



UNIVERSITY
OF LONDON

Programme Regulations 2019–2020

International Development

MSc

Important document – please read
This document contains important
information that governs your
registration, assessment and programme
of study

Contents

Important information regarding the Programme Regulations	2
1 Structure of the programmes	3
2 Registration	3
3 Recognition of prior learning and Credit Transfer	4
4 Module selection	4
5 Assessment for the programme	5
6 Number of attempts permitted at an examination	7
7 Progression within the programme	8
8 Scheme of award	9
Appendix A – Structure of the programmes.....	11
MSc International Development.....	11
Appendix B – Assessment criteria	13
Appendix C – Module Descriptions	17
Modules offered through CeDEP.....	23

Important information regarding the Programme Regulations

About this document

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As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by SOAS University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at SOAS University of London. Programme Regulations, together with the guidance on the Virtual Learning Environment, will provide the detailed rules and support for your programme of study.

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered. On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the International Development programmes:

Module: Individual units of the programmes are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Dissertation development stage: A learning stage that follows each module which develops the skills needed to write and submit a final dissertation.

Module convenor: Programme team member who ensures that design and delivery of high quality learning opportunities are available for students on the module.

Associate tutor: Programme team member who delivers small group teaching, or may be used for their specialist expertise to lead online seminars.

E-tivity: online assessment task or tasks specified by the Programme Director.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

Changes to International Development Regulations 2019-2020

This programme will run for the first time in 2019-2020.

1 Structure of the programmes

[Appendix A](#) gives the full programme structure.

Award

1.1

The following named awards are offered under the International Development programme:

- MSc International Development
- Postgraduate Diploma in International Development - Exit award only
- Postgraduate Certificate in International Development - Exit award only

Award structure

1.2

The MSc International Development consists of four modules and a dissertation as follows:

- One core module
- Three elective modules chosen from a list
- A dissertation.

Exit awards

1.3

If you are registered on the MSc and are unable to complete your studies you may be eligible for an exit award. A related Postgraduate Certificate or a Postgraduate Diploma may be awarded for the successful completion of either two modules and two dissertation development stages or four modules and four dissertation development stages respectively.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be **1 April** if you register in March/April, or **1 October** if you register in September/October, of the year in which you initially register.

2.2

If your effective date of registration is:

- **1 April**, you may take your first examinations in August of the same year;
- **1 October**, you may take your first examinations in February of the following year.

Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to these programmes.

3 Recognition of prior learning and Credit Transfer

To be read in conjunction with the [General Regulations](#), Section 3.

Recognition of prior learning

3.1

Within this programme there is no provision for recognition or accreditation of prior learning.

Credit Transfer and Blended learning

3.2

You may request to transfer to the MSc International Development from another online programme offered through CISD or CeDEP. Each request will be considered on a case-by-case basis and will be permitted at the discretion of the Programme Director on the basis of past performance and ability to undertake the relevant core module(s). Where modules can be mapped onto your new programme structure, you will be permitted to carry across full credit.

3.3

Blended learning study enables you to combine distance learning study with a period of full-time study at SOAS. If you are registered on the MSc degree and have been allowed to proceed to the elective modules, you may study up to **two** elective modules at SOAS on an equivalent part-time basis in place of online learning modules. There will be restrictions on the availability of elective modules available for Blended Learning study.

3.4

If you are registered on an on-campus Postgraduate Degree programme offered through the Centre for International Studies and Diplomacy, you may be eligible to study an individual module offered under these regulations. The credit obtained will be transferred to your programme of study. This will be at the discretion of the programme director.

4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

4.1

Modules are normally run in two sessions during the year, each comprising 16 weeks of study. You may normally only register for one module per study session.

4.2

In exceptional circumstances only and having shown sufficient progression in the programme, you may apply to the Programme Director to study two modules in one session.

4.3

You may apply to change your assigned module in consultation with the Programme Director up to two weeks before the start date for that module. If you have already begun studying the module your application will not be considered.

5 Assessment for the programme

Assessment methods

You should refer to the VLE for submission deadlines.

5.1

Each module for the MSc International Development, excluding the Dissertation module and those offered through the Centre for Development, Environment and Policy (CeDEP), will be assessed by the completion of six e-tivities. E-tivity 6 will be assessed by the completion of a 4,500-5,000 word essay submitted through Turnitin.

5.2

The **Dissertation** module will be assessed by submission of a 1,500-word dissertation proposal and the submission of a written dissertation, of approximately 15,000 words. You are required to complete the four dissertation development stages and submit both elements of assessment to complete the dissertation module.

5.3

The overall mark for the dissertation module will be based on the combined marks for the dissertation and the research proposal, scaled to account for, respectively, 85% and 15% of the overall mark for the module.

5.4

In order to pass any module, including the dissertation module, you must achieve an overall mark of at least 50%.

Modules offered through CeDEP

5.5

The elective modules; Understanding Sustainable Development, Understanding Poverty, Low Carbon Development, *Climate Change and Development* and *Food Security and Social Protection* are all offered through CeDEP. They are assessed by an online commentary, the submission of an Examined Assignment (EA) and an unseen, timed written examination.

If you choose to register on one of these elective modules, you should refer to the [CeDEP programme regulations](#) for further information on assessment, including the relative weighting of each element. Additional fees are applicable when sitting written examinations. [See the website](#) for more information.

Submission of e-tivities and the dissertation

5.6

Your completed e-tivities and dissertation must be submitted via the Virtual Learning Environment (VLE) no later than the submission dates given on the module timetables.

5.7

Any submission made after the published deadline will be penalised: Marks will be deducted at a rate of one (1) mark per day to a maximum of 5 marks for e-tivities submitted up to 5 days after the deadline. E-tivities will not be accepted if submitted later than 5 days after the deadline.

5.8

With each submission you must accept the No Plagiarism declaration via the online submission procedure to confirm that the completed e-tivity is all your own work (except where the terms of the e-tivity require reference to the work of collaboration with others) and that there has been no plagiarism.

5.9

Extensions to deadline dates will not be granted.

Where you have provided evidence of mitigating circumstances, penalties for late submission of e-tivities (submitted up to 5 days after the deadline, where possible) may be waived, subject to approval by the Programme Director.

5.10

If an assignment exceeds the word limit by the amounts specified below, we will implement the following deductions.

For **e-tivities 2, 3 and 5** for all modules, the following deductions will apply:

Excess length	Mark Deduction
Up to and including 30%	1 mark
More than 30%	It will not be marked and will be assigned a mark of 0

For e-tivity 4 and e-tivity 6 for all modules, the dissertation proposal and the final dissertation, the following schedule of deductions will apply:

Excess Length	Mark Deduction (deductions for dissertation given in parentheses)
Up to and including 10%	1 mark (5%)
More than 10% up to and including 20%	2 marks (10%)
More than 20% up to and including 30%	3 marks (15%)
More than 30%	It will not be marked and will be assigned a mark of zero (0)

The word count does not include footnotes (provided they contain a reference and are not part of the assessment), endnotes, bibliography and figures. Tables which contain text will be included in the total word count, tables which contain numerical data will not.

5.11

It is your responsibility to retain a copy of your e-tivity in the event of any electronic difficulties in its submission to, or return from, us.

5.12

We will provide you with feedback on all of your e-tivities across all of your modules.

5.13

If you are submitting a dissertation you must submit an electronic copy of the completed dissertation via the VLE, to arrive no later than the relevant submission deadline.

You are strongly advised to work with your appointed supervisor in the preparation of your dissertation. Full details of the responsibility of the supervisor, including the responsibility to review draft chapters, will be provided as part of your learning materials following registration on

6 Number of attempts permitted at an examination

6.1

The maximum number of attempts permitted at e-tivity 4 and e-tivity 6 for each module is **two**.

6.2

For all other e-tivities, a third attempt may be permitted at the discretion of the Programme Director, and subject to mitigating circumstances.

6.3

You will not be permitted to resit any element of assessment which you have passed.

6.4

If you fail a module with a mark between 45-49%, you may be awarded a condoned fail and have credit awarded in the same way as for passed courses providing the mean average mark for your modules is 55% or above. Compensation may be applied if you are entering to complete the award and is granted at the discretion of the exam board.

6.5

You may be granted a condoned fail for **one** module only.

6.6

If you resit e-tivity 6 for any module, your mark will be capped at 50%.

6.7

If you resit e-tivity 4 for any module, your mark will be capped at 7.5.

6.8

If you submit a dissertation that is otherwise adequate but requires minor amendment, the Examiners may require you to make any amendments specified by them and to re-submit the dissertation within a period of **four** weeks, unless otherwise specified by them. This is still counted as your first attempt. If the dissertation module is failed completely, you will be required to submit a new dissertation proposal within a period of **four** weeks. Submission of the final dissertation will be required within a period determined by us, normally within six months of the submission of the new dissertation proposal.

6.9

If you make a second attempt at the dissertation module, your mark will be capped at 50%.

7 Progression within the programme

See [section 4](#) for method of assessment.

7.1

You are required to study the core module; *The political economy and sociology of development*, in the first study session/s following your registration on the programme.

7.2

You will be expected to complete the elective modules during the subsequent study sessions. Elective modules may not all be offered at every study session and may be studied in any order.

7.3

You must attempt and pass e-tivity 6 of a module before you progress to your next module. Where this is not the case, progression will only be permitted in exceptional circumstances, at the discretion of the Programme Director and Chair of the Exam Board.

7.4

You must attempt all e-tivities of a module. If you submit e-tivity 6 for a module for which you have an incomplete e-tivity record we may determine that you have not completed the module's assessment requirements and you will receive no mark for e-tivity 6.

7.5

You will be expected to submit your dissertation proposal before attempting your third elective module.

The dissertation module is presented in four development stages, which will follow each of your module sessions, and you must complete each stage to pass the dissertation. The fourth and final stage of the dissertation will include a dedicated writing-up period prior to submission of the dissertation.

7.6

If you wish to apply to suspend your study of a module we may carry forward the mark for any e-tivity already completed for that module. This will be at the discretion of the Programme Director.

8 Scheme of award

MSc International Development

8.1

Modules are marked according to the following scales:

Mark range	Classification
70+	Distinction
60-69	Merit
50-59	Pass
0-49	Fail

8.2

The maximum marks available for e-tivities 1 to 5, subject to capping as applicable, are as follows:

- E-tivity 1 – Access and Socialisation - **0**
- E-tivity 2 – Library Information retrieval - **5**
- E-tivity 3 – Literature critique (directed) - **5**
- E-tivity 4 – Essay Proposal - **15**
- E-tivity 5 – Literature critique (bespoke) - **5**

8.3

To calculate the mark for a module, excluding the dissertation, the combined marks for the e-tivities 2, 3, 4 and 5, comprising 30% of the module mark, are added to the mark obtained for of e-tivity 6 which is scaled to 70%.

8.4

For the dissertation module, the marks obtained for the dissertation proposal and final written dissertation are combined to produce the overall mark for the module. The final dissertation is marked out of 100 and is scaled to account for 85% of the module grade. The dissertation proposal is marked out of 15 and will account for the remaining 15% of the grade.

8.5

To be awarded the MSc, you must have attempted and passed all four modules **and** the dissertation, with a weighted average mark of at least 50%.

8.6

To calculate the final grade, all modules, with the exception of the dissertation module, are weighted equally. The dissertation is double weighted.

8.7

In order to be considered for the award of a Merit you must normally obtain a mark of 50% or more in each module, a mark of 60% or more for the dissertation and a weighted average mark of 60% across all modules.

8.8

If you obtain a mark of 50% or more in each module but your dissertation is <2% below the required mark of 60%, the Board of Examiners may choose to award a Merit where your weighted average across all modules is 65% or higher.

8.9

In order to be considered for the award of a Distinction you must normally obtain a mark of 60% or more in each module, a mark of 70% or more for the dissertation and a weighted average of at least 70% across all modules.

8.10

If you obtain a mark of 60% or more in each module but your dissertation is <2% below the required mark of 70%, the Board of Examiners may choose to award a Distinction where your weighted average across all modules is 75% or higher.

See [Appendix B](#) for information on how to achieve a particular mark.

Exit awards

8.11

At the discretion of the Board of Examiners and only in circumstances where you are unable to fulfil the criteria for the MSc, an exit award may be awarded as follows:

- **Postgraduate Certificate in International Development** for the successful completion of two modules and two dissertation development stages;
- **Postgraduate Diploma in International Development** for the successful completion of four modules and four dissertation development stages.

8.12

Both the Postgraduate Certificate and Postgraduate Diploma in International Development are provided as exit awards only. There is no provision for progression from the Postgraduate Certificate or Postgraduate Diploma to the MSc.

8.13

If you accept a Postgraduate Certificate or Postgraduate Diploma offered under these regulations we will not permit you to register or re-register for the related MSc at a later date.

Date of award

8.14

The date of award will correspond to the year that the requirements for the award are satisfied. This will be 1 May if your final assessment was in February or 1 October if your final assessment was in August.

Appendix A – Structure of the programmes

New modules that the Programme Director deems relevant and appropriate to develop for the programme, may be introduced throughout the course of year.

An outline of the module syllabus is provided in [Appendix C](#) and further information can be found on the [CISD](#) courses page.

MSc International Development

One core module:

GDM395 The Political Economy and Sociology of Development

+

Three elective modules chosen from:

GDM275 Understanding Violence, Conflict and Development

GDM355 Human and Critical Security

GDM192 Afghanistan: Strategic and Geopolitical Perspective

GDM160 America and the World: US Foreign Policy

GDM305 Digital Diplomacy

GDM110 Diplomatic Systems

GDM286 Economics, Politics and Society in the Middle East and North Africa

GDM285 Economics, Politics and Society in South Asia

GDM325 Foundations of International Law

GDM330 Gender Conflict and the Middle East

GDM145 Global Citizenship and Advocacy

GDM125 Global Energy and Climate Policy*

GDM150 Global International Organisation: The United Nations in the World*

GDM175 Global Media

GDM135 Global Public Policy

GDM188 India's Foreign and Security Policy

GDM155	International Economics
GDM130	International Security
GDM295	Multinational Enterprises in a Globalising World
GDM115	Muslim Minorities in a Global Context
GDM194	Pakistan: Security, State and Religion
GDM170	Sport and Diplomacy*
GDM280	Trade Diplomacy
GDM120	Strategic Studies
GDM360	Political History, Culture and Diplomacy in Iran
DPM201	Understanding Sustainable Development
DPM555	Understanding Poverty
DPM500	Climate Change and Development
DPM551	Food Security and Social Protection

+

One compulsory dissertation module:

GDM200	Dissertation (topic to be directly related to the named award)*
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*Credit for up to two modules studied at SOAS (blended learning study) may be allowed in place of the elective modules indicated.

Appendix B – Assessment criteria

These guidelines reflect the standards of work expected at postgraduate level.

The following criteria will be used in determining the marks awarded for the final written **dissertation**. The same criteria will be used in assessing the standard of work achieved for **e-tivity 4 and e-tivity 6** for all modules and for the **dissertation proposal**. The dissertation and e-tivity 6 are marked out of 100 and the dissertation proposal and e-tivity 4 are marked out of 15 and scaled accordingly.

Distinction 80+ / 15

A mark of 80+ will fulfil the following criteria:

- very significant ability to plan, organise and execute independently a research project or coursework assignment;
- very significant ability to evaluate literature and theory critically and make informed judgements;
- very high levels of creativity, originality and independence of thought;
- very significant ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice;
- very significant ability to analyse data critically;
- outstanding levels of accuracy, technical competence, organisation, expression.

Distinction 70-79 / 12-14

A mark in the range 70-79 will fulfil the following criteria:

- significant ability to plan, organise and execute independently a research project or coursework assignment;
- clear evidence of wide and relevant reading, referencing and an engagement with the conceptual issues;
- capacity to develop a sophisticated and intelligent argument;
- rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised;
- correct referencing;
- significant ability to analyse data critically;
- original thinking and a willingness to take risks.

Merit 60-69 / 10-11

A mark in the 60-69 range will fulfil the following criteria:

- ability to plan, organise and execute independently a research project or coursework assignment;
- strong evidence of critical insight and thinking;

- a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic;
- clear evidence of planning and appropriate choice of sources and methodology with correct referencing;
- ability to analyse data critically;
- capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought.

Pass 50-59 / 7.5-9

A mark in the range 50-59 will fulfil the following criteria:

- Ability to plan, organise and execute a research project or coursework assignment;
- a reasonable understanding of the major factual and/or theoretical issues involved;
- evidence of some knowledge of the literature with correct referencing;
- ability to analyse data;
- shows examples of a clear train of thought or argument;
- the text is introduced and concludes appropriately.

Fail 40-49 / 6-7.49

A Fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment;
- some awareness and understanding of the literature and of factual or theoretical issues, but with little development;
- limited ability to analyse data;
- incomplete referencing;
- limited ability to present a clear and coherent argument.

Fail 20-39 / 3-5

A Fail will be awarded in cases in which there is:

- very limited ability to plan, organise and execute a research project or coursework assignment;
- fails to develop a coherent argument that relates to the research project or assignment;
- does not engage with the relevant literature or demonstrate a knowledge of the key issues;
- incomplete referencing;
- contains clear conceptual or factual errors or misunderstandings;
- only fragmentary evidence of critical thought or data analysis.

Fail 0-19 / 0-2

A Fail will be awarded in cases which there is:

- no demonstrable ability to plan, organise and execute a research project or coursework assignment;
- little or no knowledge or understanding related to the research project or assignment;
- little or no knowledge of the relevant literature;
- major errors in referencing;
- no evidence of critical thought or data analysis;
- incoherent argument.

The following criteria will be used in determining the marks awarded for activities 2, 3 and 5 for each elective module:

5/5

- Thorough critical analysis of a range of arguments from a wide literature (e.g. considers criticisms and defences of positions discussed and provides a clear and convincing position of own view derived from this discussion)
- Concise and well-structured
- Provides original arguments (e.g. makes original connection to wider academic debates, formulates an innovative criticism/defence)
- Very clear expression

4/5

- Broad understanding of topic
- Refers to relevant wider literature
- Engagement with academic debate on topic
- Well written
- Appropriate structure
- Some critical analysis with arguments (is able to consider criticisms and defences of positions discussed)

3/5

- Relevant answer to topic
- Satisfactory understanding and broadly accurate understanding
- Proper referencing
- Clear expression

2/5

- Limited relevance to topic
- Partial/incomplete understanding

- Unclear expression
- Poor referencing

1/5

- Submitted according to instructions
- Shows basic academic skills such as locating relevant articles through appropriate search tools such Library catalogue
- Errors in understanding
- Absence of analysis

0/5

- Failure to submit in accordance with instructions
- Unable to illustrate basic academic skills in any meaningful capacity.
- Absence of understanding

Appendix C – Module Descriptions

GDM192 Afghanistan: Strategic and Geopolitical Perspectives

You will engage with political debates about the strategic and geopolitical significance of Afghanistan and analyse the ways in which the region became a site for the Cold War through U.S. and Soviet direct and indirect interventions. You will also develop a nuanced understanding of how the 'war on terror' impacts upon the region in terms of the struggle to develop sustainable local governance amidst international security interests.

GDM160 America and the World: US Foreign Policy

You will examine the various approaches to the study and understanding of American foreign policy. Beginning with an introduction to relevant literature and influences, the module goes on to address US foreign policy-making process. Case-studies will be included, covering both the Cold War and post-Cold War eras. The module will culminate in an assessment of the nature, extent and likely development of American global power.

GDM305 Digital Diplomacy

This module addresses a crucial element of contemporary diplomacy and international affairs, the role of digital technologies in practices, processes and language of diplomacy. As such, it will respond to rapidly changing environments for diplomacy and international relations. It will ask whether, how and in which ways does the use of digital technologies in public diplomacy, soft power, propaganda, influence and persuasion and link these questions to trends and changes in policies and decision making. In addition, it will adopt a holistic view of processes and practices, considering how both state and non-state actors are using the expanding digital spaces and platforms and what these mean for conventional understanding of diplomacy. Students will gain an interdisciplinary social science foundation, that brings together diplomacy and media scholarship to address different perspectives on digital diplomacy. By engaging with a series of key debates related to practice and principle as they will gain an understanding of the underlying processes which are shaping societies, polities, and economies in the digital realm. The module will provide students with an overview of the key topics that they need to be acquainted with as practitioners of digital diplomacy either formally or informally. It asks students to reflect on the skills that they have and the requirements to participate in digital modes of diplomacy. The module aims to introduce students to the complexities of digital diplomacy and unpack at least some of the key issues to help them navigate their way through the digital architecture of the 21st Century. The readings in the module include a mix of seminal articles/work by academics from a diversity of disciplines as well as more contemporary policy papers, media reports and academic articles.

GDM110 Diplomatic Systems

Through this module students will learn about the conditions in which diplomacy is stimulated and the nature of different diplomatic systems that arise as a result of variations in these conditions. Students will also study historical and contemporary case studies from Byzantium to Ancient Greece and from the French system to a transatlantic system of diplomacy.

GDM286 Economics, Politics and Society in the Middle East and North Africa

This module provides students with an interdisciplinary social science foundation to the study of the Middle East North Africa (MENA). By engaging with a series of key debates related to economic, political and social change, they will gain an understanding of the underlying processes which are shaping societies, polities, and economies in the region. The module will

provide students with an overview of the key topics that diplomats in MENA need to be acquainted with, for example security and diplomacy in the region, modern history and the effects of colonization, gender, religion and political economy among others. The module aims to introduce students to the complexities of the region and unpack at least some of the key issues to help them navigate their way as diplomats working in the region. The readings in the module include a mix of seminal articles/work by academics as well as more contemporary policy papers, media reports and academic articles.

GDM285 Economics, Politics and Society in South Asia

This module provides students with an interdisciplinary social science foundation to the study of the region of South Asia. By engaging with a series of key debates related to economic, political and social change, they will gain an understanding of the underlying processes which are shaping societies, polities, and economies in the region. The module will provide students with an overview of the key topics that diplomats in South Asia need to be acquainted with, for example security and diplomacy in the region, modern history and the effects of colonization, gender, religion, caste and political economy among others. The module will introduce students to the complexities of the region and unpack at least some of the key issues to help them navigate their way as diplomats working in the region. The readings in the module include a mix of seminal articles/work by academics as well as more contemporary policy papers, media reports and academic articles.

GDM325 Foundations of International Law

Foundations of International Law is an introductory module suitable for those who have not previously studied either law or international law. It aims to introduce students both to the 'building blocks' of international law and to basic legal research and writing skills. By reading a range of theoretical approaches to international law throughout the course (wherever possible from Asia, Africa, and the Middle East), students will also be encouraged to think critically about the rule and role of international law in international affairs.

GDM330 Gender, Conflict and the Middle East

This module offers insight into key issues in the study of gender and conflict in the Middle East. It provides a focus for students interested in women's studies, feminism, sexuality and gender, while also offering a gendered approach to the study of conflict in the Middle East. The module will introduce key issues in relation to the gendered dynamics of violence, conflict, and security. While focusing on conflict, the course will explore gendered mobilization for peace and wider political participation. We will be looking carefully at women's roles and agency, but also address the role of men and contestations of masculinities. Although the focus is on empirical case studies, we will also cover other relevant issues such as representation, knowledge production and artistic productions. In highlighting important issues in the study of gender and conflict in the Middle East, the module aims to challenge prevailing stereotypes about women and gender in the region, while fostering critical reflection via the use of multimedia, in-depth case studies and cross disciplinary materials. While engaging in theoretical debates, this course mainly provides empirical examples of certain core themes.

GDM145 Global Citizenship and Advocacy

This module provides students with an understanding of the theories and skills that allow students to be more effective in achieving advocacy objectives. This module demonstrates how to influence policy at the international, rather than national, level. The module equips the student to effect the policy changes necessary to meet the aims of the non-governmental and

international organizations. This module focuses upon advocates who wish to achieve change at the global level, networking across national boundaries and on global issues.

GDM125 Global Energy and Climate Policy

This module provides students with an understanding of key themes and approaches in the study of global energy and climate policy as two closely interrelated global challenges. Climate change and energy security have impacts well beyond their respective policy arenas. This is especially the case as the consequences of global climate change begin to materialise and countries around the world are struggling to shift from high-carbon to low-carbon economic pathways. The course will familiarise students with historical, technological, political, regulatory and economic aspects, drawing on a multitude of examples from both the Global North and South. More specifically, Global Energy and Climate Policy examines the changing role of key energy sources such as crude oil, natural gas, coal, nuclear power and renewables, with a view to national energy portfolios, international energy markets and global climate change negotiations. It investigates international regime formation and diplomatic landscapes in the energy and climate change fields, analyses the geopolitical dimensions of energy supply and demand, and provides a close examination of regulatory approaches to cutting greenhouse gases.

GDM150 Global International Organisation: The United Nations in the World

The module aims to provide students with a comprehensive understanding of the UN and the UN system. It examines the context provided by situating the UN within other International Organisations (IOs). Understanding the heritage, operation, and goals of the UN and its constituent parts will add breadth and depth to the student experience. The module starts by examining the ways in which International Organisations came into being and how they evolved into the United Nations Organisation in 1945. A theoretical foundation is then given, before the rest of the module concentrates on the ways in which the UN system has changed in recent years, and asks what the short and medium-term effect of these changes are likely to be. Particular attention will be given to peacekeeping and collective security, and human rights. A number of important sub-themes will run throughout: the changing role of the state in the contemporary global system and how this has had an effect on the working of the UN; the importance of non-western perspectives on the UN as expressed through the Non-Aligned Movement (NAM); and critical perspectives on the Security Council.

GDM175 Global Media

In Global Media we will turn our critical attention to the ways in which media and communication technologies, operating amidst the complex dynamics of globalisation, can have a profound impact on our understanding and analysis of diplomacy and international relations. We will start by examining the early expansion of capitalism, and the shift from industrial to information economies, followed by the emergence of the 'cultural' as an expanding arena of production and consumption. The module will be punctuated with a series of important subcategories: What are the links between technology and international development, and how can we think about them? Why do the media matter to religion? Who owns the internet, and is access to information a human right? Throughout the course, we will develop analyses of the ways in which old political, cultural and social boundaries – particularly those of the nation/state – are challenged by the new networks of an emerging global civil society. By the end of the module, you will have explored various new forms of affiliation and solidarity, and developed the capacity to critique how these formations are supported by media and communication technologies. You will also have started to establish your own critique of

how post-national cosmopolitan identifications coexist with local forms of social and cultural 'belonging'.

GDM135 Global Public Policy

This module provides students with an understanding of key themes and approaches in the study of Global Public Policy. The module will familiarise students with public policy making in a context of intensifying globalisation and transnational political contestation. Students will undertake rigorous and critical analysis of policy and the complex processes by which it is formulated, adopted and implemented.

GDM355 Human and Critical Security

The Human and Critical Security Studies module examines the meanings, mechanisms and agents of security, acknowledging shifts from the traditional notion of national security to forms of Human Security and critiques of the state. The module investigates processes and phenomena that pose direct threats to groups of people and, in doing so, potentially destabilise or aggravate situations. Famine, the oil trade and AIDS undermine people physically, politically and psychologically, and on occasions result in further forms of insecurity as people resist, retaliate or take advantage of volatile situations. The course also incorporates analysis of contingent – and differentiating – social factors such as age, gender, class and identity and the way that these shape and are shaped by experiences of security. The course draws on literature from a range of sources. The academic literature derives predominantly from Development Studies, Political Science and International Relations. This provides varied analysis of the nature and function security policy, including policies relating to human security. In addition to this, there is a rapidly expanding academic literature linking specific threats to processes of vulnerability, insecurity, terror and globalisation. This is accompanied by literature by pressure groups working on the issues concerned: on AIDS, famine, corporate responsibility, the environment and human rights. The UN, itself heavily involved in forging the meanings of security, has produced documents relating to health, climate change and other elements covered in the course.

GDM188 India's Foreign and Security Policy

Beginning with the creation of independent India and its borders in 1947, you will acquire the analytical tools you need to assess how India's foreign and security policy has evolved over time. The module will highlight a number of contemporary issues which address both internal and external security policy in India, including the Armed Forces Special Powers Act (AFSPA) and India's bi-lateral relations with its neighbours (principally Pakistan) in relation to borders, militarisation, and security. You will also evaluate India's aspirations for global stature at the international policy level.

GDM155 International Economics

This module will focus on the political economy of international economic relations and economic globalisation. The module has two main objectives: to provide students of differing academic backgrounds with a basic understanding of the theory of international economics, and to familiarise them with the practice of international economic relations through the study of current policy debates about the workings of the contemporary international economy. No prior knowledge of economics is required.

GDM130 International Security

Issues of security and insecurity are central to international relations, as the terrorist attacks of '911' and the Iraq War of 2003 underline. This module affords students with the analytical tools

to think critically and independently about the nature of contemporary international security, focusing on developments since the end of the Cold War. Further, the module provides students with a thorough grounding in the theory and practice of international security in the contemporary era. It examines the main theoretical and conceptual approaches to the study, before considering a range of contemporary security issues including: the emergence of a zone of stable peace in Europe; 'New Wars' in the South; terrorism and proliferation of weapons of mass destruction; the Iraq War and the future of the Middle East; and the prospects for peace and security in the Twenty-First Century.

GDM295 Multinational Enterprises in a Globalising World

This module is designed to provide an in-depth understanding of the nature and development of multinational corporations (MNC) and to view this as an evolving and changing process that has contemporary significance in international studies. MNCs control much of global trade and financial flows. Their interactions in diplomacy are now with highest levels of government policy making in both developed and developing economies and their investment impacts affect citizens across the globe. Their study can no longer be delinked from the processes driving economic globalization. The course focuses on conveying a sound grounding in political economy and regulatory issues relating to the operations of multinational enterprises in the context of changing international patterns of production. The course will allow students to critically analyse the inter-relationships between MNC operations and their impact in international studies and diplomacy through the use of relevant theoretical and empirical literature.

GDM115 Muslim Minorities in a Global Context

This module gives students an insight into the diversity of Muslim minority communities at a time when political shifts in Muslim majority countries – such as Turkey, Afghanistan, Iran and across the MENA region – have put Muslim minorities into the spotlight and impacted upon their relationship with their host countries. The module traces the emergence and development of Muslim minorities in both Western and non-Western contexts, and examines how Muslims have forged new identities as they have negotiated their places within their host societies.

The objective of the module is to enable students to understand the interconnecting variables with respect to class, gender and regional location, as well as religious interpretation and practice, which have resulted in issues arising uniquely within different Muslim minority communities. They will consider the ways in which Muslim minorities impact national policies in non-Muslim states and engage with terms such as 'integration', 'assimilation', 'multiculturalism' and 'islamophobia' within different contexts. The course includes an historical overview of Muslim migrations, aspects of civil society, the interaction of Muslim laws and the state laws of various jurisdictions, and the role of the media in shaping Muslims' relationship with their host environment.

GDM194 Pakistan: Security, State and Religion

This module will provide an interdisciplinary foundation in the study of Pakistan. Through the various topics, which will cover its security paradigm, politics, economy, state, society and religion, you will understand the factors that shape the state and influence its behaviour.

GDM360 Political History, Culture and Diplomacy in Iran

This course will present an interdisciplinary critical overview of the long history of Iran, but with particular focus on key issues in contemporary Iranian politics, culture and diplomacy. For this reason, it draws upon expertise in the Department of the Languages and Cultures of Near and Middle East, of History, Politics, Study of Religions, and Media. It will be available as a minor

option for the MA Near and Middle Eastern Studies, MA Islamic Studies and MA Islamic Societies and Cultures, to which it will provide a unique focus on Iran. By engaging with a series of key debates related to history, culture, economic, political and social change, students will gain an understanding of the underlying and overarching processes which is shaping the country.

GDM170 Sport and Diplomacy

This module aims to develop a comprehensive understanding of the relationship between sport and diplomacy. Understanding sport's capacity in the field of diplomacy challenges conventional state based approaches and sheds light upon a plethora of related issues: including international governance, international business, cultural diplomacy and public diplomacy. The role of governing bodies, such as the International Olympic Committee and FIFA, will be given particular attention as examples of major NGOs engaging in diplomacy. Sport has increased the opportunity for rivalry and conflict, especially when wrapped in the cause of nationalism. Through sport, cities and states have represented themselves to, and communicated with foreign counterparts. In doing so, opposing sides – teams and the citizenry who support them – come to know one another, creating opportunities to build and sustain durable, ongoing and peaceful relationships. Such engagements with the 'other' simultaneously produce and reinforce each state and people's own identity.

GDM120 Strategic Studies

In light of events in the past decade and the multiplicity of different actors involved in Kosovo, Chechnya, Columbia, Kashmir, Sri Lanka, Indonesia, Sudan, DRC not to mention Iraq and Afghanistan the study of Strategy continues to be relevant to global order in the 21st century. Given prominence during the Cold War in light of the possibility of catastrophic nuclear exchange, Strategic Studies' demise was forecast with the collapse of the communist bloc. Instead this field of international relations has enjoyed a renaissance in the past twenty years and this module considers the fundamental question of why this is the case. In doing so this module addresses a range of strategic influences which shape global politics, including; the attributes of 'Power' and 'Force' and concepts at work in Strategic Studies (deterrence for example); issues of Strategic Culture, Asymmetric/Irregular warfare, technological change, International Law and the role of international security providers such as NATO. This all builds toward providing students with the necessary skills to address the relationship between strategy and policy through a series of case studies from US involvement in Vietnam through to contemporary conflicts in Iraq and Afghanistan.

GDM395 The Political Economy and Sociology of Development

This is the core module for the MSc International Development. It draws on the long-standing success of our on-campus MSc Development Studies degree. The Political economy and Sociology of Development equips students with a thorough theoretical understanding of development studies, drawing on the key disciplines of sociology and economics. The module is founded on the history of thought on development studies, identifying and critiquing the intellectual journey, trends, the associated policies and the dominance of the neoliberal agenda in development policy and practice.

GDM280 Trade Diplomacy

Economic and trade issues are increasingly coming to the fore in diplomatic undertakings of states. This module introduces students to the key theories and issues concerning the dealings of nations with each other as well as the institutions of global governance that impact trade relations. This module introduces students to economic theories of trade as well as

international political economy in order to provide a well-rounded introduction to the subject. It traces the changes taking place in the global trade architecture especially the move from trade negotiations fronted by the WTO to trade in a multilateral environment and the regulatory architecture for dispute settlement. This module will focus on relevant issues such as the rise of China and its influence on global trade, the rise of non-state actors as pressure groups, the inclusion of non-trade related topics in trade negotiations and finally the 'Brexit' trade negotiations.

GDM275 Understanding Violence, Conflict and Development (Formerly Political Economy of Violence, Conflict and Development)

This module provides a grounding in analytical approaches to the political economy of violence, conflict and development by discussing empirical trends, difficulties of data collection and the importance of categorization and boundaries to matters of violence. Foundational theories on conflict and violence including gender perspectives, debates about the origins of human violence (anthropological, historical, psychological sources of violence) and the role of violence in historical change will be considered. Against this background, the course explores how development theory has treated violence and conflict at different times before focusing on competing contemporary theories and claims about the causes and dynamics of conflict. The focus next shifts to the structures and manifestations of violence including themes related to boundaries, war economies, inequality, land and the environment. Next students will explore different facets of intervening in violent conflict including humanitarian aid, conflict resolution and reconstruction. The course ends on the links between war/violence, and knowledge production, discourses and ethics, with a focus on terrorism and the war on terror and the ethical challenges of conducting research on violence.

Modules offered through CeDEP

DPM500 Climate Change and Development

The module pays attention to issues in both 'developed' and 'emerging' economies as well as in poor developing economies. Those concerned about climate change and development in poorer economies need to understand more about 'northern' issues. This is because the mitigation and adaptation policies in the north affect poor people in the south in terms of more 'direct' impacts on global emissions (in the case of mitigation policies) but also, and very importantly, in terms of their 'indirect' impacts on market and other livelihood/economic opportunities and constraints affecting individuals, communities, and national and regional economies.

DPM551 Food Security and Social Protection

Despite ongoing progress, hundreds of millions of people still suffer from poverty, food insecurity and malnutrition, with major consequences for human wellbeing, health and development. Globalisation, combined with increasing incomes in many countries, has resulted in major changes to the structure of food markets, and new challenges for food production and consumption policies. In many countries, high and volatile food prices have heightened awareness of these issues, and a highly effective international advocacy campaign has seen nutrition rise rapidly up the policy agenda. The past two decades have also witnessed massive growth in the scope and scale of social protection programmes in low- and middle-income countries. These are now recognised as a key tool in fighting poverty and inequality (SDGs 1 and 10) and even in contributing to women's empowerment (SDG 5).

This module considers food security and social protection together, given that both are linked to concepts of poverty, vulnerability and resilience. The module introduces students to relevant concepts, theories and approaches to gathering evidence, then uses these to explore practical policy issues such as the following: What are the most effective interventions for tackling poverty, food insecurity and malnutrition? Should governments provide free or cheap food, or simply offer poor people cash? Is offering a job on a public works scheme a better option and, if so, for whom? Who should be eligible to receive help, on what conditions and for how long? Is there a trade-off between growth and investment in social protection or can well designed programmes promote growth? What are the potential trade-offs with other investments which could reduce food insecurity, such as direct investments in small-scale farming?

DPM555 Understanding Poverty

The first two targets within the Sustainable Development Goals (SDGs) are as follows:

1.1 “By 2030, eradicate extreme poverty for all people everywhere ...”, measured as people living below the so-called international (consumption) poverty line;

1.2 “By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.”

Furthermore, throughout the SDGs there is a concern to ensure that “no one is left behind”. As efforts are made to enhance human health, provide quality education, clean water and sanitation, generate decent work through economic growth and so on, this mantra emphasises the need to tackle inequality in both opportunities and outcomes.

This module is aimed at (current or future) development practitioners – from government departments, international development agencies, NGOs or private business – who are involved in the design of policy or interventions to combat poverty in low- or middle-income countries. It aims to provide a sound understanding of the nature of poverty, its causes and consequences, of trends in poverty reduction across low and middle income countries, and of debates as to the drivers of these trends.

The module encompasses economic, social and political perspectives and examines the interaction of diverse factors in producing and reproducing poverty. There is an emphasis within the module on assisting students to gain a rigorous and critical understanding of key concepts used in international poverty debates, and on showing how the definitions of poverty that we use affect our findings regarding both poverty incidence and poverty trends, and hence also the policies prescribed to tackle poverty.

Given the emphasis on measuring poverty, as well as defining it, within some units of the module, a basic level of numeracy (and readiness to think about numbers) is required for full engagement with the module materials.

DPM201 Understanding Sustainable Development

‘Sustainable development’ has become the main guiding principle in international development – but where did it come from, and what does it really mean? The idea of sustainable development emerged during the late twentieth century in response to growing concerns about the apparent failure of conventional, state-led ‘development’ initiatives and about the extent and pace of environmental degradation, especially at the global scale. ‘Sustainable development’ has rapidly become a popular term – yet one that is also ambiguous and fiercely contested. As Jonathon Porritt, former Chairman of the UK Sustainable Development Commission

acknowledged, sustainable development is a notoriously slippery term that can mean 'practically nothing to people, or practically everything'. Indeed, some versions of sustainable development demand radical social re-organisation – including new forms of government and governance – in order to promote more just relations between societies and environments, whilst other versions of sustainable development amount to little more than 'business as usual'. Therefore, it is important to understand the concept of sustainable development and the various ways in which it is used. In its most authoritative form, sustainable development is associated with some important, core principles that deserve critical examination.

In this module, the idea of sustainable development is explained and explored. Some influential definitions of sustainable development are considered and the main principles of sustainable development are explained. We look at the emergence and evolution of the concept of sustainable development, in order to explain the historical context of current debates.

'Mainstream' notions of sustainable development are outlined together with some of the key strategies that are now used to promote sustainable development. Various resistances to the concept, and some alternative approaches to sustainable development, are also examined critically. The module then considers whether the idea of sustainable development is serving us well, or whether it is time for a fresh approach. Overall, this module provides an overview of some of the most important areas of debate and controversy in relation to sustainable development, and it points towards some of the ways in which the concept may continue to evolve.