UNIT GUIDE 2017/18

POLIM3015 INTERNATIONAL POLITICAL ECONOMY

Teaching Block: 1
Weeks: 1-12

Unit Owner: Dr. Winnie King
Co taught by: Jeffrey Henderson & Sam Appleton
Level: H/6

Phone: Credit points: 20
Email: winnie.king@bristol.ac.uk Prerequisites: None
Office: 1.13, 4 Priory Road Curriculum area:

Unit owner office hours: Please check the SPAIS MSc Blackboard site for office hours. (Please note, there are no regular office hours during Reading Weeks)

Seminar time and location:
Please refer to your personal timetable.

Teaching arrangements:
The unit will be taught in one two hour seminar each week with a mixed form of delivery (student participation, seminar discussion, tutor lead teaching). In addition there is a requirement for private study, reading, revision and assessments. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.

Timetables and seminar group allocation will be made available through SPAIS Admin on Blackboard. Seminar groups are fixed. Please do not change groups without first consulting the office.

Requirements for passing the unit:
- Satisfactory attendance at seminars
- Completion of all formative work to an acceptable standard
- Combined mark of all summative work must be a pass (50 or above)

Assessment:

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Word count:</th>
<th>Weighting:</th>
<th>Deadline:</th>
<th>Day:</th>
<th>Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative assessment:</td>
<td></td>
<td>0%</td>
<td>in seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative assessment:</td>
<td>4000 words</td>
<td>100%</td>
<td>9.30am 11th January 2018</td>
<td>Thursday</td>
<td>Assessment Week 1</td>
</tr>
<tr>
<td>Essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructions for the submission of coursework and details of the marking criteria can be found in Appendix.

Other:
Make sure you check your Bristol email account regularly throughout the course as important information will be communicated to you. Any emails sent to your Bristol address are assumed to have been read. If you wish for emails to be forwarded to an alternative address then please go to https://support.google.com/mail/answer/10957?hl=en

Unit Description

This unit deals with the interaction between international politics and the world economy that is the core concern of International Political Economy (IPE). It begins by examining a variety of theoretical approaches to IPE. Students are given an opportunity to use them as conceptual tools with which to critically assess the architecture of the changing economic order. A particular focus of the unit is the challenges faced by developing states that have been encouraged to seek their
economic destiny by participating in the global economy. The second half of the unit will also explore how structural changes in the global economy have implications for individuals’ everyday experiences.

Objectives

The objectives of the unit are as follows:

- To become familiar with issues that arise from the interaction of international economic and political structures
- To provide an introduction to several conceptual approaches to international political economy
- To assess the significance of recent changes in the global economy
- To facilitate a critical treatment of leading issues in international political economy

Learning Outcomes

Upon completing you will have developed the following:

- An understanding of the basis on which organisations, companies and national states interact with international markets
- An ability to offer a conceptually coherent critique of normative arguments for re-structuring and governing the international economy
- Knowledge of some of the contemporary history of changes in the international economy
- An ability to integrate empirical evidence into conceptually grounded arguments

Seminar Schedule

Week One: Why study IPE? Theory vs the ‘Real World’
Week Two: Evolution of the Global Economic System
Week Three: Liberalism vs. Mercantilism
Week Four: Structuralist/Critical Approaches to IPE
Week Five: Gender and Culture
Week Six: Reading Week
Week Seven: International Trade and the WTO
Week Eight: Money and Finance
Week Nine: The World Bank, the IMF and International Development
Week Ten: Foreign Direct Investment and Systems of Production
Week Eleven: The IPE of the Environment

Relevant Reading

Essential Reading

The recommended textbook for this unit is:


The rest of the essential readings are posted electronically on Blackboard as E-Reserves or links to relevant journal articles.
The following texts also cover a good deal of the seminar discussions (many of these texts are on short loan):


The following are recommended as lively, well-written books that present forceful arguments. They do not offer the breadth that the texts above offer but you might consider purchasing one of them:


The following are just some of our newly acquired texts and (most) are available on short loan:


**Some useful websites**

The syllabus will be posted on the department website and can be accessed via the Internet. A variety of Internet sources can be used alongside the syllabus. Useful sites include:

The OECD http://www.oecd.org/

The WTO http://www.wto.org/
The IMF http://www.imf.org


Devline (IDS) http://www.ids.ac.uk/

Department for International Development (DFID) http://www.dfid.gov.uk/


The Official Paul Krugman Web Page http://web.mit.edu/Krugman/www/

Oneworld.net http://www.oneworld.net/

Working papers can also be obtained from: the Centre for the Study of Globalisation and Regionalisation at Warwick http://www.warwick.ac.uk/csgr

Linking the WTO to the Poverty Reduction Agenda project website: www.gapresearch.org/governance/wto.html

Week One: What is IPE?

Discussion questions: Should economics not be left to economists? Does theorizing about political economy have any application in the ‘real world’? What’s wrong with just ‘the facts’?

Learning outcome: an understanding of the (inter)disciplinary perspective of International Political Economy.

Essential reading:


Further Reading:


Gilpin, R. (1987) The Political Economy of International Relations, Ch. 1 & 2


Payne, A. (2003), 'Rethinking Development Inside Political Economy', in J. Busumtwi-Sam & L. Dobuzinski (eds), Turbulence and New Directions in Global Political Economy, HD75


---

**Week Two: The Evolution of the Global Economic System**

**Presentation questions:** What parallels do you see between the liberal era of the 19th century and the neo-liberal upsurge of the late 20th century? Does the existence of an open world economy require the existence of a hegemon?

**Class Discussion questions:**

- Is hegemonic stability theory just a convenient justification for empire?
- Why did the first liberal era end? Might global capitalism fall again?
- Is the current liberal order ‘embedded’?
- Is it more legitimate than the 19th century system?

**Learning outcome:** an understanding of the historical evolution and the key phases in the development of the international political economy

**Essential reading:**


**Further Reading:**


Week Three: The Liberalism-Mercantilism debate

Presentation question: Has complex interdependence led to a retreat of the state? Is economic nationalism inextricably linked to political realism?

Class Discussion questions:
What are the key empirical and normative claims made by advocates of a liberal approach to IPE? How convincing are they?
Why is governance such an important issue for liberal scholars of IPE?
How do liberal and realist approaches to political economy converge and diverge?
In what ways does economic nationalism remain relevant?

Essential reading:
**O'Brien & Williams (2016) Global Political Economy: Evolution and Dynamics, Chs 1 & 2

Smith, Adam (1776), Wealth of Nations Book IV—Chapter II ‘Of Restraints upon the Importation from Foreign Countries of such Goods as can be produced at Home’
http://www.gutenberg.org/files/3300/3300-h/3300-h.htm#link2HCH0022


Further Reading:
Calleo, D. (1987) Beyond American Hegemony, ch 6 UA646.3 CAL

Crane & Amawi, The Theoretical Evolution of International Political Economy, chs 1, 2, 4, 6, HF1359THE


Gilpin, R. (2001) Global Political Economy, chs 1, 7 HF1359GIL


List, F. (1966) The national system of political economy Ch 5 In store,


---

Week Four: Structuralist/Critical Approaches to IPE
**Presentation questions:** (i) What is the main contribution of critical theory to IPE? (ii) Is dependency theory convincing?

**Class Discussion questions:**
How does Robert Cox's critical approach call into question 'conventional' IPE?
How might human agency be accommodated in a critical account of IPE?
Is critical theory best understood as a range of approaches?

**Learning outcome:** an understanding of different structuralist and critical approaches to international political economy.

**Essential reading:**
**O’ Brien & Williams (2016) Global Political Economy: Evolution and Dynamics, Ch 1 & 2.**

**Further Reading:**
Cardoso, E. & Falletto, E. (1979) Dependency and development in Latin America, Geography Q2.8
Crane & Amawi, The Theoretical Evolution of International Political Economy, Ch 3 & 5 HF1359THE
Gilpin, R., The International Relations of Political Economy, ch 3, HF1359 GIL
Lenin, V. I. (1996) Imperialism, the Highest Stage of Capitalism, ch 7 - 8. JC359 LEN


---

**Week Five: Gender and Culture**

**Presentation questions:** To what extent is the global economy organized by gender categories? What is the significance of the cultural turn in IPE?

**Class Discussion questions:**

How does gender analysis challenge conventional IPE? What is the relevance of consumption to the study of IPE? Is it accurate to characterize late capitalism as postmodern capitalism? How are culture and gender related? Can developing countries use the benefits of ICT and the ‘new economy’ to leapfrog to prosperity?

**Essential reading:**


**Further reading:**


Klein, N. (2001) No Logo, Geography Library Q5 KLE
Murphy, C. & Tooze, R. (1991) ‘Getting Beyond the “Common Sense” of the IPE Orthodoxy’, in Murphy & Tooze (eds), The New International Political Economy, HF 1359 NEW
Schuurman, F. (ed.) (1993) Beyond the Impasse: New Directions in Development Theory, chs. 8,9 Geography Library, Q2
Scott, J.C. (1998) Seeing like a state: how certain schemes to improve the human condition have failed, HD87.5 SCO
Thrift, N. (2001) 'It's the romance, not the finance, that makes the business worth pursuing': disclosing a new market culture', Economy and Society, 30/4, pp. 412 – 432.
Stubbs & Underhill, Political Economy and the Changing Global Order, chs 1 & 7 HF1359 POL

Wyatt, A. (2005) '(Re)imagining India’s (Inter)national Economy’, New Political Economy, 10/2, pp.163-179, Serial HB1.N58


**WEEK SIX—READING WEEK—NO CLASS**

Week Seven: International Trade and the WTO

Presentation questions: Are developing countries well represented in the WTO? Is fair trade preferable to free trade?

Class Discussion questions:
Why is trade considered to be such an important issue by realist, liberal and structuralist scholars of IPE?
Why, in spite of its technical aspects, is trade a controversial political issue?
Why has it proved so difficult to extend the original WTO agreement?
What do you consider to be the function of the WTO?
What was the significance of China’s accession to the WTO?

Learning outcome: an understanding of the international system and its critics

Essential reading:
The WTO website: [http://www.wto.org](http://www.wto.org)

and

**O’Brien & Williams (2016) Global Political Economy: Evolution and Dynamics, Ch 6 & 15**


Flint, Adrian (2011) HIV/AIDS in sub-Saharan Africa: Politics, Aid and Globalization (Basingstoke: Palgrave Macmillan), Chapter 8

Further Reading:


Emmanuel, A. (1972) *Unequal exchange: a study of the imperialism of trade*, HF1411 EMM


Frieden & Lake, *International Political Economy*, ch 9-12, HF 1359 INT


Gilpin, R. *Global Political Economy*, HF1359GIL ch 8


Stubbs & Underhill, *Political Economy and the Changing Global Order*, chs 12-13 HF1359 POL
Thurow, L. (1993) *Head to head: the coming economic battle among Japan, Europe, and America*,
HC59 THU
to the WTO’, *Journal of World Trade*, 32/3.
University Press, Ch. 2-3
32/2.
Trade Negotiations’, IPEG Global Political Economy Working Paper No. 15, online at
http://www.bisa.ac.uk/groups/ipeg/ipegpapers.htm

**Week Eight:**  Money and Finance

**Presentation question:** Is free capital mobility a good policy for all countries? Does the recent
economic crisis prove that financial regulation needs to be reformed? Are the rating agencies too
powerful?

**Class discussion questions:**
What is the political significance of the growing finance industry and the proliferation of financial
instruments such as bonds, derivatives and pensions?
How do states maintain a presence in a world apparently dominated by financial institutions?
What are the pros and cons of fixed versus flexible exchange rates?

**Learning outcome:** An understanding of monetary politics and the growing importance of
financial intermediation.

**Essential reading:**
**O’ Brien & Williams (2013), Global Political Economy, Ch 8.**
politics of creditworthiness* (Cornell University Press), Chapter 7 HG3751.7 SIN
Relations’, *Annual Review of Political Science*, 4: 317-343
1-26. HB3722 STI

**Further Reading:**
Bergsten, C. Fred (2001) ‘The Euro Versus the Dollar: Will There be a Struggle for Dominance?’,
HD7105.4 BLA
Block, F. (1977) *The Origins of International Monetary Disorder*, HG 3881 BLO
analysis’, *Economy and Society*, 29/1, pp.111 – 145.
Gilpin, R.,  *Global Political Economy*, ch 9 HF1359 GIL


Strange, S. (1994) in Corbridge et al Money, Power and Space


Stubbs & Underhill, Political Economy & the Changing Global Order, Chs 8,9 HF1359 POL


---

**Week Nine: The World Bank and International Development**

**Presentation question:**
Is good governance tantamount to neoimperialism? Do the World Bank and the IMF contribute to solving the problems of developing countries?

**Class discussion questions:**
- Why did the Bank adopt structural adjustment lending in the early 1980s? What is the post-Washington consensus? What contribution does the World Bank make to the ways in which development is understood and put into practice? Does the IMF aggravate financial crises? Is the IMF inadequate?

**Learning outcomes:** an understanding of the institutional dynamics of the World Bank and the IMF and an appreciation of how these organizations are understood by different approaches to IPE.

**Essential reading:**
A selection of pages from the World Bank and IMF websites:

and

**O’ Brien & Williams (2016), Global Political Economy: Ch 11.


**Further Reading:**


Hoogvelt, A. (2001) Globalisation and the Postcolonial World chs. 6,8 HC59.15 HOO


Kenen, P. (ed) (1994) Managing the World Economy: Fifty Years After Bretton Woods, Ch.5 HG3881 MAN


Pincus, J. R. & Winters, J. (eds) Reinventing the World Bank, HG3881.5.W57 REI


Vaggi, G. (ed) (1993) From the Debt Crisis to Sustainable Development, parts 2,3 HJ8899 FRO


---

**Week Ten:** Foreign Direct Investment and Systems of Production
**Presentation questions:** How has the increase in foreign direct investment affected the world economy? Is FDI always good or bad for the host country? What factors have enabled the increasingly global organization of labour and production along post-fordist lines?

**Class discussion questions:**
How would you contrast the social bases of fordism and post-fordism?
What changes in the mode of regulation have accompanied the transition towards global patterns of production?
How has globalisation altered relations between labour and capital?
Can globalisation work for the poor?

**Learning outcomes:**
- an understanding of the transition from fordist to post-fordist patterns of production
- an understanding of the social basis of fordism/post-fordism

**Essential reading:**
**O’ Brien & Williams (2013) Global Political Economy: Ch 7 & 9.**

HC79.I55 CAS

Hirst, Paul & Thompson, Graham. (1999) Chapter 1—“Globalisation a necessary Myth?,” *Globalisation in Question*, Polity Press Ch. 1


**Further Reading:**


Balaam & Veseth, *Introduction to IPE*, Ch 17, HF1359BAL


Gilpin, *Global Political Economy*, chs 14, HF1359 Gil

Hall, P. (1986) *Governing the Economy*, HC256.5 HAL


Holm, H. & Sorensen, G., *Whose World Order?* D860 WHO


Week Eleven: The IPE of the Environment

Presentation questions: Can market actors contribute to the solution of environmental problems? Are capitalism and environmental degradation inextricably linked? Are there ‘limits to growth’?

Discussion questions:
Which actors are best placed to solve the global environmental crisis?
Are developing countries right to be suspicious of attempts to solve environmental problems by means of international treaty agreements?
How does the organization of production contribute to environmental problems?
What are the implications of oil scarcity for the global car culture?

Learning outcomes:
- understand the linkage between (global) environmental problems and the structure of the international political economy.

Essential reading:
**O’ Brien & Williams (2016), Global Political Economy, Ch 12.
HC110.E5 AND

Further Reading:
Adams, W., Green Development: Environment and Sustainability in the Third World, HC79.E5ADA
Bartelmus, P. (1994) Environment, Growth and Development: the Concepts and Strategies of Sustainability HD75.6 BAR
Daly, H.E. (1992) Steady State Economics, Q DAL (Geography)
O’Riordan, T. Environmentalism, (ch 2-3, Postscript) HC79.E5ORI
Stevis, D. & Assetto, V. (eds), The International Political Economy of the Environment: Critical Perspectives, HC79.E5 INT
World Commission on Environment and Development (1987) Our Common Future, ch 5, HD75.6 OUR
Appendix A
Instructions on how to submit essays electronically

1. Log in to Blackboard (https://www.ole.bris.ac.uk/) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail f.cooper@bristol.ac.uk with your username and ask to be added.

2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.

3. Select ‘view/complete’ for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.

4. The screen will display ‘single file upload’ and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the ‘browse’ button. Click on the ‘upload' button at the bottom.

5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the ‘Submit’ button. This step must be completed or the submission is not complete.

6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes

• You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.

• Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.

• By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.

• If Blackboard is not working email your assessment to f.cooper@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.
Appendix B
Summary of Relevant School Regulations
(Further details are in the Postgraduate taught handbook, which takes precedence)

Attendance of Seminars
SPAIS takes attendance of and participation in seminars very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please contact the Postgraduate Office or the Graduate Administration Manager who can advise on how to proceed.

Requirements for credit points
To be awarded credit points for a taught unit, students must:
- Have a satisfactory attendance record.
- Pass the summative assessment

Where there are multiple summative assessments in a unit, students must achieve the pass mark for the weighted average of the assessments (i.e. in the mark for the unit overall). They do not need to pass each individual piece of assessment.

If any of these conditions are not met, then your ability to progress through your degree may be affected.

Presentation of written work
Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered. Ensure that the essay question appears on the first page.

Students are required to complete and include a cover page for essay/summative submissions – the template cover page will be available via the online submission point for students to complete.

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number. This number can be viewed in StudentInfo (https://www.bris.ac.uk/studentinfo). You should regard this number as personal to you and not share it with anyone else. The number is used to ensure that the marking of a student’s work is done anonymously. Please ensure that you memorise your candidate number as you will need to write it on every assessment.

Assessment Length
Each piece of coursework must not exceed the stipulated maximum length for the assignment (the ‘word count’) listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. The word count is absolute (there is no 10% leeway, as commonly rumoured). Five marks will be deducted for every 100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.
Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

Students should be aware that word count penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.

Referencing and Plagiarism
Students are required to reference the source materials used to inform their submitted work. Students are expected to use the Harvard referencing system as set out in the relevant section of the SPAIS Study Guide. Unless otherwise stated, essays must contain a bibliography. Students should consult the SPAIS Study Guide for full details (students can access this via the SPAIS MSc-Dip Admin Blackboard site).

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student’s work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. “Work” includes internet sources as well as printed material.

Plagiarism is a serious academic offence and penalties will be applied in such cases, as is set out in the SPAIS Postgraduate taught handbook. See also the relevant section of the School Study Skills Guide for more information.

Please note that plagiarism may lead to penalties that may prevent students found guilty of such an offence from progressing in their programme of study.

Extensions
Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete a Coursework Extension Request Form (available at Blackboard/SPAIS MSC/Dip Administration/forms) and submit the form with your evidence (e.g. medical certificate, death certificate, or hospital letter) to Faye Cooper in the Postgraduate Office, 11 Priory Road or f.cooper@bristol.ac.uk.

Extension requests will not be considered if there is no supporting evidence.
All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

Extensions can only be granted by the Graduate Administration Office. They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted or not.

**Submitting Essays/Work for assessment**

Formative work: Where applicable, details on how to submit formative work for assessment will be contained in this unit guide.

Summative work: All summative submissions **must be submitted electronically via Blackboard.**

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

**Late Submissions**

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is **not** accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. One Drive, Dropbox or another equivalent system). Also ensure that the clock on your computer is correct. The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

- Up to 24 hours late, or part thereof **Penalty of 10 marks**
- For each additional 24 hours late, or part thereof **A further 5 marks deduction for each 24 hours, or part thereof**
- Assessment submitted over one week late **Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.**

  - The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
  - If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

*Students should be aware that late penalties will incur a mark reduction that may in turn impact their progress and/or overall qualification.*

**Marks and Feedback**

In addition to an overall mark, students will receive written feedback on their assessed work.

In accordance with the Faculty’s Regulations and Code of Practice for Taught programmes, marks and feedback are typically returned within fifteen working days of the relevant submission deadline, unless exceptional circumstances arise in which case students will be informed of the deadline for return. The process of marking and providing detailed feedback is a labour-intensive one, with most 4000 word essays taking at least 45 minutes to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent.

If work is submitted late, then it may not be possible to return feedback within fifteen working days.

**Fails and Resits**
If you fail the unit overall, you will normally be required to resubmit or resit unless you do not meet the progression requirements for your programme. Your School Office will contact you if this is the case.
Appendix C

Level 7 Marking and Assessment Criteria (Postgraduate)
All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction
60-69 Merit
50-59 Pass
Below 50 Fail

Work within each of the classifications is expected to demonstrate the following attributes. Please note that markers do not weight each of these attributes equally when finalising the mark. Markers may also take into account the extent to which achievement of unit-specific intended learning outcomes (see unit guide) has been demonstrated when assessing work and arriving at the mark.

70-100: DISTINCTION
Addresses the Question Set
The work is a highly appropriate response to the question or assignment task that has been set. Coverage and selection of content is exemplary. There is clear analysis of the question or topic. Clear ability to analyse and synthesise ideas is demonstrated. At the upper end of the distinction range (marks of 80+), work will be outstanding in (where appropriate) its incorporation and use of empirical evidence/theoretical frameworks/methodological approaches in addressing the question.

Contains coherent structure and argument
The assignment is internally consistent, extremely coherent, concise and well-structured. The introduction is well focused and provides a clear indication of the rationale, key literature base used and organisation of the work. The central argument/structure of the work has a clear and logical sequence of progression. The conclusion draws insights which are logically developed from the analysis. At the upper end of the distinction range (marks of 80+), work will be outstanding in the extent to which the structure facilitates the answer to the question.

Demonstrates understanding of key concepts and/or data
A detailed understanding of key concepts and/or data will be demonstrated. At the upper end of the distinction range (marks of 80+) sustained evidence of critical understanding of concepts and/or critical analysis of data will be demonstrated.

Supports argument with appropriate evidence
The assignment demonstrates that an excellent knowledge of the topic has been gained from careful research and wide ranging reading that goes well beyond the prescribed reading list. The selection, interpretation, comparison, evaluation, and integration of evidence and source material to support the argument is extremely effective. At the upper end of the distinction range (marks of 80+), work will indicate outstanding ability to deal with complexity, contradictions or gaps in the existing academic literature.

Demonstrates critical evaluation
Work at this level will indicate a detailed and critical understanding of central theoretical and/or methodological issues as appropriate. At the upper end of the distinction range (marks of 80+) work will show extensive evidence of coherence, creativity, originality and imagination in addressing the question or topic.

Writing, Background Reading, Referencing and Bibliographic format
The work is extremely well presented, with minimal grammatical or spelling errors. It is written in a fluent and engaging style that demonstrates sufficient background reading, with exemplary referencing and bibliographic formatting in accordance with the required conventions. At the upper end of the distinction range (marks of 80+), the work will be virtually error-free in these respects.
60-69: MERIT

Addresses the Question Set
The work is a very appropriate response to the set question or assignment task. The question is addressed comprehensively, and a convincing and coherent argument is maintained in doing so. There is very good coverage of content and some evidence of an ability to think critically in relation to the question or topic will be shown. Where appropriate, the work will illustrate good comprehension of the theoretical implications of the set question or assignment.

Contains coherent structure and argument
The structure of the assignment is sound. The introduction is relevant and provides the reader with a clear guide to the central argument and the overall structure of the work. The conclusion will highlight and reflect upon the key points of argument developed within the main body of the essay and relative to the set question or assignment.

Demonstrates understanding of key concepts and/or data
A sound understanding of relevant key concepts and/or date has been developed and demonstrated, with key related issues and debates identified and discussed.

Supports argument with appropriate evidence
Overall there is a very good selection and use of sources which are well integrated, interpreted and evaluated. The work will demonstrate the ability to be selective in the range of material used. Some independent reading and research that goes beyond the prescribed reading list will be demonstrated, although the range of evidence used will be more restricted in comparison with an assignment awarded a higher grade.

Demonstrates critical evaluation
The work will clearly demonstrate a capacity to synthesise and critically evaluate source materials and/or debates in relation to the set question or assignment rather than simply describe or summarise them.

Writing, Background Reading, Referencing and Bibliographic format
The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in there being few grammatical or spelling errors.

50-59: PASS

Addresses the Question Set
The work is a reasonably appropriate response to the set question or assignment task. All aspects of the set question or topic have been addressed. The work will show some comprehension of the underlying theoretical/methodological implications of the question where appropriate, but there may be limitations in the understanding of how these issues relate to the question.

Contains coherent structure and argument
The assignment has been effectively structured, although more careful editing may have improved the overall coherence of argument. The introduction is well focused and provides a sense of the central argument and overall organisation. The conclusion provides a summary of the discussion, although may be primarily descriptive in nature and may fail to reflect upon or support the argument fully.

Demonstrates understanding of key concepts and/or data
A basic level of understanding of relevant key concepts and/or data has been demonstrated, though there may be some errors and/or gaps in the knowledge and understanding. Key related issues have been identified and discussed but without many significant insights being developed.

Supports argument with appropriate evidence
The argument will be supported by reference to and incorporation of some relevant evidence, but with scope for greater range and depth of evidence. The work will indicate a generally clear understanding of appropriate evidence, but this may be presented in an uncritical/descriptive manner and/or insufficiently incorporated into the overall argument in response to the set question or assignment task.

**Demonstrates critical evaluation**

A good range of relevant content has been covered, and there is some attempt at analysis but a tendency to be descriptive rather than critical. Work in this classification may also exhibit a tendency to assert/state points of argument rather than argue on the basis of reasoning and evidence.

**Writing, Background Reading, Referencing and Bibliographic format**

The style of writing is appropriate and presents few comprehension difficulties for the reader. The assignment is not as fluently written as it might have been, and there may be scope for improvement in spelling and grammar. There is evidence of sufficient background reading. Referencing and bibliographic formatting generally conform to the conventions, but there may be scope for further improvement in accuracy and consistency in accordance with the required conventions.

**0-49 FAIL**

**Addresses the Question Set**

Although some attempt will have been made, the work largely fails to address and/or significantly misunderstands the set question or assignment task. At the lower end of the fail range (marks of 0-40) there is little or no understanding of the set question or assignment task in evidence.

**Contains coherent structure and argument**

The work does not contain a sufficiently structured argument, and may be ineffectively organised. The introduction may lack a clear rationale or statement of argument, and/or may lack a clear outline of the overall structure of the assignment. The conclusion may lack any indication of insights in relation to the set question or assignment task. At the lower end of the fail range (marks of 0-40) the structure of the work may be incoherent or illogical, and/or the work may lack a clearly developed argument.

**Demonstrates understanding of key concepts and/or data**

There is limited knowledge and understanding of key concepts and/or data, with significant errors and/or omissions in this respect. At the lower end of the fail range (marks of 0-40) there may be significant lack of awareness or understanding of key concepts and/or data.

**Supports argument with appropriate evidence**

Few key points of appropriate evidence are identified and/or there may be very little attempt at analysis of evidence, with the work tending towards excessive description. At the lower end of the fail range (marks of 0-40) evidence referred to and included in the work may not be relevant to the addressing the set question or assignment task.

**Demonstrates critical evaluation**

The approach is typified by a general lack of critical evaluation in relation to relevant literature and issues. Work that simply asserts rather than argues a case may also fall into this classification. The use of sources may be excessively derivative of existing work, with little or no indication of an ability to independently analyse relevant material. At the lower end of the fail range (marks of 0-40) there is little or no evidence of critical evaluation.

**Writing, Background Reading, Referencing and Bibliographic format**

The standard of writing presents difficulties for the reader, with frequent grammatical and spelling errors to a degree that inhibits communication. The range and depth of background reading may be insufficient. The approach to referencing and bibliographic formatting does not follow the required conventions to a sufficiently consistent level. At the lower end of the fail range (marks of 0-40) the use of language may present considerable comprehension difficulties for the reader. The assignment may
not meet stipulations in terms of layout and/or length, and the approach to referencing may not meet expected conventions