



**DEPARTMENT OF POLITICAL SCIENCE
SCHOOL OF PUBLIC POLICY**

**POSTGRADUATE COURSES
2018/2019**

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NB Course Listings and Tutors are correct at time of publishing but may be subject to change at a later date.

Further information on all of our courses can be found on our website at

<http://www.ucl.ac.uk/political-science/teaching/masters>

The online postgraduate timetable for the Department of Political Science can be found at:

https://timetable.ucl.ac.uk/tt/deptTimet.do?firstReg=Y&deptId=POLSC_SHS&deptYear=G

NB Changes may be made to the timetable up until the end of the first week of teaching on 6th October 2018

MODULE REGISTRATION DEADLINE – 8TH OCTOBER 2018

Term One Courses

- **PUBL0016 Energy & Climate Policy**
- **PUBL0018 Theoretical Foundations of Human Rights**
- **PUBL0020 The European Union in the World**

- **PUBL0024 Theories of International Relations**
- **PUBL0026 Public Ethics**
- **PUBL0032 International Law and Human Rights**
- **PUBL0033 Parliaments, Political Parties and Policy Making**
- **PUBL0036 Governing Divided Societies**
- **PUBL0048 Leadership and Organisational Behaviour**
- **PUBL0049 Global Public Policy**

- **PUBL0056 Global Business Regulation**
- **PUBL0059 Human Rights, Accountability & World Politics**

- **PUBL0071 Contemporary Political Philosophy**
- **PUBL0076 Politics of Economic Policy in Post-Industrial Democracies**

TERM ONE COURSES OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

[PUBL0016 Energy & Climate Policy](#)

Course Tutor: Dr Peter Warren

Climate change is one of the most pressing issues of the 21st century due to its multi-sectoral, global dimension with impacts on all areas of public policy, from economic policy to health policy to social policy. The energy sector continues to play a dominant role as a cause of anthropogenic climate change, but also has a crucial part to play in global mitigation efforts to reduce greenhouse gas emissions.

This course will provide students with a background in energy and climate change issues from a multidisciplinary perspective. Students will be introduced to climate change science and policy, the role of the demand-side (e.g. energy efficiency and 'smart' technologies) and the supply-side (e.g. fossil fuels and renewables) in the energy sector, business and sustainability, low carbon transport policy, climate finance and investment, and the current global political landscape for energy and climate policy.

The course will equip students with multidisciplinary methodological approaches for undertaking policy analysis in the energy and climate field, and will enable them to learn practical techniques for the production, assessment and dissemination of evidence to governments to inform the design, implementation and evaluation of energy and climate policies.

The course takes an applied approach, in order for students to engage with the opportunities, challenges and risks of different types of energy and climate policies from different perspectives. By the end of the course, students will have:

- Obtained a multi-disciplinary, multi-sectoral and applied understanding of energy and climate change science and policy
- Learned practical techniques for undertaking energy and climate policy analysis, including the production, assessment and dissemination of high quality evidence to governments
- Understand the opportunities, challenges and risks from different types of energy and climate policies across a diverse range of countries

Assessment: One 3,000-word research paper

Credit Value: 15

[PUBL0018 Theoretical Foundations of Human Rights](#)

Course Tutor: Dr Saladin Meckled-Garcia

What justifies a belief in human rights? Can they be defended as universal standards across the globe? How should we interpret human rights and their corresponding responsibilities? Who must uphold them? Do they clash with democracy? What human rights should I support in my practical work? This module links important and challenging questions about how we interpret human rights in law and policy with the theoretical underpinnings for those rights. Students will study the normative frameworks that have been offered for human rights in political theory and legal philosophy, different theories of rights as well as different theoretical criticisms of human rights. They will also look at the key critiques of human rights, from relativism, democracy, and gender bias. These topics will be tackled by asking students to consider the core point and purpose of human rights standards, as opposed to other standards like social fairness.

The ultimate aim of the modules is to equip students with the tools to decide for themselves, from an informed point of view, what can appropriately be called a human right, what cannot, and what limits they have, what the best defence there is of them, and how to think about ethical questions when confronting practical decisions in their research. They will be encouraged to develop analytical and critical argument-building skills, tools for problem solving, and to engage in analysis and debate in preparation for writing an essay that sets out a clear argument. [Note: this module is designed specifically for MA Human Rights students and does not presuppose ethical/theoretical training – the approach used might be found not go into the degree of depth that students on MA LPT might want to go into].

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0020 The European Union in the World](#)

Course Tutor: Dr Nick Wright

This module analyses the European Union's role in global politics. You will learn to explain and critically assess the EU's actorness, effectiveness and influence across the range of its foreign policies. The module first introduces the conceptual and normative debate about Europe's global role; discusses the origins of the EU as a global actor; and familiarises you with the institutions, instruments and decision-making of EU foreign policy. We then analyse key issues of external governance, including trade, aid and development, crisis management and conflict resolution, as well as "soft" foreign policy questions such as climate change and the external dimension of internal security and migration. The module concludes by looking at EU enlargement and Europe's "near abroad".

In all sessions, the module puts a premium on applying theories of European integration and International Relations to current political challenges and developments, and to training policy-relevant skills. As part of the course, you will simulate a crisis meeting of the EU's Foreign Affairs Council, and your assignments are a negotiation-brief and a policy-brief.

Assessment: One 1000-word negotiation brief (40%) and one 2000-word policy brief (60%)

Credit Value: 15

[PUBL0024 Theories of International Relations](#)

Course Tutor: TBC

This module provides a graduate-level introduction to the main strands of thinking in International Relations (IR). Its primary concern is to examine and assess each approach's foundational assumptions, its method and scope of problem definition, its understanding of the units of global politics; how it conceptualises international institutions, and the relationship between agency and international structure. As we progress, we also want to ask ourselves about the relationship between the different approaches. Are these approaches necessarily exclusionary? Do bridges and connections exist between them?

The module covers basic concepts in IR, such as anarchy, sovereignty, power, the state and the international system. It surveys both mainstream and critical approaches to the subject, including Realism and Liberalism (as well as their neo-variants), the International Society Tradition (English School), Social Constructivism, Marxism, Critical Theory as well as post-structural approaches. Students will be asked to reflect on the ways in which theories account of and/or shape world politics. The module explicitly links IR to cognate disciplines, especially social theory and critically reflects on the conceptual frameworks and modes of analysis used by IR theories.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0026 Public Ethics](#)

Course Tutor: Dr Jeffrey Howard

This module explores a variety of philosophical controversies about public policy, focusing on issues of crime and punishment. The module begins by assessing the leading theories of criminal punishment—retributive, deterrence, communicative—and tracing their moral implications for contemporary penal practice. The module proceeds by investigating a series of debates about the kinds of conduct that should and should not be subject to criminal sanction. Should drugs be legalised? Should violent pornography be banned? Should sex work be a crime? Do adults have the right to physician-assisted suicide? Do foetuses have moral rights, and if not, should sex-selective abortion be legal? Each week, we will read and argue with each other about important work in contemporary political, moral, and legal philosophy, applying what we learn to pressing political controversies.

Prior coursework in political theory or philosophy is highly recommended

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0033 Parliaments, Political Parties and Policy Making](#)

Course Tutor: Prof Meg Russell

This course explores the role and functions of legislatures and the parties that dominate them in the modern state. Taking a comparative approach, illustrated with numerous case studies of different countries, it asks which factors matter to the role of parliaments/legislatures today.

Does it, for example, matter that just 23% of the world's legislators are women? Why do some parliaments have two chambers rather than one? How do parties choose the people who make up the majority of parliamentarians? What influence does party discipline have on the functioning of modern parliaments, and does the dominance of parties in the legislative process exclude citizens? What factors influence parliaments' strength with respect to their core functions of scrutiny, law making and representation, and how much of a policy difference do they make? By taking a joint focus on parliaments and political parties the course gives an insight into some of the most important functions of both, and of how public policy is made.

Assessment: One 1000-word essay (30%) and one 2000-word essay (70%)

Credit Value: 15

PUBL0036: Governing Divided Societies

Course Tutor: Dr Melanie Garson & Dr Sherrill Stroschein

This course addresses options in the design of governing institutions for societies that are divided along lines of ethnicity, religion, language, or culture. It will cover both states with historic minorities and states that have experienced waves of immigration. The course will address issues of citizenship and membership in a community, as well as notions of group versus individual rights. It will also cover options for various democratic designs, including institutional systems and electoral structures intended to minimize conflict between identity groups. Case studies are introduced as examples throughout the course. The course emphasizes ongoing governance questions in diverse polities in order to understand how to better increase stability in highly divided societies.

By the end of this course, students will be able to critically evaluate institutional successes and failures in divided societies throughout the globe. They will be able to produce informed answers to the question of how some governance structures can preserve stability in divided societies, and how other governance structures can worsen political relations between identity groups. With this background, students will be able to assess both academic and policy arguments regarding governing arrangements for divided societies. Finally, students will develop skills of critical reading, thinking, and writing through a combination of readings, lectures simulations, practical exercises, and writing assignments.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0048 Leadership and Organisational Behaviour

Course Tutor: TBC

The proposed course goes beyond the analysis of leadership theories, and aims at developing the student's leadership skills. This is a hands-on course where students learn about specific frameworks, models, and perspectives on effectively leading small, medium and large groups of employees in public, private and non-profit organisations. Students begin by covering introductory theories to leadership and then move into discovering which type of leaders they are. In particular, students face practical cases to learn how to implement different leadership approaches according to the strategic aim that they pursue, and how to lead within the different levels of the organisation's hierarchy. Furthermore, we focus on how to enhance the motivation of employees, and the effects that this can have on the organisational performance. By course end, students ought to have a broad comprehension and tools for leading organisations and groups of individuals successfully.

This module is intended for students that have at least three years of relevant working experience in any public policy domain. Please contact the course tutor by 03 October 2018 to discuss your suitability.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0049 Global Public Policy

Course Tutor: TBC

Fostering cooperation among state and non-state actors and across cultures and levels of development challenges the political imagination. What is more the number of states whose cooperation is essential

continues to increase and nationalism endures. In this module we draw on theories of the policy process and international relations and investigate some case examples to develop our understanding of how to rise to this challenge. Students will: develop an understanding of the rationale for global public policy; learn who the key actors are; understand the ways in which public policy and international relations theories can help to interpret these developments; as well as apply these insights to different cases of contemporary global public policy.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0056 Global Business Regulation](#)

Course Tutor: Dr Colin Provost

This course is designed to help students understand how business regulation operates in a global economy. We examine why regulation moves from the domestic to the international level, who demands it, who supplies it, what effects international regulatory regimes have on domestic implementation of regulations and how we evaluate the overall effects of such regulations. Additionally, we examine how other institutions of the global economy, such as trade, investment and international courts affect business regulation at the international and domestic levels. Finally, we also look at the rise of corporate social responsibility (CSR) or “private regulation” as a result of the activities of businesses, NGOs and other global actors. Specifically, we look at CSR with respect to environmental and labour policies in global supply chains. We examine all these questions in a variety of policy contexts, including environment, banking and finance, pharmaceuticals, labour markets, and food safety and labelling, among others.

By the end of the course, students should be able to understand how global regulations and regulatory bodies are constructed, how they influence domestic regulations, and how multi-national firms shape the construction of such global regulations. Students will be able to understand how trade, investment and regulation combine to shape the global public policy environment. Students will also understand global governance more broadly, with its many constellations of private and public actors. Finally, students will learn skills in analysis and critical thinking, both through course readings and the assessed essay. Such skills will be applied in the course as we examine theories in the context of contemporary affairs and events.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0059 Human Rights, Accountability and World Politics](#)

Course Tutor: Prof Neil Mitchell

In this module students will develop an understanding of political violence, the human rights regime and the role of international institutions, states, and non-state actors. The lectures and readings will introduce students to major theoretical frameworks for understanding state use of violence and compliance with human rights obligations using both historical and comparative approaches to the topic. We will examine what social science can contribute to our understanding of human rights and the role of international institutions, states, and non-state actors. The module will explore the role of political and economic conditions such as regime type, conflict, economic development in the protection or violation of human rights, the motivations for political violence and application of the principal-agent model to the topic. Finally, it will examine questions of intervention and the development of accountability mechanisms in the effort to protect human rights.

Assessment: One 3000-word essay
Credit Value: 15

[PUBL0071 Contemporary Political Philosophy I](#)

Course Tutor: Dr Helen Brown Coverdale

Why shouldn't we be anarchists? What good reasons are there for obeying the state and the law? Under what circumstances may we break the law? When, if ever, is revolution or secession justified? What is democracy? What is valuable about democracy? What makes a democratic state legitimate?

This module will explore how these and other questions have been addressed in contemporary Anglo-American political philosophy, and explore their application to, and implications for, concrete, real-world cases such as: protests, referendums, political disagreements, and constitutional law.

Assessment: One 1000-word essay (30%) and one 3000-word essay (70%)
Credit Value: 15

[PUBL0076 Politics of Economic Policy in Post Industrial Societies](#)

Course Tutor: Dr Lucy Barnes

This course introduces students to the study of comparative political economy (CPE): the comparative study of advanced capitalist political economies. The course surveys topics, theories, and methods on the interplay of politics and economics across the advanced democracies. The course has two primary goals: (1) to understand the variation in economic policies and performance across developed countries; and (2) to better understand the causes and the consequences of this variation. The course will focus on core topics in CPE: institutions and economic growth, macroeconomic policy-making (including stimulus and austerity policies since the financial crisis of 2008), and inequality and redistribution.

At the end of this course students will:

- have a broad understanding of the variation in economic policies and performance— particularly across advanced capitalist economies, and within these countries over time; but also in broader global and historical context;
- understand political and economic motives for economic policy choices, and how they interact;
- be familiar with a range of analytical approaches, concepts and techniques that facilitate understanding the interplay between economics and politics.

Assessment: One 3000-word essay
Credit Value: 15

Term Two Courses

- PUBL0004 International Political Economy
- PUBL0008 Public Management: Theories and Innovations
- PUBL0009 Health Policy and Reform

- PUBL0013 The Ethics of Poverty
- PUBL0014 Non-Profit and Voluntary Sector Management and Policy
- PUBL0015 Terrorism
- PUBL0017 Making Policy Work
- PUBL0019 Policy Making and Regulation in Europe
- PUBL0021 The European Union, Globalisation and the State
- PUBL0023 Equality, Justice and Difference
- PUBL0025 Globalisation
- PUBL0027 Agenda Setting and Public Policy

- PUBL0029 Strategy and Organisational Change
- PUBL0030 British Government and Politics
- PUBL0031 Law and Regulation
- PUBL0034 Democratic Political Institutions

- PUBL0037 Foreign Policy Analysis
- PUBL0038 Gendering the Study of Politics: Theory and Practice
- PUBL0044 Rebellion
- PUBL0045 Global Ethics
- PUBL0046 Conflict Resolution and Post-War Development
- PUBL0047 Democracy and Accountability: Holding Power to Account
- PUBL0051 War, Peace, Human Rights and International Law
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- PUBL0060 International Trade Policy
- PUBL0064 Impact Evaluation Methods
- PUBL0065 Public Finance and Budgeting
- PUBL0066 The Ethics of Counter-Terrorism
- PUBL0068 Performance Management and Accountability
- PUBL0069 Policy Advice
- PUBL0072 Contemporary Political Philosophy II
- PUBL0074 The Political Economy of Development

TERM TWO COURSES OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

PUBL0004 International Political Economy

Course Tutors: Dr Michael Plouffe and Dr Lauge Poulsen

This course introduces students to the study of international political economy (IPE). In this class students will be introduced to the principal perspectives on several of the key issues and topics in IPE, including international trade, investment, and development. We will discuss and critically assess critically recent theories and evidence on which political and economic forces enable and constrain global economic relations. Additionally, students will be able to answer several questions:

- How well do IPE theories explain observable patterns in the global economy?
- What are the limits of the current IPE research?
- Which areas require further investigation?

There are no prerequisites for this class. PUBL0004 is designed as an introductory class and no prior knowledge of political science or economics is required.

Assessment: One 3000-word policy brief

Credit Value: 15

PUBL0008 Public Management: Theories and Innovations

Course Tutors: Dr Colin Provost

In this course, we will examine the role of public bureaucracies in the policy making process, with a strong focus on reforms within and across public agencies, reforms collectively known as the “New Public Management”. We will begin with a look at some of the basic questions of public administration, such as, why do public bureaucracies exist, how have they evolved over time and why does their organisational structure matter for making public policy. From there, we will examine how bureaucratic agencies are constructed by politicians, as well as how politicians interact with bureaucrats, and how these interactions matter for public policy outcomes. Finally, we will analyse numerous reforms that have been implemented in public agencies across the world-reforms, such as privatisation, contracting and performance measurement.

Some of the questions we explore in this class include:

- How does public sector organisation affect public policy outcomes?
- Why are some agencies highly independent and autonomous while others are tightly controlled?
- Does performance-related pay work for public sector employees?
- Under what circumstances do governments contract out public services to the private sector? Is contracting cost-effective?
- How reliable are indicators that measure public sector performance?
- Under what circumstances do agencies successfully work together to implement policy?
- What is the role of citizens in public management and policy implementation?
- What effect will Brexit have on policy implementation and civil servant workload in the UK, in European Union institutions and in European Union member states?

By the end of this module, students should be able to understand why and how public agencies are designed and constructed as they are; why and how politicians and bureaucrats interact as they do, and how this affects public policy; and why and how New Public Management reforms have been implemented and what it means for policy outputs and outcomes.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0009 Health Policy and Reform](#)

Course Tutor: Prof Albert Weale

This course provides a comparative examination of health policy together with a study of policy reforms in the organisation and financing of health care. It enables students to analyse and evaluate different kinds of health systems and the likely health, financial and political effects of current reform proposals. The main aims of the course are:

- To enable students to describe and analyse health systems in terms of their basic financial, organisational characteristics.
- To evaluate the effects of commonly advocated reforms on the health status of populations.
- To identify the principal political issues likely to affect health systems reform in the future.

Assessment: Policy Brief (1500 words) 20%; Essay (2500 words) 80%.

Credit Value: 15

Assessment: One 3000-word research design paper

Credit Value: 15

[PUBL0013 The Ethics of Poverty](#)

Course Tutor: Dr Saladin Meckled-Garcia

Are international institutions, like the WTO, violating the human rights of the poor across the world? Are we in affluent countries responsible for violating the rights of the poor? Is poverty itself a human rights violation? How should we define poverty and what is the relationship between poverty and development? How do both relate to human rights? What is the “resource curse” suffered by countries with natural resources? Should international trade be subject to human rights standards or conditionality, and would these solve the problem of global poverty? What is international law and does it enshrine privileges that should be reformed in order to address global inequalities? This module addresses international and global institutions in terms of their relationships to poverty. It asks students to consider and debate whether different accounts of fairness and rights can be applied to institutional questions of international significance. The module covers theoretical approaches and conceptual frameworks such as cosmopolitanism, statism, self-determination, development, meanings of poverty, fairness, human rights, fair trade, and global resources, in order develop answers to these questions. Students are encouraged to take up positions and defend them in debate as part of their preparation for writing an essay that sets out a clear ethical argument.

We use real life, practical examples from international politics to consider the ways that poverty might be addressed as an ethical priority in the modern world.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0014 Non-Profit and Voluntary Sector Management and Policy

Course Tutors: Dr Sarabajaya Kumar

In recent years there has been growing political and theoretical focus upon the contribution of non-profit and voluntary sector organisations within modern market-based democracies. Increasingly governments look to non-profit organisations, charities, cooperatives or social enterprises to provide remedies to social problems; at the same time voluntary organisations within civil society seek to regulate and to change the behaviours of governments and of the market. The shifting economic and policy environment caused by the 2007 financial crisis, Brexit and austerity programmes has created further challenges for the societal role and sustainability of voluntary organisations.

This course aims to provide students with the necessary analytical tools to understand how the non-profit and voluntary sector functions in developed economies, drawing in particular upon literature and research from the UK, other European countries and the United States. It seeks to explore not simply the theoretical function and contribution of such organisations, but also the practical challenges of management, governance and accountability. Students are encouraged, where appropriate, to ground their learning in their own experiences.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0015 Terrorism

Course Tutor: Dr Manuel Vogt

This course will familiarise students with historical and theoretical descriptions of the decision made by collective non-state actors to employ terrorist violence, the nature of specific threats faced globally (both historically and in a contemporary setting), and a brief overview of the range of options available to governments looking to counter this threat. Students will be asked to complete a comprehensive set of readings, to participate actively in seminar discussions, and to complete a long paper assignment. By term's end, students will be equipped to answer at least the following questions: how can our theoretical understanding of the roots of terrorism improve our ability to counter the threat? What leads people to the point where they feel violence is the only option available to them to attempt to bring about some political change? Which factors are conducive to particular terrorist strategies and what kinds of tactics ought democratic societies anticipate will be employed in future terrorist attacks against their national interests? Finally, what kinds of actions are legitimate and successful as means of countering the threat of global terrorism?

Assessment: One 3000-word essay

Credit Value: 15

PUBL0017 Making Policy Work

Course Tutor: Dr Manu Savani

Policy-makers face day-to-day choices about how to achieve their objectives. They need to know about how to use the resources under their command to get the best results. This course is about how policy-makers can use these tools of government effectively, and what evidence is there about what works most effectively. Methods of evaluating public policy are covered, with a focus on the use of experiments, such as randomised controlled trials. Different tools of government, like regulation and finance, are considered. There is a focus on practical examples, such as policies on the use of illegal drugs, local economic development and performance management. The final part of the course

examines behavioural economics or the 'nudge' policy agenda, which is currently often used by governments across the world to improve public policy. At the end of the course, there is usually a class visit to a policy-maker to examine how the tools can work in a practical context.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0019 Policy-Making and Regulation in Europe](#)

Course Tutor: Dr Nick Wright

This course develops students' knowledge of how policy-making takes place and policies are made in the European Union (EU). The course introduces principal theories of EU policymaking relating to the main stages of the policy process: agenda-setting, decision-making and policy implementation. The course discusses the theoretical claims and observable implications of these theories with respect to EU institutions, policymaking processes and policy outputs, and critically evaluates them from the perspective of empirical evidence provided by political science and public policy research. Different theoretical perspectives and most recent empirical research are used throughout the course to analyse a number of substantive policy areas.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0021 The European Union, Globalisation and the State](#)

Course Tutor: TBC

Demands to "take back control", protests against economic globalisation, and increasing contestation over supranational and global governance currently dominate politics in Britain and Europe. In this module, we submit such issues and debates to systematic analysis, and ask why, how and with what consequences EU membership and economic globalisation are transforming the state as we have known it. Students will acquire the empirical knowledge, theoretical understanding and comparative research skills to analyse why European and global pressures change (and challenge) established national institutions, politics, policies and democracies; to explain why different states change differently; and to evaluate the consequences for democratic legitimacy.

The module introduces the concepts of Europeanisation, globalisation and statehood; familiarises students with the comparative method; and discusses different theoretical explanations for state transformation. We then analyse the impact of EU and global pressures on national institutions such as courts, governments and parliaments; on political parties and representation; and on national policies with a focus on the welfare state. The final sections look at Europeanisation beyond the EU's borders, and ask whether EU membership and globalisation spell the end of national democracy.

Throughout, we engage with current political questions, including austerity politics, Euroscepticism, the EU's role in its neighbourhood and governments' accountability to their parliaments. In analysing these questions, the module puts a premium on training students in the systematic use of comparative methodology and the design of qualitative research.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0023 Equality, Justice and Difference](#)

Course Tutor: TBC

How should we deal with diversity? Human beings differ in our religious convictions, our cultural identities, our race and ethnicity, our privilege, our gender, our sexual orientation, our ability levels, and more. This module examines one of the most pressing political problems facing contemporary pluralist societies: how can we ensure that all individuals are treated equally, while respecting the fact that each individual is different? The module approaches this question through a critical assessment of the philosophical literature on 'the politics of difference'.

In recent decades, radical criticisms have been launched against liberal political theory and practice. Traditional liberal policies (of toleration, pluralism, non-discrimination, and uniform legislation), and traditional liberal methods of justification (based on individualist, egalitarian, and contractarian assumptions), have both been subject to radical critique, charged with ignoring the structural and cultural disadvantages suffered by members of minority groups. In place of this traditional liberal politics, various forms of a 'politics of difference' have been proposed. The latter focus on various kinds of difference (such as those based on culture, religion, gender, class, and sexual-orientation); they identify various injustices (such as structural oppression and lack of recognition); and they propose various remedies (such as affirmative action, representative quotas, deliberative democracy, religious exemption, and minority rights). Do justice and equality require the recognition of difference? Or is such recognition merely a deviation from egalitarian justice? Can we find an inclusive and egalitarian conception of justice capable of accommodating citizens who have radically different needs, identities, and conceptions of the good life?

The module examines responses to the claims of 'difference' from a range of political ideologies: liberalism, feminism, multiculturalism, and critical theory. It critically examines the recent work of various political theorists, such as Brian Barry, Rajeev Bhargava, Chandran Kukathas, Will Kymlicka, Susan Moller Okin, Anne Phillips, John Rawls, Charles Taylor, and Iris Marion Young. And it considers a series of concrete case studies, including affirmative action policies in the U.S., the Hijab controversy in French state schools, and language policy in Quebec.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0025 Globalisation](#)

Course Tutor: Dr Thomas Gift

The late twentieth and early twenty-first centuries have brought many unprecedented challenges and opportunities. Globalisation and the flattening of the world mean that countries and individuals are intertwined like never before in history. Against this backdrop, standards of living in many countries have skyrocketed, millions of people have escaped poverty, and countless others have capitalized on new opportunities in work and life. At the same time, serious problems have emerged that pose a threat to sustained peace and prosperity across the globe. In this course, we will investigate the nature of these challenges and opportunities, why they have arisen, and what they portend for the future political and economic trajectory of citizens and societies. Lectures, readings, and discussions will revolve around three central questions:

1) What is globalisation? Although the concept of globalisation is much contested, we will try both to demystify the language and hyperbole surrounding the idea and to delineate the different types of globalisation processes taking place.

2) How is globalisation managed? Having established what globalisation is, we will next examine how individuals, governments, international institutions, and others actors seek to confront this process by maximizing its benefits and minimizing its costs.

3) What are the consequences of globalisation? Finally, we will explore the effects of globalisation across a range of topical areas, including: (i) labour markets; (ii) social policy; (iii) growth strategies; (iv) democracy and human rights; (v) migration; and (vi) the environment. By the end of the course, you will better understand what globalisation is, what aspects of modern political and economic systems are due to globalisation, the key advantages and disadvantages of globalisation, and how globalisation influences an array of exigent policy issues.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0027 Agenda Setting and Public Policy](#)

Course Tutor: Dr J P Salter

Agenda Setting and Public Policy is about how political participants seek to influence the policy agenda. The course has as its main focus the agenda-setting role of the media and public opinion on public policy. Drawing on recent work, the course places special emphasis on the extent to which the internet and the use of social media have challenged decision-makers and affected the policymaking process. Topics to be covered include: agenda setting, power, the media, social media, public opinion and punctuated equilibrium. In addition, students will have the opportunity to work with data from the Policy Agendas Project.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0029 Strategy and Organisational Change](#)

Course Tutor: Dr Marc Esteve

Strategy and organisational change is a hands-on course where students learn about specific frameworks, models, and perspectives on effectively managing change in public, private and non-profit organisations. Students begin by covering introductory theories to strategy and organisational change and then move into the key concepts of how change occurs within an organisation. In particular, students face practical cases to learn how to overcome resistance to change and how to lead change within the different levels of the organisation's hierarchy. Furthermore, we focus on the motivation to reform public sector organisations, and the effects that such reforms can have on policy implementation. By course end, students ought to have a broad comprehension and tools for changing organisations successfully.

This module is intended for students that have at least three years of relevant working experience in any public policy domain. Please contact the course tutor Dr Marc Esteve (marc.esteve@ucl.ac.uk) before 3rd October 2018 to discuss your suitability.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0030 British Government and Politics

Course Tutor: Dr Meg Russell

This course looks at the structure of British government and the functioning of British politics in practice. It gives a broad overview of the main institutions and players in the British system, setting these within a comparative context.

The course will have a contemporary and practical flavour, using both academic sources and official documents to illustrate the role of different actors in policy development, and exploring key controversies.

Assessment: One 1000-word essay (30%) and one 2000-word essay (70%)

Credit Value: 15

PUBL0031 Law and Regulation

Course Tutor: Dr Colin Provost

In this course, we will be examining the political, economic, social and legal issues surrounding the enactment, implementation and enforcement of regulatory policy. We will begin by discussing various justifications for regulation, with particular focus on the market failure framework. We will then look at how regulatory authority is delegated and at various styles of regulatory enforcement, including command-and-control, the use of economic incentives, cooperation and voluntary enforcement. We will also look at the regulation of transnational business and at how international standards are negotiated. Finally, we will examine regulatory reforms, such as privatisation and regulatory impact analysis, in the developed and developing world.

Questions we will address in this class include:

- How much influence do businesses have over the creation and implementation of regulations?
- What is the thinking behind cap and trade programs like the E.U. Emissions Trading System? Do such programs work?
- What effect does international trade have on domestic and international regulatory standards?
- Why do some businesses join voluntary regulatory organisations? How effective are such organisations?
- What role does regulation play in the privatisation of state-owned enterprises?
- Why have we witnessed so many regulatory crises of late? What explains the occurrences of the Great Recession, the B.P. oil spill, the Eurozone crisis, and other crises of regulatory policy?
- How will Brexit affect the regulation of business, both in the UK and in the rest of the European Union?

By the end of the course, you will have an understanding of the forces that shape the creation and implementation of regulatory policy. You will have knowledge of a wide variety of regulatory tools, such as command and control regulations, management-based regulations, as well as tools of incentive-based regulation, such as taxes and cap and trade. You will be able to understand regulatory processes at domestic and international levels, and will have an understanding of the tools necessary to evaluate regulations as well.

Assessment: One 3000-word essay
Credit Value: 15

[PUBL0034 Democratic Political Institutions](#)

Course Tutor: Dr Sherrill Stroschein

This course examines democratic institutions from both theoretical and empirical perspectives. Democracies throughout the globe are constituted of different rules for governing and representation, and the course will cover these different options as well as their advantages and disadvantages for particular contexts. The course first examines basic constitutional structures for the allocation of powers between executives and legislatures and the conduct of elections. Throughout the course, we evaluate the origins and maintenance of institutions in terms of two different theoretical views on human behaviour: the individualist economic and the relational sociological perspectives. Other examples of institutions covered include study federalism, devolution, and autonomy. The course then turns to various ways of incorporating citizen interests through representative structures, addressing parties and party systems as well as alternative forms of participation such as such as direct democracy, deliberative democracy, and corporatism. We also address the functioning of bureaucracies, accountability, corruption, and the role of judiciaries in politics. Finally, the course concludes with an examination of challenges to democracy arising from ethnic politics, local authoritarians, and imperatives of management.

By the end of this course, students will be able to critically evaluate different options for democratic institutions across different country contexts. They will also be able to assess both academic and policy arguments in favour of various institutions in terms of their potential biases toward individualist or sociological assumptions about human behaviour. Finally, students will develop skills of critical reading, thinking, and writing though a combination of readings, lectures and discussions, writing assignments, and an exam.

Assessment: One 3,000-word essay
Credit Value: 15

[PUBL0037 Foreign Policy Analysis](#)

Course Tutor: Dr Jonathan Monten and Dr Outi Donovan

How is foreign policy made? And who makes it? The course deals with the theory, concepts, history, and practice of Foreign Policy through a comparative lens. The class will analyse the processes by which foreign policy goals are established and policy tools are designed to help meet these goals. Much of our attention will focus upon identifying the actors that influence the foreign policy making process across various institutional structures, and the models that the literature identifies to capture this process theoretically and empirically.

Students are invited to reflect upon the limits of traditional IR theory in understanding how foreign policy is made. The orientation is more theoretical than substantive. In other words, the course focuses mostly on the sources of foreign policy rather than its content, on policy inputs and the decision-making process rather than on policy outputs. Students will be asked to complete a comprehensive set of readings, to participate actively in seminar discussions, and to complete a long paper assignment.

Assessment: One 2-hour exam
Credit Value: 15

PUBL0038 Gendering the Study of Politics: Theory and Practice

Course Tutor: Dr Maki Kimura

The course provides an overview of key topics, both theoretical and policy-related, in politics and gender. In weeks one and two, the history of feminism and main feminist and gender theories (including those on intersectionality, masculinity, sexuality, and the body) are explored. The rest of the first part of the course looks at the impact of gender on 'political' activities, the concepts and practices of citizenship, and how to develop gender sensitive public policies. It considers what constitutes 'political' activities, whether the gender of our political representatives' matters, in what ways that political institutions are gendered, and the relationship between gender and neoliberalism. The second part of the course has a more global focus considering: the concept of security; transnational migration; the impact of gender in armed conflict; women, sexuality and human rights; and the importance of gender in international development. We will look at the role of civil society as well as 'gender machinery/mechanism' in promoting gender equality, such as specialist government departments and quangos concerned with gender and equality. Various case studies are used to examine the ways that gender and sexuality is constructed through and constructs political practices and institutions. As women are often the underrepresented sex in a variety of political processes, we will therefore often discuss the issue of women's equality. However, throughout the course we will seek to focus on 'gender' rather than on 'women' examining male dominance in political institutions and the significance of masculinity as well as sexuality in politics. It also highlights how differences such as gender, class, ethnicity, nationality, age and sexuality intersect to create inequalities in contemporary globalised world. Different materials (newspaper articles, radio programmes, video clips etc.) will be used in the course to facilitate discussion on current issues in gender and politics, and additional reading resources will be provided to explore feminist methodologies. Each class has a lecture followed by a seminar and participation in discussion is required.

By the end of the course the students will:

- be familiar with key concepts, theories and policy questions around gender and politics;
- have a sound understanding of the role of gender in political activities and institutions;
- be able to critically assess the arguments for and against greater gender equality in different political institutions;
- have explored the various mechanisms for developing gender sensitive public policies;
- understand some of the key issues regarding gender in international politics;
- be fully aware of the importance of an intersectional approach to study gender and politics;
- have explored the multiplicity of feminist methodologies;
- have critically reviewed the literature on gender and politics;
- have studied in depth at least two questions in politics and gender, and be able to communicate these through essays and/or seminar discussions;
- understand the contribution that a gendered analysis of politics has made to the study of politics in general.

Assessment: One 1000-word exercise (30%) and one 2000-word essay (70%)

Credit Value: 15

PUBL0044 Rebellion

Course Tutor: Dr Rod Abouharb

This course will examine a variety of alternative theoretical explanations for how civil conflicts begin. The course begins with an overview of the disciplines knowledge about the determinants of civil conflict.

The course then proceeds by introducing the student to the different theoretical explanations for civil conflict and the empirical research that has been undertaken to test these different theories. In particular:

- 1) Examine the development of the literature and the variety of alternative theoretical explanations for why people rebel against their state.
- 2) Also examine the importance of international factors that impact the likelihood of civil conflict
- 3) Examine the consequences of civil wars for civilians.

The course critically reviews the impact that politics plays on the advent, continuation, and consequences of civil conflict. Students are invited to reflect upon the state of the discipline and areas of fruitful future research.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0045 Global Ethics

Course Tutor: Dr Helen Coverdale

This course critically examines some of the most pressing ethical questions (questions concerning what we ought morally to do) arising in the contemporary international arena. Focusing on recent debates in global justice and political theory, the course introduces students to a range of views on the scope of moral duties that exist between states and individuals at the global level, and critically examines key normative challenges that arise from the global political interaction between states, international governmental organisations, NGOS and other key players.

The course is divided into three parts:

- I) Approaches to global justice: examining key perspectives on the nature and scope of global justice (cosmopolitanism, statism, realism, utilitarianism)
- II) Legitimacy and representation: examining normative challenges concerning the structure and function of international agents like IGOs and NGOs.
- III) Ethics and Global Governance: examining ethical challenges that arise within various global governance regimes: immigration, climate change, international trade and the international use of force.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0046 Conflict Resolution and Post-War Development

Course Tutor: Dr Zeynep Bulutgil and Dr Melanie Garson

This course focuses on why and how armed conflicts do (not) end, and the political, economic, social, and psychological challenges facing post-war societies. The course begins by discussing the obstacles inherent in the war-to-peace transition and the relationship between post-conflict development, transitional justice, social reconciliation, institution-building, and peace. Drawing on both theoretical and policy debates, the course then addresses questions such as: Why do some peace settlements last,

while others do not? How the social-psychological dimensions of conflict affect conflict resolution? How can outside actors help bring conflicts to an end? What explains variation in the success of disarmament, demobilisation, and reintegration programs? What are the challenges facing refugees and returnees? How does conflict reconstruction work, and how do conflict reconciliation programs affect the post-war peace? In what ways does war-time rebel governance affect the post-war order? In answering these questions, the students are encouraged to develop good social science research skills.

Assessment: One 3000-word essay
Credit Value: 15

[PUBL0047 Democracy and Accountability: Holding Power to Account](#)

Course Tutor: Prof Anthony Wright

The course examines the variety of mechanisms and institutions which have been developed to scrutinise government and hold it to account. Each week will focus on a different area, with an invited speaker who is a practitioner in the area under discussion. The institutional focus will be linked to continuing discussion of the nature of scrutiny and accountability.

The aims of the course are to:

- enable students to think critically about the concepts of accountability and scrutiny.
- introduce students to some of the main mechanisms and institutions that have been developed to hold government to account, primarily at the national level but also at the European and global levels.

Assessment: One 3000-word essay
Credit Value: 15

[PUBL0051 War and International Law](#)

Course Tutor: Dr Nathan Derejko

This course explores issues of war, peace, and human rights from the perspective of international law. In particular, we will examine the law on the use of force (the jus ad bellum), international humanitarian law (the jus in bello), international human rights law, and international criminal law. The themes in the course include: the prohibition of war in international relations, the exceptions to that prohibition (namely self-defence, Security Council action, and the debated doctrine of humanitarian intervention), the rules and principles on the conduct of hostilities (especially those related to the protection of combatants and civilians), the principles and practice of UN action in the fields of peace-enforcement and peacekeeping, and the role of human rights concerns in these debates. Throughout the course, we will be asking whether existing legal frameworks are adequate for governing contemporary forms of conflict and how the law should be interpreted in light of the changing nature of war.

This course does not presume any prior legal training, but students are expected to engage with complex issues and topics and to develop a critical perspective in their understanding of the legal regime governing war, peace, and human rights. Seminars will include theoretical and conceptual discussions as well as sessions that will enable students to tackle doctrinal and interpretative aspects of international law as it relates to armed conflict. Upon completing the course, students will have a solid grounding in international law, will gain legal analysis skills that they can apply to contemporary events and cases regarding armed conflict, and will be able to critically engage with scholarly work and international case law in this domain.

Assessment: One 3000-word essay

Credit Value: 15

[PUBL0060 International Trade Policy](#)

Course Tutor: Dr Michael Plouffe

The causes and consequences of trade liberalisation are both subjects of lengthy debates, as is the relationship between international trade and other aspects of the global political economy. This module explores political and economic interactions surrounding the formation of trade policy as well as its consequences. Other aspects of the international political economy, such as development, investment, and migration, are all investigated as framed by their relationship to international trade. Much of the reading list reflects the state of the field, and students enrolled in the module will additionally be equipped with skills to evaluate research design, both in its application to trade policy as well as more widely applied.

Assessment: One 3000-word research proposal

Credit Value: 15

[PUBL0064 Impact Evaluation Methods](#)

Course Tutors: Prof Lorraine Dearden (IOE)

This course considers methods for quantifying the causal impacts of social and economic programmes in both the government and non-government sectors. How many more people are in work because of a policy to help those on the margins of the labour market? Does including a free pen in a charity mail shot increase the probability of response? Does more education for girls in developing countries promote child outcomes in the next generation? The course covers a range of experimental and quasi-experimental methods of impact evaluation that can be used to answer such questions, in and outside government. The methods covered include randomised control trials ('field experiments'), 'before and after' and interrupted time-series designs, 'difference in differences' methods, matching methods (including propensity score matching), instrumental variables and regression discontinuity design. The course will also cover cost benefit analysis.

***This module is only available to EMPA/MPA students in the first instance. If additional spaces are available, they will be opened up to other MA/MSc students.**

Assessment: One 2-hour exam

Credit Value: 15

[PUBL0065 Public Finance and Budgeting](#)

Course Tutor: Dr Mike Seiferling

Public finance management and public sector budgeting play a fundamental role in balancing the social and economic objectives of the state and acts as a significant determinant of macroeconomic performance. The importance of having strong public finance management systems along with comprehensive and transparent evaluation of fiscal risk was further highlighted by the 2008 financial crisis. A prerequisite component for achieving these goals is an efficient budgeting process. This course

will examine both theoretical and empirical perspectives on public finance management and the budgeting process with a focus on actors and institutional constraints and a practical/contemporary evaluation of the public sector from a broader macroeconomic perspective. While the study of public finance management is extremely vast covering several disciplines and specialised areas, the purpose of this course is to provide students with a broad practical understanding of public finance management and budgeting. Specific topics covered will include public sector reform, budget theory, fiscal surveillance, time horizons, subnational public finance, public sector accounting and fiscal transparency.

***This module is only available to EMPA and MPA students as well as, with instructor's permission, MSc students with at least three years of relevant professional experience. Please contact the course tutor Dr Mike Seiferling (m.seiferling@ucl.ac.uk) before 4th October 2017 to discuss your suitability.**

Assessment: One 3000-word essay (70%) and presentation notes (30%)
Credit Value: 15

[PUBL0066 The Ethics of Counter-Terrorism](#)

Course Tutor: Dr Jeffrey Howard

This module is an advanced study of various problems in normative political and moral philosophy that bear on counter-terrorism policy. It explores a series of questions about the moral principles that should guide and constrain the state's efforts to prevent terrorist attacks on its citizens. It begins by assessing terrorism itself. What is terrorism, and what makes it morally distinctive among various forms of violence? Is terrorism necessarily wrongful, or could it be morally justified under certain conditions? The module then proceeds to examine a range of debates about the various means that state authorities have employed to prevent terrorism. Is torture of suspected terrorists ever justified? Is bulk collection of metadata a violation of individual rights? Under what conditions is it permissible to surveil citizens' communications? Are police ever justified in using ethnic, racial, or religious profiling? What distinguishes permissible sting operations of suspected terrorists from impermissible "entrapment" operations? Is it permissible to detain a person suspected of terrorism even if he or she has not yet perpetrated an offence? Is it morally wrong for the state to attempt to alter its citizens' moral and religious beliefs through "de-radicalisation" programmes? We will argue with each other about these questions in the context of ongoing scholarly debates in political philosophy, applying what we learn to related controversies as they arise in real-world politics.

Some previous coursework in political theory/philosophy is highly recommended. Students without such previous coursework may find the module difficult.

Assessment: One 3000-word essay
Credit Value: 15

[PUBL0068 Performance Management and Accountability](#)

Course Tutor: Dr Mike Seiferling

This course will be divided into two interconnected parts: The first will focus on accountability and performance measurement in the public sector, which has become important in the midst of i) greater global economic exposures (holding of debt and financial assets within and between all sectors) and ii) a very large increase in the amount of information/data available to the public ('Open Data'), a lot of which can be difficult to interpret or analyse. This first part will focus to a great extent on the financial structure of public sector and non-profit institutions pointing out some of the challenges that still remain for achieving efficient and accountable institutions. The second part of the course will be

dedicated to Performance Management, which will review both procedural and measurement based methods, but focus will be on the latter. This will include a review of private sector performance based management models (Balanced Scorecard, etc.) and how these have been modified to fit within a more complicated framework of the public sector (public corporations and general government) and non-profit institutions where outcomes themselves are not always directly observable and may be difficult to measure.

This module aims to provide students with the necessary skills to design an appropriate performance management framework for public sector or non-profit organisation and assess these organisations in a meaningful and comparable way. This includes being able to identify any informational gaps within the available data and implications that come with having these gaps.

Assessment: 3000-word policy report

Credit Value: 15

PUBL0069 Policy Advice

Course Tutor: Dr Christian Schuster

This course introduces students to the study and practice of policy advice. Graduates of SPP's MPA and public policy degrees frequently become producers or users of policy advice in their careers. This course seeks to help students prepare for this role. It familiarises students with foundational scholarship on policy analysis. This is complemented by insights into the theory and practice of policy communication and the politics surrounding policy advice. Next to scholarship, the course exposes students to real-world policy advisors and helps students develop the requisite analysis and written and oral communication skills for professional policy advice roles.

***This module is only available to EMPA and MPA students as well as, with instructor's permission, MSc students with at least three years of relevant professional experience. Please contact the course tutor Dr Christian Schuster (c.schuster@ucl.ac.uk) before 03 October 2018 to discuss your suitability.**

Assessment: 2,500-word policy memo (85%) and presentation + slides and notes (15%)

Credit Value: 15

PUBL0072 Contemporary Political Philosophy II

Course Tutor: Dr Emily McTernan

What is social justice? What obligations do we each have to achieve social justice? Why, if at all, should we redistribute wealth in society? Is equality something we ought to aim for? If so, what kind of equality? This module explores these and other questions through the lens of analytical political philosophy. We will critically examine a range of debates on social justice, such as: the value of equality, the role of individual responsibility, moral justifications for the ownership of natural resources, and the structural effects of inequality. In doing so, we will evaluate the political and moral theories of some of the most influential authors in contemporary political philosophy, such as: Elizabeth Anderson, G. A. Cohen, Ronald Dworkin, Robert Nozick, John Rawls, and Iris Marion Young.

Assessment: One 3000-word essay

Credit Value: 15

PUBL0074 The Political Economy of Development

Course Tutor: Dr Adam Harris

The Political Economy of Development course deals with the empirical reality, theory, and current governance problems of development, poverty, and inequality. Specifically, throughout the course we will investigate the influence of colonialism, state capacity, regime type, war and conflict, accountability, social structures, and corruption on economic development. This course engages with both economic theory regarding development and political science research that highlights the challenges to implementing the policies that would lead to economic development. The main objective of the course is to introduce students to the main debates in the field of economic development and the various strategies to promote development. Over the duration of the course, students will learn to critically apply different theoretical perspectives on development to a range of contemporary substantive issues that are relevant to international public policy and development.

Assessment: One 3000-word essay

Credit Value: 15
