examines those states engaged in the BRICS, IBSA, the G20 and BASIC.  By the end of the module students should be able to:  Define and critically reflect upon the role of the domestic, regional and international determinants of the foreign policies of key rising powers;  Analyse critically how the rising power states impact upon key contemporary themes of climate change, UN reform, global security, global economic governance and normative change;  Assess critically the impact of non-state actors on global politics;  Situate theoretically and empirically the different ways of conceptualising ‘rising power’ in light of changes at local, national, regional and global levels.  Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 word assessment (75%) |
| 1. **LH Social Justice & Politics, 37824 (20 credits)** |
| POLSIS, Semester One  This module examines moral problems and debates in politics. It begins by introducing students to the role that moral concepts perform in politics and then goes on to explore recent moral controversies around issues such as rights and liberties, education and equality of opportunity, and economic inequality.  By the end of the module students should be able to:  Critically reflect upon and analyse moral and political problems; Have developed an in depth knowledge of theoretical material and critically analyse with confidence;  Demonstrate an in depth understanding and critically analyse key bodies of thought, to address challenging questions of method  Apply a deep understanding of the theoretical issues raised by contemporary politics.  Assessments: 1 x 1,000 word essay (25%), 1 x 2,500 word essay (75%) |
| 1. **LH Parliamentary Studies, 32399 (20 credits)** |
| This module involves a trip to Parliament.  This module aims to provide you with a detailed knowledge of how the UK Parliament works (in both theory and practice). Guest speakers from Parliament will complement traditional lectures and seminars to provide you with an in-depth knowledge of how the Houses of Parliament operates both in terms of formal procedures and in terms of informal cultures, traditions and relationships. The main focus of the module will be the UK Parliament but you will be encouraged to adopt a comparative approach when appropriate.  By the end of the module students should be able to:   * Demonstrate an in-depth understanding of how the UK Parliament works; * Provide theoretically-informed analyses of particular aspects of Parliament and parliamentary activity; * Present their research in a public-facing, engaging and accessible manner.   Indicative lecture topics are:   * Introduction and Parliamentary Research Skills; * The Politics of Parliament; * The Structure of Parliament; * Architecture, Tradition & Ritual in Parliament; * The Legislative Process; * The Role & Reform of Committees; * PMQs & Parliamentary Questions; * The Role of a Backbench MP; * Parliament, Equality & Representation; * Modernisation & Reform of Parliament.   Indicative reading:   * *Exploring Parliament;* * *Oxford Handbook of Legislative Studies.*   Assessments: 1 x 500 word Blog/Vlog post (25%), 1 x 3,000 word annotated research briefing (75%) |
| 1. **LH The Politics of Gender, Sex & Sexuality, 40167** |
| POLSIS, Semester One  The Politics of Gender Sex and Sexuality seeks to question our assumptions of what gender, sex and sexuality are, and how we perceive them. Through this module you will explore the different ways in which gender is political, addressing particular instances where gender, sex and sexuality illuminate power dynamics, the creation of the subject and other, and the co-constitution of the private and public self.  The politics of gender will be explored through topics where gender, sex and sexuality are most present in the world around us.  By the end of the module students should be able to:   * Have a deep understanding of the concept of gender and the various ways in which the concept has been employed in the study of international politics * Will be able to distinguish between gender as a category within the study of international relations and gender as an approach to the study of international relations. * Will be able to locate feminist international relations scholarship within a broader range of constructivist and critical approaches to international relations. * Will be able to critically interrogate a range of core concepts employed within the study of international relations and international politics, from the perspective on gender.   Assessments: 1 x 1,000 word essay (25%), 1 x 2,500 word essay (75%) |
| 1. **LH The Politics of Memory, 40165** |
| POLSIS, Semester One  Memory and remembrance of the past play an increasingly important role in politics and international relations. Political actors routinely appeal to a nation’s past to foster their causes and to legitimize a particular political order. At the same time, how and what to remember is fiercely contested between groups. Contestation over (perceived) past injustices is at the core of many interstate and ethnic conflicts. Finally, patterns and legacies of the past often persist in political attitudes and behaviours, often unbeknownst to those involved. This specialist module explores how historical memory and legacies play a role in shaping and explaining contemporary political phenomena, touching upon timely topics such as the rise of the far-right, racial justice and the legacy of colonialism, the challenge of remembering different pasts in increasingly diverse societies, and the historical roots of long-lasting conflicts. With a primary geographic focus on Europe and East Asia, the module combines both qualitative and quantitative approaches to the study of memory and draws on materials from a variety of disciplines including political science, IR, history, the humanities, and memory studies.  By the end of the module students should be able to:  Critically evaluate different methodological approaches to how the past continues to influence contemporary politics and international relations  Analyse how political actors use historical memory and the reasons for continuing contestation on remembrance  Critically evaluate of different approaches to present controversial topics of the past in different (civic) educational contexts  Assessments: 1 x 1,000 words written assignment (25%), 1 x 2,500 words written assignment (75%) |
| 1. **LH China, State & Society, 40163** |
| POLSIS, Semester One  China has emerged as a great power with a political system that differs from the Western model. An understanding of China’s history, government, and society holds significant importance for students who study comparative politics and international relations. This module seeks to unravel the intricate web of questions that arise when examining China’s political landscape. How does Chinese history affect contemporary politics? How do political institutions in China work? In what ways does Chinese society interface with the authoritarian state? How does domestic politics shape China’s role on the global stage? This module will address these critical issues and provide a comprehensive survey of Chinese politics.  By the end of the module the student should be able to:   * Critically evaluate different approaches to China’s political history, including revolutions, political movements, and political change * Critically engage with different approaches to China’s political institutions, process, and ideologies * Develop their own critical research that discusses different approaches on selected topics in Chinese politics   Assessments: 1 x 1000 word written assignment (25%), 1 x 2500 words written assignment (75%) |
| **Final Year - Semester 2 Modules** |
| 1. **LH Challenges to Liberal Democracy in Europe, 36016** |
| POLSIS, Semester Two  This module explores various ideological and political challenges posed to liberal democracy in Europe. We will consider both emerging and deep-seated challenges, touching on "democratic backsliding" and executive aggrandizement, issues of race and gender and their relationship with Liberal Democracy, corruption, as well as on the role of the media. We will also discuss the impact of the rise of "populist" parties on Liberal Democracy in Europe and the drivers of their success, the long-term impact of totalitarian regimes in 20th century Europe on democracy today, as well as the challenge posed by extremist grassroots groups and movements, particularly on the radical right. Finally, we will consider potential responses and reactions to these challenges.  Studying this module will involve participating in one two-hour lecture and one one-hour group seminar each week, working on the assignments, and keeping up with the essential readings. Every week, as part of the weekly group seminar, we will hold a Seminar Newsroom discussion. You will choose one European country to be the Newsroom country expert on and you will report every week on current affairs from your country of choice, whenever possible making a link to the weekly topic.  By the end of the module students should be able to:  Demonstrate a thorough knowledge of the deep-seated and emerging challenges to Liberal Democracy in Europe;  Identify and describe case studies evidencing the nature and features of these challenges;  Employ scholarly literature and primary sources to solve complex problems.  Indicative lecture topics:  What’s the matter with democracy? Understanding democratic backsliding and other syndromes;  Deep-seated challenges/1: Gender and democracy;  Deep-seated challenges/2: Race and democracy;  Deep-seated challenges/3: Capitalism and democracy;  Emerging challenges/1: Media, fake news and democracy;  Emerging challenges/2: Populism: the supply side (parties);  Emerging challenges/3: Populism: the demand side (voters);  Emerging challenges/4: Far-right extremist grassroots groups;  Explaining (un)democratic patterns: Historical legacies;  Reactions, pushbacks and progressive responses to democratic challenges.  Indicative readings:  Nancy Bermeo (2016). On Democratic Backsliding. Journal of Democracy 27: 1, pp. 5-19;  Leila Hadj Abdou (2016). Racism in Europe. A Challenge for DemocracyLinks to an external site.? In: Ünver Noi, A. and Toperich, S. (eds.): Challenges for Democracy in the European Union and its Neighbours. The Brookings Press;  Matthijs Rooduijn (2018). What unites the voter bases of populist parties? Comparing the electorates of 15 populist parties. European Political Science Review, 10(3), 351-368.  Assessments: 1 x 1,000 word country case report (25%), 1 x 2,500 word essay (75%). You will also be encouraged to submit a formative assessment to help you prepare for your long essay. |
| 1. **LH Corruption & Clientelism, 36018** |
| POLSIS, Semester Two  The module examines a ubiquitous dimension of politics: corruption and clientelism. The module explores corruption and clientelism in order to assess the scale and nature of corruption and the role of clientelism in different political systems. The module will combine theoretical, empirical and applied components: understanding corruption and clientelism is necessary for effective anti-corruption strategies. The module will focus on: first, theory and practice of corruption (e.g. what is corruption? what causes it? how do we measure it?) and, second, different forms of political clientelism that generate corruption. The module will offer a global perspective, including a range of case studies, such as China, Russia, Africa and Europe as well as analyse the role of the West both in combating and facilitating corruption around the globe.  By the end of the module students should be able to:   * Demonstrate the main theoretical approaches to corruption and clientelism; * Critically analyse forms of clientelism that generate corruption as well as strategies for combating corruption; * Identify and analyse case studies of corruption and clientelism, locating them in their appropriate theoretical and/or historical contexts; * Employ scholarly literature and primary sources to solve complex analytical problems.   Assessments: 1 x 1,000 word assessment (25%), 1 x 2,500 assessment (75%) |
| 1. **LH Environment & Climate Politics: From Global to Local, 36020** |
| POLSIS, Semester Two  Environmental deterioration is a huge challenge facing humanity. Climate change, habitat destruction, pollution and overconsumption are causing poverty, hunger, migration and the spread of disease for millions. Worse is expected in the future if we don’t act swiftly and decisively. This module interrogates the politics and practices of human interaction with the environment, focusing on both theoretical debates and case studies. The theory covered in the module focuses on how our relationship with the planet is socially constructed, and interrogates different approaches to solving environmental problems, including market based approaches and more radical green theories. The module also examines case studies in environmental politics; these may change from year to year but usually include issues like climate change, animal rights, sustainable development and the relationship between poverty and environment. These issues are covered from a global, national and local perspective.  By the end of the module students should be able to:   * Explain the role and impact of different actors in environmental case studies; * Analyse and evaluate key debates in local and global environmental politics; * Explain and critically reflect upon theories of environmental politics.   Indicative topics:   * Week 1: Nature and how we value it; * Week 2: Eco-ideologies; * Week 3: Inequalities in/and the environment; * Week 4: Conceptualising other-than-human species; * Week 5: Sustainable development and the Anthropocene; * Week 6: Independent Study week; * Week 7: Eurocentrism of eco-centrism? * Week 8: Ethics of environmentalism in non-Western contexts; * Week 9: Environmental justice in Asia; * Week 10: Environmental politics in practice; * Week 11: Green growth programmes.   Indicative reading:   * Doyle, T. and D. McEachern (2008) Environment and Politics (book); * Dryzek, J. (2013) The politics of the Earth: environmental discourses (book); * Robbins, P. et al (2014) Environment and Society: A critical introduction (book).   Assessments: 1 x 500 word essay (15%) then OPTION A: 1 x 3000 word essay (85%) OR  OPTION B: 1 x Piece of Creative Work equivalent to 2,000 words (50%) 1,000 word reflection (35%) |
| 1. **LH Strategy, Leadership and Foreign Policy, 36028** |
| POLSIS, Semester Two  This module examines how individuals and groups make foreign policy decisions and the real world effects that flow from these processes.  It combines insights from leadership studies, social psychology, military strategy, public policy and cultural analyses. Typical questions include: what makes a good leader? Why do smart people make bad decisions? How does strategy differ according to national and regional contexts? How can we evaluate strategic success or failure? How can global decision-making be improved?  As far as possible, it aims to combine theoretical insights with practical case studies and input from policymakers and practitioners.  By the end of the module students should be able to:   * Understand the theories and concepts used to explain strategy, leadership and foreign policy. * Think critically about how decisions are made and analyse how this process could be improved. * Demonstrate knowledge of the similarities and differences between strategic actors and how they respond to challenges.   Assessments: 1 x 2,000 word assessment (50%), 1 x 90 minute exam (50%) |
| 1. **LH Understanding Migration, 36029** |
| POLSIS, Semester Two  Human mobility has always been an important part of the human experience. As such, it is crucial to gain an understanding of the role of migration in contemporary political, economic and social systems. This module will take an interdisciplinary approach to the study of migration, covering a diverse range of geographic regions, such as the Middle East and Europe. It will engage in a range of theoretical approaches. This will enable the study of different forms of migration (e.g. labour and forced migration) and a variety of topics, including: mobility, borders, identity, inequalities, agency, and citizenship.  By the end of the module students should be able to:   * Demonstrate a systematic understanding of key debates about migration; * Apply this understanding of migration to real-world case studies in a critical way; * Draw on appropriate sources in order to effectively evaluate and communicate the impact of migration on social, political, and/or economic issues.   Assessments: 1 x 1,000 word media article (25%), 1 x 2,500 word assessment (75%) |
| 1. **LH Understanding Brexit: Identity and Euroscepticism in Europe, 31393 (20 credits)** |
| POLSIS, Semester Two  What were the conditions that led to Brexit? This module will critically examine not only the complex social, cultural, and political dynamics that led to the UK leaving the EU when other countries did not, but also the dynamics of power that shape what we know about Brexit. In this module, students will consider mainstream theoretical and methodological approaches to Brexit and Euroscepticism, alongside critiques employing feminist, queer, postcolonial, and critical race theory to unpack gendered, racial, and sexual hierarchies embedded in attitudes to European integration. The module will cover topics such as the historical drivers of the UK’s membership of the EU, national and European identity, party and media Euroscepticism, public opinion, and political campaigns. The module will therefore support students in analysing in-depth not only the long- and short-term factors that created the conditions for Brexit, but also to understand who and what is left out of the story of the UK’s membership of, and ultimate departure from, the EU. Through this, students will be able to consider the ways in which Brexit has shaped and will continue to shape (in)equalities in a post-Brexit UK in a post-Brexit Europe.  By the end of the module, students should be able to:  Identify the key short- and long-term factors behind Brexit and explore the complexity of attitudes towards EU.  Understand the structures of power that shape knowledge of Brexit and the UK’s relationship with the EU  Critically examine the role of intersectional inequalities related to class, gender, race, and sexuality in shaping the conditions of Brexit  Apply and evaluate key theoretical and methodological approaches to understanding the political and socio-cultural dynamics of Brexit and Euroscepticism.  Reflect on and interrogate the ways in which our theoretical and methodological approach shapes the kind of knowledge we produce about Brexit and, in turn, political outcomes  Assessments: 1 x 1,000 Reflective Piece (25%), 1 x 2,500 Word Essay (75%) |
| 1. **LH Statelessness & Citizenship, 37825 (20 credits)** |
| POLSIS, Semester Two  This is a module about identity, membership, rights, and duties. It is about issues and concepts such as discrimination, migration, and the aftermath of colonialism. By examining statelessness and citizenship, it raises questions about one of the most fundamental principles of modern politics. The module examines different approaches to the question of what makes someone a citizen, from both theoretical and empirical perspectives.  By the end of the module students should be able to:  Understand the realities of statelessness and some of the complex political, social, and legal realities surrounding it;  Interrogate the meanings of citizenship and develop their own, nuanced understandings of it;  Reflect on the reality of diverse experiences of citizenship.  Assessments: 1 x 2,500 word essay (50%), then 1 x 1,000 word policy brief (50%) |
| 1. **LH Regionalism and the Global South, 37823 (20 credits)** |
| **POLSIS, Semester Two**  **This module aims to provide students with an understanding of integration in different regions of the Global South. What factors bring states of the Global South together, in different economic and political arrangements? What are the particular characteristics of region-formation in the developing world and what impact have regional organisations in the Global South had on social, political, and economic relations of states?**  **By the end of the module students should be able to:**  **Demonstrate an advanced undergraduate understanding of relevant theoretical literature on regional integration including those from Global South scholars**  **Demonstrate a deeper understanding of the dynamics and evolution of regional integration in the Global South, with reference to a number of cases from the Global South**  **Demonstrate, with reference to a number of case studies from the Global South, an understanding of the political, social and economic significance of regional integration.**  **Assessments: 1 x 1,000 word assessment (25%), 1 x 3,000 word assessment (75%)** |
| 1. **LH Politics of South Asia, 40172 (20 credits)** |
| POLSIS, Semester Two  South Asia is the world’s most populous region and the location of the world’s largest democracy, India. The module will provide an introduction as well as an in-depth survey of the region and will focus on the trajectory of democracy and authoritarianism the region. Through this thematic focus, students would be able to understand how democracy fares in the non-western world and how theories from political science work or not in South Asian politics. Students will be made aware of comparisons and contrasts of political institutions as well as everyday politics in four major South Asian countries (India, Pakistan, Bangladesh and Sri Lanka). The module will cover topics such as elections, the role of religion in democratic politics, corruption, digital politics, social movements, and gender and democracy. The readings will be drawn from comparative politics, political anthropology, and history.  By the end of the module students should be able to:   * Critically evaluate different the South Asian trajectories of ideas such as democracy, development, and identity politics * Critically engage with the specific political debates in South Asia. * Develop their own critical research that discusses evaluative approaches on selected topics in South Asian politics.   Assessments: 1 x 1,000 word written assignment (25%), 1 x 2,500 word written assignment (75%) |

***NB: Please note that all assessments may be subject to change periodically. The module line-up may also be subject to change and modules may be withdrawn if there is not enough interest.***