



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Political Economy				
Module Code	UMEDKE-15-3	Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Business and Law	Field	Economics		
Department	BBS: Accounting, Economics and Finance	Module Type	Standard		
Contributes towards	BA(Hons) Economics, BSc(Hons) Economics, BA(Hons) Business Management with Economics				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	18 November 2015	Valid from	September 2016		
Revision CAP Approval Date	24 March 2016	Revised with effect from	September 2016		

Review Date	September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Analyse the historical trajectory of economic thought. (Component A and B) Demonstrate a critical understanding of the historical variety and pluralist nature of economic thought. (Component A and B) Evaluate the historical roots of contemporary economic discourses. (Component A and B) Explain the social factors (material, cultural, etc.) that shape the history of economics. (Component A and B) Synthesise the linkages between economic history and the development of economic theory. (Component A and B) Evaluate the place and function of economics as a social science in society. (Component A and B) Apply effective research strategies and problem solving skills in a real world context (Component B)
Syllabus Outline	<p>This advanced, capstone economic theory module has been designed to give students the opportunity to connect, integrate and build on theoretical foundations developed at level one and two.</p> <p>The module will typically cover topics from the following broad headings :</p> <p>Structure and Context of Economics as a Scientific Field</p>

	<p>The Social Function of Economics: (1) the Vortex-Model of the Social and Natural Sciences (2) Historical Materialism (3) Theological Genealogy of Economy and Government</p> <p>The Economic and Social Organization of Economics and the Sciences in the Contemporary Market Place for Ideas.</p> <p>The Economics and Sociology of Scientific Knowledge:</p> <p>Factors in the Social Organization of Economics</p> <p>Historical and Contemporary Developments of the Discipline of Economics in Various Societies: United States; United Kingdom, Europe, Latin America, Asia.</p>																				
Contact Hours	<p>Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of two lectures and one seminar/workshop in one week.</p>																				
Teaching and Learning Methods	<p>Lectures will focus on core material, with a particular focus on theory and its application. Seminars will focus on investigating and practicing the lecture material; and will involve a mixture of tutorials, group presentations and practical classes. Students may work within groups /teams in seminars, and will be encouraged to summarise and present concepts and ideas and engage in critical discourse.</p> <p>In addition staff will be available during the semester during their office hours for face to face meetings. Staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students.</p> <p>Students will also be directed towards the University Library online Study Skills resources at http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx for the development of skills appropriate to the level and style of the module</p>																				
	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1397 1369 1787"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <p>Written Exam: Unseen written exam Coursework: Written assignment</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Key Information Set - Module data																					
<i>Number of credits for this module</i>				15																	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																	
150	36	114	0	150																	

of this module description:

Total assessment of the module:				
Written exam assessment percentage				50%
Coursework assessment percentage				50%
Practical exam assessment percentage				0%
				100%

Reading Strategy

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 electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module. This includes the Study Skills resources at <http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx>

There is no essential text for this module; however, we will suggest useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from recommended text books, journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out. Students will be told texts to read from books and from academic papers within the module handbook. Online videos and audio recordings of economists and policy makers. will also be recommended .

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.

Recommended Readings from –

Agamben, G. (2011) *The Kingdom and the Glory – For a Theological Genealogy of Economy and Government*, Stanford: Stanford University Press.

Backhouse, R. E. (Ed.) (1994) *New Directions in Economic Methodology*, London and New York, Routledge.

Cullenberg, S., Amariglio J., and Ruccio D.F. (Eds) (2011) *Postmodernism, Economics*

and Knowledge, London and New York: Routledge.

Fourcade, M. (2009) *Economists and Societies – Discipline and Profession in the United States, Britain, and France, 1890s to 1990s*, Princeton and Oxford: Princeton University Press.

Heilbronner, R. L. (2000) *The Worldly Philosophers: the Lives, Times, and Ideas of the Great Economic Thinkers*, London: Penguin.

Lavoie, D. (Ed.) (2014) *Hermeneutics and Economics*, London and New York: Routledge.

Lee, F. S. and Elsner, W. (Eds.) (2011) *Evaluating Economic Research in a Contested Discipline*, Wiley-Blackwell.

Lee, F. S. (2009) *A History of Heterodox Economics: Challenging the Mainstream in the 20th Century*, London and New York: Routledge.

Mirowski, P. and Plehwe, D. (Eds) (2015) *The Road from Mont Pelerin: The Making of the Neoliberal Thought Collective*, Cambridge (MA): Harvard University Press.

Mirowski, P. (1989) *More Heat Than Light – Economics as Social Physics, Physics as Nature’s Economics*, Cambridge: Cambridge University Press.

Mirowski, P. (2002) *Machine Dreams – Economics becomes a Cyborg Science*, Cambridge: Cambridge University Press.

Mirowski, P. (2011) *Science Mart – Privatizing American Science*, Cambridge (MA): Harvard University Press.

Mirowski, P. (2013) *Never Let A Serious Crisis Go to Waste*, London and Brooklyn (NY): Verso.

Rutherford, M. (2013) *The Institutional Movement in American Economics 1918-1947*, Cambridge: Cambridge University Press.

Whitley, R. (2000) *The Intellectual and Social Organization of the Sciences*, Oxford: Oxford University Press.

Part 3: Assessment

<p>Assessment Strategy</p>	<p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module. The first opportunity for summative assessment is a problem-based research project. It would be assessed early enough to provide feedback to students before the exam. The coursework is designed to assess students’ abilities to apply core concepts in the module to a real-world problem. The examination will assess the entire module content and will occur at the end of the module.</p> <p>Summative Assessment</p> <p>Component A - 2 hour examination at the end of the semester. This will comprise 50% of the final mark. The examination will be based on the topics covered and will reward understanding and analysis.</p> <p>Component B - 2,000 word problem-based assessment. The coursework is one in which the students would be invited individually to research and propose solutions to a problem chosen from a set of case studies identified by the teaching team</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> - Engagement with other students in seminars that encourages a sense of belonging.
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	- Weekly individual/group presentations on the themes covered in the syllabus
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written Examination	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 2,000 word problem-based assessment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Written Examination	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 2,000 word problem-based assessment	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		