



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Political Economy		
Module Code	UMEDKE-15-3	Level	3
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	FBL	Field	Economics
Department	BBS: Accounting, Economics and Finance		
Contributes towards	BA(Hons) Economics, BSc(Hons) Economics, BA(Hons) Business Management with Economics		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<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> <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</p>

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and present concepts and ideas and engage in critical discourse.

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.

Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students.

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

### Part 3: Assessment

This module deploys a mix of formative and summative assessment. The first opportunity for summative assessment is an individual paper on a contemporary issue, based on texts with a particular critical perspective. The coursework is designed to assess student's abilities to apply core concepts in the module to a real-world problem. Students will also gain formative feedback through group class discussions based on their papers after submission, providing the opportunity to compare ideas and engage with alternative interpretations. The learning from the coursework will develop the student's critical capacity and support the requirements of the examination, thus providing formative learning opportunities as well as summative feedback. The examination will assess the entire module content and will occur at the end of the module.

#### Summative Assessment

Component A – 50%. A 2 hour examination

Component B – Students will be allocated one of a set of topical cases/texts on which they will write an individual 2000 word paper

#### Formative Assessment:

- Engagement with other students in seminars that encourages a sense of belonging.
- Weekly discussions on the themes covered in the syllabus

Identify final timetabled piece of assessment (component and element)	<b>Component A</b>	
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% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>

#### First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
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1. Written Examination (2 hours)

100%

Component B Description of each element	Element weighting (as % of component)
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1. 2,000 word individual paper

100%

#### Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
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1. Written Examination (2 hours)

100%

Component B Description of each element	Element weighting (as % of component)
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1. 2,000 word individual paper

100%

**Part 4: Teaching and Learning Methods**

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Analyse the historical trajectory of economic thought. (Component A and B)</li> <li>Demonstrate a critical understanding of the historical variety and pluralist nature of economic thought. (Component A and B)</li> <li>Evaluate the historical roots of contemporary economic discourses. (Component A and B)</li> <li>Explain the social factors (material, cultural, etc.) that shape the history of economics. (Component A and B)</li> <li>Synthesise the linkages between economic history and the development of economic theory. (Component A and B)</li> <li>Evaluate the place and function of economics as a social science in society. (Component A and B)</li> <li>Apply effective research strategies and problem solving skills in a real world context (Component B)</li> <li>Articulate and defend ideas in a variety of contexts (component A and B)</li> </ul>																				
Key Information Sets Information (KIS)	<table border="1" data-bbox="518 817 1428 1198"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</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>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																				
Total Assessment	<table border="1" data-bbox="630 1512 1324 1747"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>45%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>5%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	50%	Coursework assessment percentage	45%	Practical exam assessment percentage	5%		100%										
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Reading List	<p>There is no essential text for this module; however, we will suggest useful foundational texts to which they could refer .</p> <p>Indicative Reading          Agamben, G. (2011) <i>The Kingdom and the Glory – For a Theological Genealogy of Economy and Government</i>, Stanford: Stanford University Press.</p> <p>Backhouse, R. E. (Ed.) (1994) <i>New Directions in Economic Methodology</i>, London and New</p>																				

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- 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.
- Heilbroner, 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 20<sup>th</sup> 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.

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First CAP Approval Date	18 November 2015			
Revision CAP Approval Date	28 June 2017	Version	2	<a href="#">link to RIA</a>