



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Politics of Trade Negotiation				
Module Code	UMEDFU-15-M	Level	M	Version	1
Owning Faculty	FBL	Field	Economics		
Contributes towards	MSc/LLM Global Trade LLM in International Trade and Economic Law				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	1 September 2014		Valid to		

CAP Approval Date	13/2/14
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of the module, students are expected to demonstrate:</p> <ul style="list-style-type: none"> • An appreciation of a range of complex multilateral and bilateral trade negotiations that have taken place [Components A and B]. • A detailed and critical understanding of the principles and processes behind successful trade negotiations [Components A and B]. • A detailed and critical understanding of why trade negotiations fail [Components A and B]. • An ability to critically evaluate how state-size and level of development can influence the ways in which trade negotiations are undertaken [Components A and B]. <p>On successful completion of this module, students should have the following transferable skills:</p> <ul style="list-style-type: none"> • Ability to present a structured argument at both abstract and concrete levels in the subject area [Components A and B]. • Ability to recognise complex problems and identify solutions [Components A and B]. • Ability to critically analyse, evaluate and reflect upon complex materials relating to the subject area [Components A and B]. • Ability to undertake independent research [Components A and B].
Syllabus Outline	The following is an indicative list of topics that will be explored.

	<p>The history of global, regional, and bilateral trade negotiations. State capacity and political and legal approaches in trade negotiations. The World Trade Organisation trade negotiations European Union – African, Caribbean and Pacific trade negotiations. The North American Free Trade Agreement negotiations The (unsuccessful) Free Trade of the Americas trade negotiations. Association of South East Asian Nations trade negotiations.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>12 x 2 hour workshops</p> <p>Scheduled contact is supplemented by independent learning structured around reading and questions set in advance. In addition, students are encouraged to attend seminars organised by the Faculties of Business and Law and Health and Life Sciences.</p> <p>In addition, contact time may also take a synchronous virtual form rather than face-to-face, through the use of email, email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p>
<p>Teaching and Learning Methods</p>	<p>The main focus of teaching and learning on the taught MSc/LLM programme is through independent research and debate in the context of 2-hour weekly workshops. The workshop-based approach to teaching and learning is designed to enable the student to develop the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students will need to complete the necessary preparatory reading and study of any set case materials in advance of each workshop. From each workshop, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to raise, critically assess and defend different points of view on controversial issues in class and to make presentations to the class on their own and in groups.</p> <p>Scheduled learning for this module is in the form of workshops. The activities covered in workshops may include lectures, seminars, tutorials, group discussions, group exercises, role play, case studies, presentations by students and staff, in groups or individually, debates and other activities such as films or video and online discussions.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, preparation for oral presentations, assignment preparation and completion etc.</p>
<p>Reading Strategy*</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. There are a variety of electronic sources available. The University's Library website pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities to develop their information retrieval and evaluation skills in order to identify appropriate resources effectively.</p> <p>This module is supported by the virtual learning environment Blackboard, where students will be able to find all necessary module documentation, to include guidance on essential and further reading within the module outline. Direct links to information resources and digitised materials will also be provided from within Blackboard.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, for instance, students may be expected to purchase a set text or be referred to texts that are available electronically. At the moment there is no one set text but there a variety of up to date sources which have been purchased by</p>

	<p>the library and held on short loan. Where possible electronic versions will be made available via Blackboard. The reading list will be made available in the module handbook which will be accessible via Blackboard and through any other vehicles deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, for instance, through use of bibliographical databases. Essential reading and additional reading will be distinguished.</p>
Indicative Reading List	<p>Indicative Reading List:</p> <p>Recommended Texts</p> <p>The following are recommended as useful general texts and provide an indication of the type and level of information that students will be expected to use. Current advice on reading will be made available in the module outline which will be accessible via Blackboard.</p> <p>T. Heron (2013) Pathways from Preferential Trade: The Politics of Trade Adjustment in Africa, Caribbean and Pacific, Palgrave.</p> <p>F. Jawara and A. Kwa (2004) Behind the Scenes at the WTO: The real world of international trade negotiations, Zed Books.</p> <p>O. Langhelle (2013) International Trade Negotiations and Domestic Politics: The intermestic politics of trade negotiations, Routledge.</p> <p>D. Lee (2012) Global Trade Governance and the challenges of African Activism in the Doha Development Agenda negotiations, Global Society, 12, 1, pp. 81-99.</p> <p>D. Lee and R. Wilkinson (eds.) (2007) The WTO after Hong Kong: Prospects for, and progress in, the Doha Development Agenda, Routledge.</p> <p>J. Marchetti and M. Roy (2008) Opening Markets for Trade in Services: Countries and Sectors in Bilateral and WTO Negotiations, World Trade Organization.</p> <p>A. Narlikar, M. Daunton, and R. Stern (2014) The Oxford Handbook on the World Trade Organization, Oxford University Press.</p> <p>S. Rolland (2012) Development at the World Trade Organization, Oxford University Press.</p> <p>C. Roberts (2013) ASEAN Regionalism: Cooperation, values and institutionalisation, Routledge.</p> <p>B. Waterhouse (2013) Lobbying America: The politics of business from Nixon to NAFTA, Princeton University Press.</p> <p>Journals</p> <p>World Trade World Trade Review Global Society International Negotiation The Round Table: Commonwealth Journal of International Affairs</p>

Part 3: Assessment	
Assessment Strategy	<p>Simulation Game and position paper associated with the simulation game. These linked pieces of assessment require students to take on the role of a country in a particular trade negotiation. The position paper provides a resource for the oral presentation of a country's position during the simulation game. These pieces of assessment will provide students with an opportunity to further develop their skills in advancing and defending a clear and persuasive argument. Students will be encouraged to deploy a structured analysis in order to develop and support their argument. So students will be able to enhance their research skills, independent study, and a skill of clearly articulating and effectively communicating complex ideas orally and within a set time limit.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. In Class Presentation associated with a simulation game (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. In Class Position Paper associated with a simulation game (2000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. In class presentation (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. In Class Position Paper associated with presentation (2000 words)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		