



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	The Rise of the BRICS in Global Trade				
Module Code	UMEDFV-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		

<b>CAP Approval Date</b>	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"> <li>• A critical appreciation of the domestic economic development and profile of Brazil, Russia, India, China and South Africa [Components A and B].</li> <li>• A critical understanding of the role of the BRICS in encouraging regional trade integration [Components A and B].</li> <li>• An ability to critically evaluate the role of the BRICS in challenging long-standing trade patterns within the global economy [Components A and B].</li> <li>• A critical understanding of the role of the BRICS in global trade diplomacy [Components A and B].</li> </ul> <p>On successful completion of this module, students should have the following transferable skills:</p> <ul style="list-style-type: none"> <li>• Ability to present a structured argument at both abstract and concrete levels in the subject area [Components A and B];</li> <li>• Ability to recognise complex problems and evaluate solutions [Components A and B];</li> <li>• Ability to critically analyse, evaluate and reflect upon complex materials relating to the subject area [Components A and B];</li> <li>• Ability to undertake independent research [Components A and B].</li> </ul>
Syllabus Outline	The following is an indicative list of topics that will be explored.

	<p>Recent developments in the economies of Brazil, Russia, India, China and South Africa.</p> <p>The role of the BRICS in their respective regions in encouraging economic growth and trade integration.</p> <p>Relations between the BRICS themselves.</p> <p>Trade links between the BRICS and the global economy.</p> <p>The role of the BRICS in influencing the global economic and trading systems.</p> <p>The future role of the BRICS in global trade and the possible threats and challenges to their position.</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</p>

	<p>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 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><b>Indicative Reading List:</b></p> <p><b>Recommended Texts</b>  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>Beausang, F. (2012) Globalization and the BRICs: why the BRICs will not rule the world for long, Palgrave Macmillan.  U. Becker (2013) The BRICs and the emerging economies in comparative perspective, Routledge.  L. Brainard and L. Martinez-Diaz (2009) Brazil as an economic superpower? Understanding Brazil's changing role in the global economy, Brookings Institution Press.  P. Carmody (2013) The Rise of the BRICs in Africa: The Geopolitics of South-South Relations, Zed Books.  S. Corbridge, J. Hariss, and C. Jeffrey (2012) India Today: Economy, Politics and Society, Polity Press.  K. Ho Chun (2013) The BRICs superpower challenge, Ashgate.  J. O'Neill (2013) The growth map: Economic opportunity in the BRICs and beyond, Portfolio Penguin.  N. Robinson (2012) The Political Economy of Russia, Rowman and Littlefield.  R. Sharma (2013) Breakout Nations: In pursuit of the Next Economic Miracles, Penguin Books.  L. Yueh (2013) The Economy of China, Edward Elgar Publishing.</p> <p><b>Journals</b>  International Economy  Third World Quarterly  Journal of International Development  India Quarterly  Review of International Political Economy</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Learning outcomes will be assessed via a case study, and a group debate. First, students will choose one of the BRICS and evaluate its development and place in the global trading system in a 2500-word piece of written work. This will then be submitted and marked by the tutor. Then using the essay and the associated feedback students will prepare and take part in a debate considering the role of the BRICS in the global trading system. Each student will have five minutes to introduce their argument. Once all students have presented their argument, a debate will then follow allowing a free exchange of views. Students will be given a mark for their five-minute introduction and their participation in the debate – where level and quality of contribution will be assessed. Both assessments require students to undertake independent</p>

research building on material covered in class.		
Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	30%	70%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Oral presentation (five minutes) and class debate	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Case study (2500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Oral presentation (five minutes) and class debate	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Case study (2500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		