

**POLIM0006: East Asia and Global Development**  
**Unit Guide**  
**2017/18 Teaching Block 1**

**Unit Owner:** Professor Jeffrey Henderson

**Level:** M

**Phone** (0117) 928 8380

**Credit points:** 20

**Prerequisites:**

**None**

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<https://www.cse.bris.ac.uk/cgi-bin/redirect-mailname-external>

## Unit description

East Asia and Global Development (EAGD) seeks to survey the dynamic relations between the more prominent East Asian countries and the global political economy as these have evolved over the last half century or so. The tenor of the unit, therefore, is necessarily theoretical and historical-comparative.

Though the key dynamics that now constitute and transform our world are increasingly global in origin, they continue to impact and combine with processes and events that are nationally specific. Into the economic, political and social maelstrom that US and European-dominated global development has bequeathed us over the last century, a number of East Asian countries and territories have progressively stepped and have risen to become prominent and, sometimes, decisive players: Japan from the late 19th century; South Korea, Taiwan, Hong Kong and Singapore from the 1960s and perhaps Thailand, Malaysia and Indonesia today. Most significant for our contemporary epoch, however, has been the re-emergence of China as a world economic and political power; a re-emergence that perhaps heralds a new phase of global development: a 'Global-Asian Era'.

This unit offers an appreciation of the dynamics and trajectories of change in the global political economy, as these have affected, and have been influenced by, the rise of East Asian countries as major historical actors.

## Teaching arrangements

All sessions will involve lectures by Jeffrey Henderson, but will incorporate opportunities for discussion and debate. With particular sessions, participants will be invited to initiate the discussion. This arrangement implies that all participants will be expected to be familiar with at least all of the basic materials for every session. *Please ensure that you have the unit outline with you at all sessions as particular readings will be referred to during the lectures.*

The University guidelines state that one credit point is broadly equivalent to 10 hours of total student input. This includes teaching, private study, revision and assessments. Therefore a 20 credit point unit will normally require 200 hours of student input.

## Formative assessment

Participants will be expected to contribute regularly to class discussions. Although these will not be assessed, they will be monitored and feedback on them will be issued towards the end of the unit.

## Summative assessment

Assessment for the module will take the form of one essay which should be selected from a range of topics to be issued separately. The essay will constitute 100% of your mark for the unit.

The essays should be 4,000 words and the sources on which they draw should be properly referenced. Unverifiable sources – such as items from Wikipedia – should be avoided.

**Essay deadline: Thursday 11<sup>th</sup> January 2018 9.30am**

## Seminar schedule

- 1 Introduction to the Unit
- 2 Structural Transformations in East Asia
- 3 Dynamics of Capital Accumulation and Cycles of Global Transformation
- 4 'Late' Industrialisation and East Asian Development 'Models'
- 5 The Nature of East Asian Capitalisms I
- 6 Reading Week
- 7 The Nature of East Asian Capitalisms II
- 8 East Asian Capitalisms in Crisis
- 9 China Rising - Implications for Global Transformation I
- 10 China Rising II
- 11 Danger and Opportunity – the future of East Asian and Global Transformations
- 12 Reading Week

## Outline and Readings

The starred (\*) readings listed below are the basic ones for each session. *These should be read by all participants before the start of the relevant session.* The additional readings are for those of you who wish to examine particular issues in more detail or explore the wider contexts in which the issues arise. The course operates on a very wide canvas and largely at the macro and meso levels. As lecture notes will not be distributed, it is important, therefore, that participants read a selection of the materials and conduct their own investigations where they are interested in particular countries, political-economic processes etc. Additional bibliographic help can be provided where necessary, so please ask.

Given that many of the issues discussed in the unit are very much contemporary, participants are advised to keep abreast of media contributions, particularly those that are analytical and not merely descriptive. Of the print media – and depending on language skills - the following may be particularly useful: Daily and online) newspapers - *Financial Times, The Guardian, Daily Telegraph, Asian Wall Street Journal, The Independent, New York Times, El Pais, Le Monde*; Weeklies - *The Observer, Sunday Telegraph, The New Statesman, The Economist*; Monthlies - *Le Monde Diplomatique* (there's an English edition), *Prospect*. For broadcast sources, occasional documentaries on BBC TV (BBC2 and BBC4 in particular) and Channel 4 and the nightly (Mon-Fri) *Newsnight* programme on BBC2 can be useful sources of relevant news and analysis. Also check out Britain's best regular TV news report (Mon-Fri), *Channel 4 News* (19-20.00). As well as the live broadcasts all of these are available on the 'catch-up' services: IPlayer and All4. Al Jazeera's English language TV channel is often a good source of discussion on East Asian issues and is far better in its news coverage of the developing world than any of the 'mainstream' channels. Also keep an eye on the schedule of the BBC World Service (radio) – also available via IPlayer. For online news and analysis of the region and Asia more generally, the *Asia Times* (<http://www.atimes.com/>) is a useful source. Except for occasional factual information, the English language media in East Asia itself is not particularly good, though some of the national online blogs/newsreports (eg. *Malaysiakini* in Malaysia) can be useful.

## 1 Introduction to the Unit

The first part of this session will provide an introduction to the unit, discuss its pedagogy, assessment, expectations etc.

The second part will briefly indicate the significance of the East Asian region within the global political economy and outline some of the general concepts (such as 'transformation') that will inform discussion throughout the unit.

### Reading

- Jeffrey Henderson, *East Asian Transformation* (Routledge, 2011). Chapters 1
- Jeffrey Henderson and Nicholas Jepson, 'Critical transformations and global development', *Area Development and Policy*, 2(3), 2017.

## 2 Structural Transformations in East Asia

The economic and spatial forms that most people outside of the region associate with East Asia are, respectively, industrialisation and urbanisation. While this is the case for some countries, and some regions within those countries, there are other parts of East Asia that have not effectively industrialised and, consequently, where agriculture is still a significant part of the economy. The process through which countries industrialise and urbanise is often referred to as 'structural transformation'. This session will discuss the relative presence and absence of structural transformation in East Asia, both historically and in the contemporary period, and relate transformation there to other parts of the world.

### Reading

- \* Cristobal Kay, 'Why East Asia overtook Latin America: agrarian reform, industrialisation and development', *Third World Quarterly*, 23(6), 2002.
- Jeffrey Henderson, *East Asian Transformation*, Chapter 2.

Alice Amsden, 'Diffusion of development: the late-industrializing model and greater East Asia', *American Economic Review*, 81(2), 1991.

Justin Yifu Lin, 'From flying geese To leading dragons: new opportunities and strategies for structural transformation in developing countries', *Global Policy*, 3(4), 2012.

Martin Ravallion, 'Are there lessons for Africa from China's Success against poverty?' *World Development*, 37(2), 2009.

Richard Grabowski, 'An alternative Indian Model?', *Journal of Asian Economics*, 20(1), 2009.

## 3 Dynamics of Capital Accumulation and Cycles of Global Transformation

We live in turbulent times. Fundamental to an appreciation of this turbulence, in East Asia and globally, is the 'peculiar' nature of the material basis in which it is anchored. Capitalism, uniquely in human history, is an economic system whose unprecedented productivity and creativity is driven by a constant need to expand the possibilities for accumulation. The process of expansion is both intensive (within the given firm and location) and extensive (across national boundaries, and now globally) and is organised in terms of a highly contradictory logic. This not only creates problems in managing economic growth, but it inevitably generates inequalities, uneven development, environmental degradation and thus a variety of tensions and conflicts around questions of resource distribution and in the spheres of work and everyday life. These, in turn, come to be reflected in the nature of politics and attendant policy agendas.

This session begins by providing insights into the internal dynamics of capitalism, with a particular focus on its tendencies to 'over-accumulation' and crises. The salience of such crises in relation to long-term global development will be explored by creative reference to Kondratieff (or 'long') wave theory. In so doing, we will begin to locate the dynamics associated with the rise of Japan and subsequently other East Asian countries since the 1950s.

#### Reading

- David Harvey, *The Enigma of Capital* (Profile Books 2010). Chapter 1.
- Andrew Glyn, *Capitalism Unleashed* (Oxford University Press, 2006), Chapter 1

Francis Green and Bob Sutcliffe, *The Profit System* (Penguin, 1987). Part 2.

Karl Marx, *Capital*, Volume I. Part I. (numerous versions, including, International Publishers, 1967, Penguin 1990, Gateway 1999).

David Harvey, *Companion to Marx's Capital*. (Verso 2010). Part I.

Andrew Tylecote, *The Long Wave in the World Economy* (Routledge 1992) Chapters 1, 3, 6, 7, 11.

Peter Dicken, *Global Shift* (4th Edition) (Sage, 2003), Chapters 4, 7

Giovanni Arrighi, *The Long Twentieth Century* (Verso, 2009).

David Harvey, *The Limits to Capital* (Blackwell, 1982). Chapters 6, 7, 12, 13.

Barbara Harriss-White, 'Poverty and capitalism', *QEH Working Paper*, 134, University of Oxford, 2005.

Robert Brenner, *The Economics of Global Turbulence* (Verso 2005), Whole book.

Manuel Castells, *The Rise of the Network Society* (2nd Edition) (Blackwell, 2000). Prologue and Chapter 1

Karel Williams, 'From shareholder value to present-day capitalism', *Economy and Society*, 29(1), 2000.

Craig Calhoun and Georgi Derluguian, *Business as Usual: The Roots of the Global Financial Meltdown*. (New York University Press 2011), Series Introduction (by Craig Calhoun) and Chapter 7 (by Manuel Castells).

#### 4 'Late' Industrialisation and East Asian Development 'Models'

The processes of industrialisation have always involved a much larger role for the state than orthodox economic theory and neo-liberal politics have been willing to allow. Where 'late' industrialisation has been involved (ie. where newly industrialising countries have had to break through existing economic arrangements), the role of the state has been even more important. This has been true at least since the industrialisation of the USA, Germany and Japan in the 19th century, through the rise of the USSR and other state-socialist powers from the 1920s, to the rise of China today. This session will examine the political and economic dynamics of 'late' industrialisation in East Asia and begin to explore since the 1950s and consider its implications as a development model for other countries.

#### Reading

- \* Jeffrey Henderson, *East Asian Transformation* (Routledge, 2011). Chapter 3
- \* Dani Rodrik, 'Getting interventions right: how South Korea and Taiwan grew rich', *Economic Policy*, 20, 1995.
- \* Henry Wai-Chung Yeung, 'Rethinking the East Asian developmental state in its historical context', *Area Development and Policy*, 2(1), 2017.

Robert Wade, *Governing the Market* (Princeton University Press, 2003) Whole book.

Richard Appelbaum and Jeffrey Henderson, *States and Development in the Asian Pacific Rim*. (Sage Publications, 1992) Chapters 2, 5, 7

Meredith Woo-Cumings, *The Developmental State* (Cornell University Press, 1999). Chapters 4, 5.

Manuel Castells, *End of Millennium* (2nd Edition) (Blackwell 2000), Chapter 4.

Jeffrey Henderson, 'Governing growth and inequality: the continuing relevance of strategic economic planning' in Richard Appelbaum and William Robinson (eds), *Critical Globalization Studies* (Routledge 2005), Chapter 22.

Ha-Joon Chang, *Kicking Away the Ladder* (Anthem Books 2002), Whole book.

Ha-Joon Chang, *Bad Samaritans* (Random House Business Books 2008), Whole book.

Alice Amsden, *The Rise of "the Rest"* (Oxford University Press 2001), Chapters 1, 5, 6, 8.

## 5 The Nature of East Asian Capitalisms I

While theoretically we can analyse capitalism as if it constituted a single economic system, in practice, the world economy is composed of a variety of national capitalisms. There are dramatic differences between the 'stock market' capitalisms of the US and Britain, the 'welfare' capitalisms of the Scandinavian countries and Germany, the 'state-orchestrated' capitalisms of Japan, South Korea, Taiwan or Singapore, the 'bandit' capitalisms of some of the former Soviet republics and the 'market neo-Leninism' of China.

The existence of these different forms of capitalism underlines two things for the study of the world economy and development. Firstly, they point to the fact that there is no one 'royal road' to economic growth and prosperity (as those wedded to the neo-liberal policy agenda and the Bretton Woods institutions – IMF, World Bank etc suggest). Rather there are a variety of different routes, many of which - if we are to judge from history - are, in principle, capable of success. Secondly, some forms seem to be more closely geared to development with social equity than others. This session examines the social and institutional reasons for the rise of different forms of capitalism in East Asia and reflects of the implications of this for equality and other issues in the region.

### Reading

- \* David Coates, *Models of Capitalism* (Polity Press, 2000), Parts 1, 2.
- \* Jeffrey Henderson, *East Asian Transformation* (Routledge 2011). Chapter 2.
- \* Andrew Walter and Xiaoke Zhang, *East Asian Capitalism* (Oxford University Press 2012), Chapters 1, 2, 5, 6, 11, 12.

W. G. Runciman, 'The "triumph" of capitalism as a topic in the theory of social selection', *New Left Review*, 1/210, March/April, 1995

Barbara Harriss-White 'On understanding markets as social and political institutions in developing economies' in Ha-Joon Chang (ed.), *Rethinking Development Economics* (Anthem Press, 2003), Chapter 21.

Ronald Dore, *Stock Market Capitalism - Welfare Capitalism* (Oxford University Press, 2000), Chapters 2, 3, 6, 8, 9, 10.

Victor Nee and Richard Swedberg, *On Capitalism* (Cornell University Press, 2007), Chapter 4 (by Victor Nee and Sonia Opper).

Peter Hall and David Soskice, *Varieties of Capitalism* (Oxford University Press, 2001), Chapter 1.

Jonas Pontusson, *Prosperity and Inequality* (Cornell University Press, 2005), Chapters 1, 2, 9.

Richard Whitley, *Business Systems in East Asia* (Sage Publications 1992). Chapter 1.

Richard Whitley, *Divergent Capitalisms* (Oxford University Press, 1999). Chapters 1, 2.

Jeffrey Henderson, David Hulme, Hossein Jalilian and Richard Phillips, 'Bureaucratic effects: "Weberian" state agencies and poverty reduction', *Sociology*, 41(3), 2007.

Jamie Peck and Jun Zhang 'A Variety of Capitalism.....with Chinese Characteristics', *Journal of Economic Geography*, 13(3), 2013.

## 6 The Nature of East Asian Capitalisms II

The first part of this session will continue the discussion begun in Week 5. In the second half of the session, participants will be invited to raise questions and comment, in particular, on the dramatic differences in the incidence of inequality associated with the different forms of capitalism evident in East Asia. Why, for instance, should the gini coefficient (the statistical measure of income inequality) for China, in 2012, have been 0.47 (unofficially 0.61) and Hong Kong 0.54 while those for South Korea and Japan were 0.30 and 0.38 respectively (indicating that South Korea and Japan have far more egalitarian income distributions than China or Hong Kong)?

### Reading

As for session 5

## 7 East Asian Capitalisms in Crisis

In the late 1990s a number of East Asian countries experienced catastrophic economic reversal. While part of the cause was the deregulation of international financial flows associated with the neo-liberal, 'financialised' regime of capital accumulation that had been emerging since the early 1980s, the crisis was also associated with the non-existence in some countries, or abandonment in others, of capacities for strategic economic planning that were central to managing the interface between the international and the respective domestic economies. This session examines the background and consequences of the crisis and shows why those countries that survived the crisis best (such as Taiwan and Singapore) were those that had maintained their planning capacities. It suggests that the East Asian crisis was one of the harbingers of the financial – and now generalised economic crisis – that has engulfed the global economy since 2008 and, most recently, seems to have impacted China also.

### Reading

- Robert Wade, 'The Asian debt-and-development crisis of 1997-?: causes and consequences', *World Development*, 26(8), 1998.
- Jeffrey Henderson, 'Uneven crises: institutional foundations of East Asian economic turmoil', *Economy and Society*, 28(3), 1999.
- Ho-fung Hung, *The China Boom* (Columbia University Press 2016). Chapter 6.

Ha-Joon Chang et al., 'Interpreting the Korean crisis: financial liberalisation, industrial policy and corporate governance', *Cambridge Journal of Economics*, 22(6), 1998.

Stephan Haggard, *The Political Economy of the Asian Financial Crisis*, (Institute of International Economics, 2000), Whole book.

Xiaoke Zhang, *The Changing Politics of Finance in Korea and Thailand* (Routledge 2002). Part III.

Joseph Stiglitz, *Globalisation and Its Discontents* (Penguin 2003). Chapter 4.

Iain Pirie, *The Korean Developmental State* (Routledge 2007). Whole book.

Geoffrey Underhill and Xiaoke Zhang, 'The changing state-market conundrum in East Asia: Rethinking the political underpinnings of development', *New Political Economy*, 10(1), 2005.

Ho-fung Hung, 'Rise of China and the global over-accumulation crisis', *Review of International Political Economy*, 15(2), 2008.

## 8 China Rising - Implications for Global Transformation I

China (and soon perhaps India also) is emerging as the only industrialising country since WWII with the potential to re-make the structures of the world economy in its own interests. If this potential is realised (there are plenty of reasons why it may not be), then it might usher in a new phase of globalisation: a 'Global-Asian Era'. This will have important implications for the global political economy, some of which will be positive, but some will be negative. This session explores the implications - particularly for the rest of the developing world - of the rise of China. It does so conceptually - by interrogating the notion of a Global-Asian Era (GAE) and contrasting it with the current and preceding globalisations, and empirically - by examining a number of 'vectors' (trade, investment, human rights, energy security etc) along which an emergent GAE is beginning to impact on parts of the developing world as well as – though to a lesser extent – parts of the developed world. It ends by speculating on the prospects for a China-driven GAE and some of its possible geo-political consequences.

### Reading

- \* Jeffrey Henderson, Richard P. Appelbaum and Suet Ying Ho, 'Globalisation with Chinese characteristics: externalisation, dynamics and transformations', *Development and Change*, 44(6), 2013.
- \* Jan Nederveen Pieterse, 'Global rebalancing: crisis and the East–South turn', *Development and Change*, 42(1), 2011

Jeffrey Henderson, Richard P. Appelbaum and Suet Ying Ho (eds), *Globalisation with Chinese Characteristics* (Special Issue of *Development and Change*, 44(6), 2013). (Whole issue)

L. Alan Winters and Shahid Yusuf, *Dancing with Giants: China, India and the Global Economy* (World Bank 2007). Chapters 1, 2, 3, 6.

Andrew Glyn, *Capitalism Unleashed* (Oxford University Press 2006), Chapter 4.

Peter Nolan, *China at the Crossroads* (Polity Press 2004), Whole book.

*World Development*, 38(2), 2008 (Special Issue on the 'Impact of the Asian Drivers on the Developing World')

Debra Brautigam, *The Dragon's Gift* (Oxford University Press 2009). Whole book.

Giovanni Arrighi, *Adam Smith in Beijing: Lineages of the Twenty-First Century* (Verso 2007), Parts I, IV.

Minxin Pei, *China's Trapped Transition; The Limits of Developmental Autocracy* (Harvard University Press 2006),. Chapters 1, 4.

Chris Alden, *China in Africa* (Zed Books 2007), Whole book.

Sanjaya Lall and Miguel Albaladejo, 'China's competitive performance: a threat to East Asian manufactured exports?', *World Development*, 32(9), 2004.

Shahid Yusuf and Kaoru Nabeshima, *Tigers Under Threat: The Search for a New Growth Strategy by Malaysia and its Southeast Asian neighbours* (World Bank 2009) Chapters 1, 8.

Brent Boekestein and Jeffrey Henderson, 'Thirsty dragon, hungry eagle: oil security in Sino-US relations', *IPEG Papers in Global Political Economy*, 21, 2005.

Andre Gunder Frank, *Re-Orient: Global Economy in the Asian Age* (University of California Press 1998), Whole book.

David Harvey, *A Brief History of Neoliberalism* (Oxford University Press 2005), Chapter 5.

Will Hutton, *The Writing on the Wall: China and the West in the 21st Century* (Little Brown 2007), Chapters 1, 4, 5.

Susan L. Shirk, *China: Fragile Superpower* (Oxford University Press 2007), Chapters 1, 9.

Joshua Kurlantzick, *Charm Offensive: How China's Soft Power is Transforming the World* (Yale University Press 2007), Chapters 1, 3.

Shaun Breslin, *China and the Global Political Economy* (Palgrave Macmillan, 2007), Chapter 5.

Jeffrey Henderson, 'China and global development: towards a Global-Asian Era?', *Contemporary Politics*, 14(4), 2008

Martin Jacques, *When China Rules the World* (Penguin 2012). Chapters 7, 8.

Ching Kwan Lee, 'Raw Encounters: Chinese Managers, African Workers and the Politics of Casualization in Africa's Chinese Enclaves', *The China Quarterly*, 199, 2009.

Gaston Fornés and Alan Butt Philip, *The China-Latin America Axis* (Palgrave Macmillan 2012). Chapters 3, 4, 5.

Marcus Power, Giles Mohan and May Tan-Mullins, *China's Resource Diplomacy in Africa* (Palgrave Macmillan 2012), Whole book.

Yuan Ma and Henk Overbeek, Chinese foreign direct investment in the European Union: explaining changing patterns, *Global Affairs* 1(4-5), 2015.

## 9 China Rising II

The first part of this session will continue the discussion begun in session 8. The second part will be given over to participants to raise questions and comment on what they consider to be some of the key issues associated with China's re-emergence as a global economic and political power for other parts of the world. These may be questions that relate to trade, finance, 'soft' power, geo-political and security issues, environmental impacts etc. Whatever they might be concerned with, it is essential that participants read the relevant materials and not just the basic one in the unit reader.

### Reading

As for session 8.

## 10 Danger and Opportunity – Contradictions of East Asian and Global Transformation

Our world is clearly in crisis, though for now, more in the Chinese sense of that term (the dialectic between danger and opportunity) than in its European derived, 'medical' sense (a critical phase in a

potentially terminal illness). Neo-liberal globalisation – and particularly ‘financialisation’ - seems, in part, to be at the root of our current problems. Building on previous sessions, this session speculates on what our common future, in East Asia and globally, may contain. Harking back to the first two sessions and recuperating issues raised in other sessions, this final session focuses on the challenges – economic, political, social and environmental – that have been given added momentum as a consequence of the interface between the East Asian region and the global totality.

As with previous sessions, extensive contributions from participants will be expected during the second part of this session.

### Reading

- \* Leslie Sklair, *Globalisation* (Oxford University Press, 2003) Chapters 11, 12.
- \* David Harvey, *The New Imperialism* (Oxford University Press, 2003). Chapters 4, 5.
- \* Ho-fung Hung, *The China Boom: Why China Will Not Rule the World* (Columbia University Press, 2016).

Eric Hobsbawm, *Age of Extremes* (Michael Joseph, 1994), Chapter 19.

Manuel Castells, *End of Millennium* (2nd Edition) (Blackwell 2000), Conclusion

Robert Wade, 'The invisible hand of the American Empire', *Ethics and International Affairs*, 17(2), 2003.

Chalmers Johnson, *The Sorrows of Empire* (Verso 2004). Chapters 2, 8, 9.

Alan Freeman and Boris Kagarlitsky, *The Politics of Empire* (Pluto Press, 2004). Chapters 5, 9.

Ho-fung Hung, *China and the Transformation of Global Capitalism* (Johns Hopkins University Press, 2009) Chapters 1, 10.

Jeffrey Henderson, *East Asian Transformation* (Routledge 2011), Chapter 8.

# Appendix A

## Instructions on how to submit essays electronically

1. Log in to Blackboard (<https://www.ole.bris.ac.uk/>) and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk) with your username and ask to be added.
2. Click on the "Submit Work Here" option on the left hand menu and then find the correct assessment from the list.
3. Select 'view/complete' for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.
4. The screen will display 'single file upload' and your name. Enter your candidate number as a submission title, and then select the file that you wish to upload by clicking the 'browse' button. Click on the 'upload' button at the bottom.
5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the 'Submit' button. This step must be completed or the submission is not complete.
6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

### Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.
- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.
- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.
- If Blackboard is not working email your assessment to [f.cooper@bristol.ac.uk](mailto:f.cooper@bristol.ac.uk) with the unit code and title in the subject line.

### How to confirm that your essay has been submitted

You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.

## Appendix B

### Summary of Relevant School Regulations

(Further details are in the Postgraduate taught handbook, which takes precedence)

#### Attendance of Seminars

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

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

#### Requirements for credit points

To be awarded credit points for a taught unit, students must:

- Have a satisfactory attendance record.
- Pass the summative assessment

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

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

### **Presentation of written work**

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

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

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

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

### **Assessment Length**

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

The word count includes all text, tables, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes the cover page, bibliography, headers and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

Students are advised that any attempt to circumvent word count limits by changing essay format, e.g. by removing spaces in references, will be investigated. In these cases, penalties will be applied if the actual word count is exceeded and further disciplinary action may be taken.

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

### **Referencing and Plagiarism**

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

Inadequate referencing in submitted work can run the risk of plagiarism. Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes

internet sources as well as printed material.

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

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

### **Extensions**

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

Extension requests will not be considered if there is no supporting evidence.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Graduate Administration Manager in person. In their absence you can contact Faye Cooper in the PG Office, again in person or by telephone.

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

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

### **Submitting Essays/Work for assessment**

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

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

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

### **Late Submissions**

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

- Up to 24 hours late, or part thereof *Penalty of 10 marks*
- For each additional 24 hours late, or part thereof *A further 5 marks deduction for each 24 hours, or part thereof*
- Assessment submitted over one week late *Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.*
- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 50 and recorded as a second attempt.

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

### **Marks and Feedback**

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

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

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

### **Fails and Resits**

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

### **Appendix C**

#### **Level 7 Marking and Assessment Criteria (Postgraduate)**

All MSc/Diploma marking in the School is out of 100 on the following scale and with the following classifications:

70 and above Distinction

60-69 Merit

50-59 Pass

Below 50 Fail

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

#### **70-100: DISTINCTION**

##### *Addresses the Question Set*

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

##### *Contains coherent structure and argument*

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

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

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

critical analysis of data will be demonstrated.

*Supports argument with appropriate evidence*

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

*Demonstrates critical evaluation*

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

*Writing, Background Reading, Referencing and Bibliographic format*

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

**60-69: MERIT**

*Addresses the Question Set*

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

*Contains coherent structure and argument*

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

*Demonstrates understanding of key concepts and/or data*

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

*Supports argument with appropriate evidence*

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

*Demonstrates critical evaluation*

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

*Writing, Background Reading, Referencing and Bibliographic format*

The work is clear and fluent and largely conforms to referencing and bibliographic conventions. It has been well edited and demonstrates sufficient background reading. Proof-reading has resulted in

there being few grammatical or spelling errors.

### **50-59: PASS**

#### *Addresses the Question Set*

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

#### *Contains coherent structure and argument*

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

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

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

#### *Supports argument with appropriate evidence*

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

#### *Demonstrates critical evaluation*

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

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

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

### **0-49 FAIL**

#### *Addresses the Question Set*

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

#### *Contains coherent structure and argument*

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

*Demonstrates understanding of key concepts and/or data*

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

*Supports argument with appropriate evidence*

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

*Demonstrates critical evaluation*

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

*Writing, Background Reading, Referencing and Bibliographic format*

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