Module Specification

Histories and Schools of Economic Thought

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Part 1: Information

Module title: Histories and Schools of Economic Thought

Module code: UMED9D-15-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Business and Law

School: CBL Bristol Business School

Partner institutions: None

Field: Economics

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces students to histories of social, political, and economic thought and schools of social, political, and economic thought and to thinking critically about these. This module is fundamental for helping students to learn about and to critically engage with different ways of thinking about societies, politics, and economies and how different ways of thinking about societies, politics, and economies have changed, and may continue to change, over time. This module aims to help students to develop and demonstrate sound academic skills (e.g.,

academic critical thinking skills, academic reading and writing skills, etc). This module aims to take a decolonial approach to teaching, learning, knowledge, societies, politics, and economies.

Features: Not applicable

Educational aims: This module introduces students to histories of social, political, and economic thought and schools of social, political, and economic thought and to thinking critically about these. This module is fundamental for helping students to learn about and to critically engage with different ways of thinking about societies, politics, and economies and how different ways of thinking about societies, politics, and economies have changed, and may continue to change, over time. This module aims to help students to develop and demonstrate sound academic skills (e.g., academic critical thinking skills, academic reading and writing skills, etc). This module aims to take a decolonial approach to teaching, learning, knowledge, societies, politics, and economies.

Outline syllabus: The module aims to cover the following indicative topics and other topics as relevant.
Thinking and ideas from the classical school/classical political economy
Thinking and ideas from neoclassical economics
Thinking and ideas from feminism(s)/feminist economics
Thinking and ideas from Keynes/Keynesian economics
Thinking and ideas from the institutionalist school/institutional economics
Thinking and ideas from Marx/Marxism/Marxist Political Economy
Thinking and ideas from development thinkers
Decolonising/decolonisation/decolonial thought
Support for development of academic skills
Topics may be updated depending on special interests/skills/focus etc of teaching staff.

Part 3: Teaching and learning methods

Teaching and learning methods: This module is based on the 3Ps (Prepare, Participate, Practise) approach to learning. Before attending lectures and tutorials,

students will be expected to prepare. This will involve, for example, reviewing the previous and current week's study and learning materials (posted on the VLE (Virtual Learning Environment)); doing allocated readings/activities for each week's topic; making use of UWE study skills resources; and making use of student support hours (or office hours). During lectures and tutorials, students will be expected to participate. This will involve, for example, actively engaging in discussions, asking questions, and doing in-class activities. Students will be expected to practise. This will involve, for example, practicing academic skills (e.g., academic critical thinking skills, academic reading and writing skills, etc) that the module aims to help students to develop and demonstrate, by, for example, preparing drafts of academic writing to be reviewed by lecturers and module leaders and by using UWE study skills resources. Typically, the lectures will deliver the module content, and the tutorials will allow for discussions and other approaches for deepening understandings of content covered in lectures and for helping students to develop and practise academic skills. The module teaching staff will be available during the teaching term via email and scheduled student support hours (or office hours) to support students. Students will also be directed to UWE study skills resources for study support and development of academic skills.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Understand and critically engage with various schools of social, political, and economic thought/various approaches to social, political, and economic thinking.

MO2 Develop and be able to clearly demonstrate sound academic skills (e.g., academic critical thinking skills, academic reading and writing skills, etc).

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 0

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/umed9d-15-1.html

Part 4: Assessment

Assessment strategy: The module uses a mixture of formative and summative assessments. These are designed in a way that enables students to demonstrate their understandings of, and critical engagements with, topics covered in the module. Formative assessment will take place, for example, through interactions and discussions in lectures and tutorials. Summative assessment will take place via an academic essay. This provides an opportunity for students to develop and demonstrate the learning outcomes of the module. Summative assessment will be a 1500-word essay on topics set by the module leader.

Assessment tasks:

Written Assignment (First Sit)
Description: 1,500-word essay.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2

Written Assignment (Resit)
Description: 1,500-word essay.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Economics {Foundation} [Frenchay] - Withdrawn BA (Hons) 2024-25

Economics {Foundation} [Frenchay] - Withdrawn BSc (Hons) 2024-25

Economics {Foundation}[Frenchay] BA (Hons) 2024-25

Economics {Dual} [Taylors] BA (Hons) 2025-26

Economics [Frenchay] BA (Hons) 2025-26

Economics [Frenchay] BA (Hons) 2025-26

Economics [Frenchay] BSc (Hons) 2025-26

Economics {Dual} [Taylors] BA (Hons) 2025-26