



BOSTON UNIVERSITY BRITISH PROGRAMMES
CAS EC 364
Economic Policy – A British Perspective
Professor Nigel Knight

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Overview

The course looks at UK government policy and the European Union policy development process. It addresses Industrial and Industrial Relations policy and how this has changed the business environment in the UK since World War 2. The course also looks at how health, education and housing policy has been changed by employing business notions to improve efficiency, and the unique nature of the UK housing market and how it is increasingly important to macro-economic policy.

Teaching strategy

The course will be taught by lectures and seminars. The lectures will identify the main points of each topic and provide an explanation of, and comment on the relevant analytical material. The seminars require you to have read the analytical material, thus enabling you to participate fully in discussion.

It is recommended that you read, on a regular basis, the Financial Times, the business sections of broadsheet papers, and weekly journals such as the Economist.

Assignments and Grading

You are required to submit one 1500 word paper on a topic falling within the scope of the course which constitutes 40% of the total marks, present a paper to the group for approximately 5 minutes on a topic of your choosing which constitutes 20% of the total marks and complete a two hour examination which constitutes 40% of the total marks.

The paper should be submitted by the date of the exam at latest.

In the examination you will be required to answer three questions drawn from a list of seven; the exam schedule will be exhibited in the entrance hall.

Where appropriate, performance in seminars and attendance will be taken into account in determining the overall mark for the course. Grading will be in accordance with the standards set down by Boston University.

Teaching Schedule

Lecture 1. An exposition of the system of governance in the UK

In order to understand the policy formation process which, inter alia, determines economic policy formation, we need to understand the mechanism of policy formation.

READING: Knight, chap 2.

Lecture 2. The relationship between the UK and the development of European Unification

The UK's policy towards European unification has been central to UK policy in the last fifty years.

READING: Knight, chap 14.

Lecture 3. The system of governance in the European Union

The policy agenda of EU countries is increasingly determined by the policy making mechanisms of the EU.

READING: Knight, addendum.

Lecture 4. Industry and industrial relations policy

An exposition of the changing nature of UK industrial policy.

READING: Knight, chap 11.

Lecture 5. Health Service

An examination of the changing structure of health service provision in the UK and how business notions have been employed to reform it.

READING: Knight, chap 7.

Lecture 6. Education policy

An examination of the changing structure of education policy in the UK and how business notions have been employed to reform it.

READING: Knight, chap 8.

Lecture 7. Housing policy

An examination of the changing structure of the UK housing market and how business notions have been employed to reform it. Also, how the unique structure of this market is increasingly important for macro-economic management.

READING: Knight, chap 9.

Lecture 8. Presentations

An opportunity for students to discuss their work and make their presentations to class.

Lecture 9. Revision

Final Exam -- See BU website for updates on time and location:
<http://www.bu-london.co.uk/examsSU07.html>

READING

Core Reading:

Knight, N. (2006, reprinted 2007). *Governing Britain since 1945*. Politico's an Imprint of Methuen.

Additional reading:

Richardson, J. (1979). *Governing Under Pressure*. Oxford: Martin Robertson.

Dearlove, J. and P. Saunders (2000). *Introduction to British Politics*. 3rd edition. Cambridge: Polity Press, chapters 2, 7, 9 and 11.

Kavanagh, D. (1996). *British Politics: Continuities and Change*. 3rd edition. Oxford. Oxford University Press, chapters 3, 10, 11, 12, 13 and 15.

Punnett, R. (1994). *British Government and Politics*. Dartmouth, chapters 6 to 11.

Hennessy, P. (1995). *The Hidden Wiring: Unearthing the British Constitution*. Victor Gollancz London.

Dearlove, J. and P. Saunders (2000). *Introduction to British Politics*. 3rd edition. Cambridge: Polity Press, chapter 16.

Kavanagh, D. (1996). *British Politics: Continuities and Change*. 3rd edition. Oxford. Oxford University Press, chapter 4.

- Coxall, B. and L. Robins (1998). *British Politics Since the War*. Basingstoke: Macmillan, chapter 5.
- Punnett, R. (1994). *British Government and Politics*. Dartmouth, chapter 14.
- Dearlove, J. and P. Saunders (2000). *Introduction to British Politics*. 3rd edition. Cambridge: Polity Press, chapter 12.
- Bacon R. and W. Eltis (1978). *Britain's economic Problem: Too Few Producers*. 2nd edition. London: Macmillan.
- Bacon R. and W. Eltis (1996). *Britain's economic Problem revisited*. Basingstoke: Macmillan.
- Coxall, B. and L. Robins (1998). *British Politics Since the War*. Basingstoke: Macmillan, chapter 9.
- Punnett, R. (1994). *British Government and Politics*. Dartmouth, chapter 12.
- Saunders, P. and C. Harris (1994). *Privatisation and Popular Capitalism*. Buckingham: Open University Press.
- P. Edwards, "Strikes and Industrial conflict" in P. Edwards (ed.), *Industrial Relations: Theory and Practice in Britain* (1995).
- L. Dickens & M. Hall, "The State: Labour Law and Industrial Relations" in P. Edwards (ed.), *Industrial Relations: Theory and Practice in Britain* (1995).
- J. Waddington & C. Whitston, "Trade Unions: Growth, Structure and Policy" in P. Edwards (ed.), *Industrial Relations: Theory and Practice in Britain* (1995).
- M. Terry, "Trade Unions: Shop Stewards and the Workplace" in P. Edwards (ed.), *Industrial Relations: Theory and Practice in Britain* (1995).
- A. Ferner & R. Hyman, *Industrial Relations in the New Europe* (1992) chap.1.
- N. Millward et al. *Workplace Industrial Relations in Transition* (1992).
- N. Millward, *The New Industrial Relations?* (1994).
- Dearlove, J. and P. Saunders (2000). *Introduction to British Politics*. 3rd edition. Cambridge: Polity Press, chapter 13.
- Glennerster, H. (1995). *British Social Policy since 1945*. Oxford: Blackwell.
- Culyer, A. J., A. K. Maynard, J. W. Posnett. (1990). *Competition in Health Care: Reforming the NHS*. London: Macmillan, chapters 1-3, 5 and 9.
- Barr, N. (1998). *Economics of the Welfare State*. 3rd edition. Oxford: Oxford University Press, chapters 12 and 13.
- Barr, N. and D. Whynes, (eds., 1993). *Current Issues in the Economics of Welfare*. Basingstoke: Macmillan, chapters 8 and 9.
- Coxall, B. and L. Robins (1998). *British Politics Since the War*. Basingstoke: Macmillan, chapter 10.
- Le Grand, J. and W. Bartlett. (1993). *Quasi-Markets and Social Policy*. Basingstoke: Macmillan, chapters 4 and 6.
- Johnes, G. (1993). *The Economics of Education*. Basingstoke: Macmillan, chapters 5, 7, 8 and 9.

Marquand, D. and A. Seldon (eds., 1996). *The Ideas that Shaped Post-War Britain*. London. Fontana Press, chapters 7 and 8.

Harvey, J. (2000). *Urban Land Economics*. 5th edition. Macmillan, chapter 18.

Malpass, P. and A. Murie (1994). *Housing Policy and Practice*. 4th edition. London: Macmillan.

Barr, N. (1998). *Economics of the Welfare State*. 3rd edition. Oxford: Oxford University Press, chapter 14.

Barr, N. and D. Whynes, (eds., 1993). *Current Issues in the Economics of Welfare*. Basingstoke: Macmillan, chapter 10.

Le Grand, J. and W. Bartlett. (1993). *Quasi-Markets and Social Policy*. Basingstoke: Macmillan Press, chapter 7.

Whitehead, C. and M. Kleinman (1987). *Private Rented Housing in the 1980s and 1990s*. Cambridge Granta.

Knight, N. (2004). *House Prices and GDP – an Exposition of the Nomic Correlation*. Available in the Marshall Library as ‘Counter Knight 1.’

GRADING SYSTEM

The following Boston University table explains the grading system that is used by faculty members on Boston University’s British Programmes.

Grade	Honour	Points	Usual%	Definition
A		4.0		93-100 Excellent
A-		3.7		89-92
B+		3.3		85-88
B		3.0		81-84 Good
B-		2.7		77-80
C+		2.3		73-76
C		2.0		69-72 Satisfactory
C-		1.7		65-68
D		1.0		60-64 Low pass
F		0.0		Unmarked Fail

Grading Criteria

A An exceptional grade that is only given to work that shows a consistent and outstanding level of insight and expression. This type of essay shows a rigorous and persuasive attention both to matters of detailed explication and to wider questions of evaluation. Crucially, this type of essay will also show real independence of thought expressed in fluent and well-written English.

A- A grade that is given to work that shows a commanding grasp of the central issues and also demonstrates an ability for close textual analysis combined with attention being paid to the larger implications of the analysis (whether this involves aesthetic, moral, political, or other considerations.) An appreciable degree of background reading and intelligent use of that reading is often shown at this level, and allowance is given here for the odd weak points and infelicities in phrasing

B+, B, B- This range of grades indicates descending levels of competence and thoroughness. On the whole, the B essay is less polished than the A essay, but a B+ essay will certainly still have to show commendably detailed stretches of analysis, a clear grasp of the central issues and some discussion of the implications of a student's close reading of any given text(s). Work within the B grades often shows evidence of reading in the secondary literature (critical commentaries and background reading) but also often shows an overdependence on such sources over and against making intelligent, critical and discrete use of that reading. The sharpening and exercising of your own critical responses is the target to aim for, and, whereas many essays in the B range show a good understanding of the ground gone over in class there is less evidence here of really independent analysis and appreciation. The difference between a B+, a straight B, and a B-, typically involves the frequency of spelling mistakes, awkwardness or solecisms in expression, or clumsiness in the exposition of your analysis or argumentation.

C+, C, C- These grades indicate unsatisfactory work. Such essays may suffer from being too vague and generalised or else being excessively narrow in coverage; they may be seriously marred by errors of fact or errors of interpretation; they may involve only a crude repetition of areas covered in class without any demonstration of real intellectual engagement with the issues. The differences between a C+, a straight C, and a C- reflect the various degrees of inadequacy of organisation and presentation. Essays that are riddled with errors in spelling, punctuation and syntax, or are chaotic in argument and exposition, will fall into the lowest range.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- *Obvious lack of familiarity with the material
- *So poorly written as to defy understanding
- *So brief and insubstantial that it fails to properly address the subject
- *Material presented is not relevant to the assignment
- *Demonstrates evidence of plagiarism

Boston University's code of student responsibilities

The value of any grade, credit, honour or degree received by a student presupposes that all work submitted by a student is his or her own. A student who uses or relies upon the work of others or who, except under conditions expressly permitted by the instructor, furnishes assistance to another student, violates the standards of the University. Students must insist upon academic honesty and integrity from their fellow students and must report promptly any case of alleged academic conduct. Failure to do so is a violation of this code.

Plagiarism can take many forms, including the reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasingly common practice of purchasing and downloading work from Internet 'paper mills'. You should be extremely careful when submitting work for this course that all work is correctly sourced. Print outs of web sites that have been used in research may be required by the lecturer in cases of a grade dispute and all web site based reference material should be kept by the student until after the end of the semester.

Terms and Conditions

*****Attendance at all classes and visits is mandatory. Students missing lectures without a doctor's letter or authorisation from the Director or from the EUSA Placements' Team***

will automatically be docked a – or a + from their final grade. Persistent lateness will also be penalised in the final grade. A register of attendance will be taken at the beginning of each session and marks will be awarded for attendance. Absence can be conveyed either by advising a senior member of staff in the Academic Affairs Office with a request that the information be passed on to me; or by emailing me at nvk21@cam.ac.uk prior to class. Leaving it to another class member to convey messages will not be acceptable. Appointments for interviews for internships should not conflict with attendance at classes.

Any student who is unable to attend a class, or take part in an assignment because of religious reasons, must give notice in advance of class. He/she will be required to make up for time lost. In this situation arrangements must be made with another student for class notes to be shared. Written papers must be delivered before agreed deadline, failure to hand in the paper will result in deducted marks.

I will make some time available in each session for students to raise questions etc. Should students wish to discuss matters with me in person I will also be available during the break mid-lecture and at the end of class. Alternatively, please feel free to e-mail me with questions. If you have problems with the availability of reading materials (all of which should be in the library) please contact me either through the Academic Affairs Office or via e-mail.