

**US**

University of Sussex

**POLITICS  
UNDERGRADUATE  
HANDBOOK**

**2014-15**

# Welcome

Welcome to Politics at Sussex. The American political scientist Harold Lasswell famously described Politics as 'Who gets what, when, AND how'. This handbook is designed to give you an introduction to the Politics degree. Reading it should give you a sense of the who, what, where and how of Sussex in a few minutes.

Whether you seek to explain the policies of a particular government, the idea of justice, the way people exercise power or how particular institutions function, your studies here will provide you with ways of approaching such issues. A Politics degree offers you the opportunity to enter into one of the widest ranging of the social sciences. It is no coincidence that nearly all of the major social sciences have branches that explicitly label themselves as political (for example: Political Economy, Political Sociology, Political Philosophy and Political Psychology). As a Politics student at Sussex, you are given the chance to learn about and engage in the discipline of Politics and this should give you the skills to analyse and explain power, processes and institutions.

The course structure at Sussex means that you can build up your knowledge of Politics while at the same time exploring and augmenting it from other related disciplines. Even if you are majoring in Politics as a single honours subject, you will learn about other cognate disciplines in the first two years of your course (in all years if you are a joint honours student).

By its very nature, Politics is an exciting subject to study because it is something that we all engage in and talk about – whether we are aware of it or not. While much of this handbook describes the more formal side of studying Politics at Sussex, this should not detract from recognizing that studying Politics is both challenging and enjoyable. However, if you have difficulties, or feel lonely, please remember that this is not uncommon and there are plenty of people – from your Academic Advisor to other faculty and members of the Student Life Centre – who are here to help.

Once again, welcome to Sussex!  
Francis McGowan - Head of Politics

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## Section 1: Contacts and Communications

### How to Contact Us

#### Course Coordinator

Name	Room	Email address*
James Dowling	G41 Freeman	j.dowling@sussex.ac.uk

#### Faculty Members

Name	Room	Telephone	Email address*
Dr Sabina Avdagic	Freeman F09	(67) 8190	s.avdagic
Dr Sue Collard	Freeman F10	(87) 7654	s.p.collard
Dr Rekha Diwakar	Freeman F13	(67) 8496	r.diwakar
Dr James Hampshire	Freeman F04	(67) 6806	j.a.hampshire
Dr Olli Hellmann	Freeman F05	(67) 6580	o.hellmann
Prof Dan Hough	Freeman F07	(87) 7648	d.t.hough
Prof Alan Mayhew	Freeman F11	(87) 7272	a.mayhew
Mr Francis McGowan	Freeman F02	(87) 7138	f.mcgowan
Dr Kai Oppermann	Freeman F01	(87) 7265	k.oppermann
Dr Emily Robinson	Freeman F03	(67) 8952	e.a.robinson
Prof Aleks Szczerbiak	Freeman F56	(67) 8443	a.a.szczerbiak
Prof Paul Taggart	Freeman F06	(67) 8292	p.a.taggart
Dr Adrian Treacher	Freeman F15	(67) 8401	a.h.treacher
Prof Paul Webb	Freeman F16	(87) 7796	p.webb

\* All email addresses end with [@sussex.ac.uk](mailto:@sussex.ac.uk)

#### External Examiner

Dr Anthony Zito (Newcastle University)

#### Office Hours

All faculty have term-time office hours, which are posted on their office doors. These are designated times at which you can meet with them and discuss things that you wish to raise. You can talk to your module tutor about how you are doing in the module or ask about something that puzzled you in a seminar. Or you can use office hours to talk to your Academic Advisor if you need advice or help. Office hours are useful because you can guarantee being able to get hold of your advisor at these times. As faculty are busy with research and administration as well as teaching, you need to be aware that office hours are the best time to talk to them.

## **Contacts for Enquiries**

Should you have any enquiries or concerns relating to your degree or life at Sussex you should – in the first instance – contact your module tutor, Academic Advisor or the Course Coordinator. If they cannot help you they will refer you to someone who can.

## **Your Academic Advisor**

All students are assigned an Academic Advisor who is a member of the Politics Department. The role of the Academic Advisor is to provide advice and assistance to their students. The Academic Advisor is often the first person to see when problems arise. The Academic Advisor receives a report from your module tutors, and you should make arrangements to discuss these with him or her at the start of each term.

How much contact you have with your Academic Advisor is entirely up to you. Some students use their Academic Advisor more than others, but if you need them, Academic Advisors can be a vital link between you and the institution. If you develop a close relationship with your Academic Advisor, she or he can write your academic references after you have left the University – there's not much point in asking someone who hardly knows you to write a reference.

## **Contact**

In order that you can be reached by your tutor or your coordinator, a system of pigeon-holes and notice-boards exists. The primary mode of communication is email and you should check your **e-mail** regularly, since this is the most regular form of communication between tutors, co-ordinator and students. The Computing Service will already have allocated a Sussex e-mail address to you.

Your **pigeon-hole** is located in your School and this is where you will receive any individual paper communication. It is therefore vital that you regularly check your pigeon-hole. Ideally you should check it a few times a week during term time.

Information of a more general nature will be posted on **notice-boards** located in your School.

## **Sussex Direct**

All students have access to Sussex Direct for administrative information e.g. timetables, module marks, assessment details.

## **Study Direct**

All students have access to Study Direct for module information and resources e.g. module handbooks, lecture notes, handouts.

## Skillclouds

Skillclouds is a new resource in Sussex Direct that shows you the main skills you are developing on your degree course  
[www.sussex.ac.uk/skillclouds](http://www.sussex.ac.uk/skillclouds)

## The Politics Website

The Department of Politics maintains its own website ([www.sussex.ac.uk/politics](http://www.sussex.ac.uk/politics)) which carries:

- information for applicants
- information about teaching faculty and research
- links to relevant sites.

## The Department and Student Representatives

The Department is responsible for the Politics Major.

The formal running of the Department is conducted at termly departmental and Board of Study meetings. These normally take place in week 5 of term, and are attended by:

- the teaching faculty
- the course coordinator
- **undergraduate student representatives**
- an MA student representative
- a research student representative.

Student representatives serve as a vital connection and communication between the faculty and students. Anyone can stand for the position so it maybe something you would want to consider. Even if you don't put yourself forward, it is important to know who your representatives are in case you have any difficulties or suggestions which need to be passed on to the faculty. Undergraduate representatives are elected to serve for the period of a year. There are representatives for each year of the Politics degree. **To find out more, please ask the Politics Course Coordinator, in the School Office (Freeman G41).**

The Head of Department is normally drawn from the teaching faculty for a period of four years. The current Head is **Francis McGowan**.

***Lonely? Anxious?  
Worried about your work?  
Do you need advice or someone to chat with?***

**Is your problem to do with your academic work? Do you want help in choosing electives or joint honours modules?**

See your **Academic Advisor** who can help you make the right choices about modules, give advice about study skills, and help with other problems too.

**Student Mentors** can help with essay writing and study skills. They are undergraduate students trained to offer academic and general assistance and support.

**Is your problem personal?**

If you are unhappy about university life, have personal or financial difficulties, if you are finding it difficult to study or attend your classes, or if you think you might be dyslexic, talk to one of the **Student Advisors**. They are professionals in student support with backgrounds in social work, counselling and academia. They are available throughout the week to support you around personal and general academic matters.

**Is your problem concerned with module administration? e.g. rooms, where to find your tutor, reading lists, hand-in dates?**

Go to the Politics Coordinator for queries about your Politics modules.

Name	Room	Email address*
James Dowling	Freeman G41	j.dowling@sussex.ac.uk

\* All email addresses end with [@sussex.ac.uk](mailto:@sussex.ac.uk)

**Is your problem administrative? e.g. registration, registration card, late registration, ?**

Go to the LPS School Office, Freeman G41.

## Individual Faculty Profiles



**Dr Sabina Avdagic** is Lecturer in Politics. Her research interests lie primarily in the areas of comparative political economy of labour markets and welfare states. She is co-editor of *Social Pacts in Europe: Emergence, Evolution and Institutionalization* (Oxford University Press, 2011) and a series of articles on corporatism, labour market institutions and unemployment. She has been a post-doctoral fellow at the Max Planck Institute for the Study of Societies, Cologne and the European University Institute, Florence, and a research fellow and DAAD Lecturer at the Hanse Institute for Advanced Studies and the Bremen International Graduate School of Social Sciences respectively. She is a member of the Executive Council of the Society for the Advancement of Socio-Economics (SASE) for which she coordinates a research network on Industrial Relations and Political Economy.



**Dr Sue Collard** has been teaching at Sussex since 1986, and moved from Modern Languages (French) into the Sussex European Institute in 2003. Her teaching interests are in all aspects of French history, politics, culture and society, and in European history and politics since 1945, especially the development of EU institutions and their impact on France. Her earlier research focuses mainly on the politics of contemporary cultural history in France, especially during the Mitterrand years. More recently she has initiated a project that seeks to evaluate the development of European Citizenship by analyzing electoral participation of EU citizens resident in other member-states at local and European elections in the UK and France, with a special focus on the British in France and the French in the UK.



**Dr Rekha Diwakar** is a Lecturer in Politics. She received MSc in Public Administration and Public Policy, MRes and PhD in Political Science from London School of Economics & Political Science (LSE). She has previously taught politics, public policy and research methods modules at Goldsmiths, LSE, UCL, King's College, Brunel University, Royal Holloway College, and Hansard Society. She is the undergraduate module convener for 'Political Change: India' and 'Politics of Governance: India' and co-teaches on the undergraduate module 'Research Skills and Methods in Political Science'. Her research interests include Indian politics and public policy, comparative politics- especially electoral competition and voting behaviour, size of the party systems, civil service reforms in developing countries, and research methods in political science. Her current research projects include analysing the concept of 'Effective Spaces of Party Competition' in a comparative perspective and evaluating electoral reforms in India. She is also a research associate with LSE's Public Policy Group.





Dr James Hampshire is a Senior Lecturer in Politics. His main research interests are the politics of migration and migration policy in Britain and Europe. His most recent book is *The Politics of Immigration: Contradictions of the Liberal State* (Polity 2013). His current projects include research on why states liberalise immigration policy and an FP7 project on temporary labour migration programmes in Europe. James is the Deputy Editor of the *Journal of Ethnic and Migration Studies*.



**Dr Olli Hellmann** is a Lecturer in Politics. Olli joined Sussex in 2013 after three years at Durham University, where he held the position of Lecturer in Asian Political Economy. Currently, Olli is pursuing two different research strands: one focused on understanding systemic corruption in the developing world, the other one aimed at exploring the phenomenon of “electoral authoritarianism”. The latter project has been awarded funding from the Economic and Social Research Council (ESRC) for two years (2014-2016). Olli’s previous research addressed questions of party politics in new democracies, the findings of which have been published as a monograph with Palgrave Macmillan (*Political Parties and Electoral Strategy: The Development of Party Organization in East Asia*) and in a number of peer-reviewed journals (such as *Party Politics*, *Government and Opposition*, and *Asian Survey*).



**Prof Dan Hough** is a Professor of Politics and Director of the Sussex Centre for the Study of Corruption (SCSC). He joined the Department in September 2003, after lecturing at the University of Nottingham. He took his BA at Newcastle and studies for his doctorate in Birmingham. His main interests are political corruption, German and European politics, post-communism in East Central Europe and the behaviour of political parties. He has published monographs on corruption (*‘Corruption, Anti-Corruption and Governance’*, Palgrave, 2013), modern Germany (*‘The Politics of the New Germany’*, with Simon Green and Alistair Miskimmon, Routledge, 2011) and left-wing politics (*‘The Left Party in Contemporary German Politics’*, with Jonathan Olsen and Michael Koss, Palgrave, 2007). When not working, he will be either watching Shrewsbury Town FC or playing cricket.



**Prof Alan Mayhew** is an economist specialising in problems of economic transition and integration in central and eastern Europe as well as economic policy and budgetary issues in the European Union. As Jean Monnet Professor he runs the Wider Europe Network with Dr. Nat Copsey of Aston University and Professor Christophe Hillion of SIEPS. He has wide practical experience in advising governments in the region and is currently working with the Polish, and Swedish Governments. He is also Special Adviser to the European Commission in Brussels and Member of the Advisory Panel of the European Policy Centre.



**Francis McGowan** is a Senior Lecturer in the Department and Head of Department. He teaches on a range of modules including: *European Political Economy*, *EU: Politics and Policy* and *The Politics of Governance: EU*. He also contributes to the MA programmes in Contemporary European Studies and Corruption and Governance. His research interests include the political economy of regulation, policy making in the European Union and energy and environmental policies. Recent articles have been published in the journals *Environmental Politics* and *Geopolitics*.



**Dr Kai Oppermann** is a graduate of the Free University Berlin and obtained a PhD in Political Science from the University of Cologne in 2007. Before joining the University of Sussex in October 2013, he was a Lecturer in European and German Politics at King's College London. He has been an Assistant Professor at the Institute for Political Science and European Affairs at the University of Cologne as well as the managing editor of a German-language journal on Foreign and Security Policy. Kai has recently been awarded the Venia Legendi in Political Science (2013) at the University of Cologne, on the basis of a professorial dissertation on the domestic sources of European integration and foreign policy. In 2010, he won a Marie Curie Fellowship for a research project on European integration referendums. He has also taught at the Free University Berlin, the Philipps-University Marburg and the Centre International de Formation Européenne (CIFE) in Nice. Before he took up his first academic position, he worked as a personal assistant in the German parliament, the Bundestag.



**Dr Emily Robinson** is a Lecturer in Politics. She specialises in modern British political and cultural history and is particularly interested in ideas about time - whether of nostalgia and tradition or progress and modernity. Her first book, *History Heritage and Tradition in Contemporary British Politics* was published by Manchester University Press in 2012 and she is now working on a history of the various meanings attached to the word 'progressive' in modern Britain. Emily came to Sussex in July 2013, having previously been an Advance Research Fellow at the University of Nottingham and a Postdoctoral Lecturing Fellow at the University of East Anglia. She has also taught at Goldsmiths College, University of London, where she completed her PhD. Her first degree was from the University of Cambridge and she has also worked as a think-tank researcher, specialising in party membership and popular participation in politics.



**Prof Aleks Szczerbiak** is a Professor of Politics and Contemporary European Studies. He is also Director of Doctoral Studies for Law, Politics and Sociology. Aleks completed his BA in Politics and Modern History at the University of Sheffield in 1986 and then worked for several years as a political researcher and consultant. Aleks started lecturing at Sussex in 1998 after taking a Masters degree in Politics and Administration at Birkbeck College and completing his PhD at the University of London's School of Slavonic and East European Studies. On the Politics degree, Aleks teaches the Politics of Governance: Eastern Europe (a second year spring term option module on post-communist Central and East European politics) and Political Change: Eastern Europe in Transition (a final year autumn term option module on the rise and fall of East European communism). On the MA courses, he teaches a spring term option module on the Politics of Eastern Europe in Transition (again, on post-communist Central and East European politics). Aleks' current research interests are in the field of comparative Central and East European politics (especially Poland), political parties and electoral politics, the politics of transitional justice and de-communisation, and the domestic politics of European integration. He is author of 'Poles Together? The Emergence and Development of Political Parties in Post-communist Poland' and 'Poland Within the European Union: New Awkward Partner or New Heart of Europe?' Aleks is also co-editor of 'Opposing Europe: The Comparative Party Politics of Euroscepticism', 'EU Enlargement and Referendums' and 'Centre-Right Parties in Post-Communist East-Central Europe'. He is currently working on a book on the politics of transitional justice in post-communist Poland.

Aleks is co-convenor (with Paul Taggart) of the SEI-based European Parties Elections and Referendums Network (EPERN) of scholars researching the impact of Europe on party and electoral politics and Associate Editor of the 'Party Politics' journal. He also publishes a research blog analysing the contemporary Polish political scene at: <http://polishpoliticsblog.wordpress.com/>.



**Prof Paul Taggart** is Professor of Politics and his work is mainly on populism and Euroscepticism. He is author of the books *The New Populism and the New Politics* and *Populism*, is co-editor of *Opposing Europe? The Comparative Party Politics of Euroscepticism* (2 vols) as well as *EU Enlargement and Referendums* with Aleks Szczerbiak. He is co-convenor of the 'European Parties Elections and Referendums Network' with Aleks Szczerbiak. He has been a visiting scholar at the Universities of Gothenberg and Sarajevo and is a visiting scholar at the Center for German and European Studies at Georgetown University. He is editor of the journal *Government and Opposition* and formerly edited the journal *Politics*.



**Dr Adrian Treacher** BA (Bradford) MA PhD (Birmingham). Adrian joined the group in January 1999 and is Lecturer in Contemporary European Studies. He is undergraduate module convener for 'Political Change: the EU as a Global Actor', 'Transformation of Contemporary Europe', 'Politics of Governance: International Institutions and Issues' and 'International Politics'; while at the Masters level, he runs 'The International Relations of the EU'. He additionally teaches on various other undergraduate and postgraduate modules. His recent publications, building upon his *French Interventionism: Europe's Last Global Player?* (Ashgate, 2003), have been on French foreign policy. He has previously published in *Contemporary Security Policy*, *European Security* and *International Peacekeeping*. At present, he is researching the European Union's security and defence policy.



**Prof Paul Webb** is Professor of Politics. His research interests lie chiefly in the areas of British and comparative party politics, electoral behaviour and representative democracy. He is author or editor of several books, including *The Modern British Party System* (Sage 2000), *Political Parties in Advanced Industrial Democracies* (Oxford University Press, 2002), and *The Presidentialization of Politics* (Oxford University Press, 2005). His latest co-authored book, *Sex, Gender and the Conservative Party: From Iron Lady to Kitten Heels* (Palgrave Macmillan) was published in 2012. He was elected a member of the Academy of Social Sciences in 2010.

## Section 2: The Politics Major

### Aims and Outcomes

#### ***Aims***

1. Enable students to understand the importance of Politics in the contemporary world.
2. Ensure that students acquire knowledge and understanding in appropriate areas of theory and analysis.
3. Enable students to understand and use the concepts, approaches and methods of the discipline and develop an understanding of the contested nature and problematic character of inquiry in the discipline.
4. Provide students with the opportunity to combine the insights and methods of the discipline.
5. develop students' capacities to critically analyse events, ideas, institutions and practices.
6. Provide students with opportunities to develop their intellectual, personal and interpersonal skills so as to enable them to participate meaningfully in their societies.
7. Provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate.
8. Provide students with a supportive and receptive learning environment.

#### ***Learning Outcomes***

The course provides opportunities for students to develop and demonstrate knowledge and understanding, intellectual skills, practical skills and transferrable skills.

##### **A. Knowledge and Understanding**

Undergraduates should achieve a basic but rigorous grounding in Politics. This means graduates will be able to:

- A1. Understand the key normative and explanatory concepts employed in the discipline of Politics.
- A2. Understand the key trajectories of modern British political history.
- A3. Understand and apply the basic skills and methods used in political science research.
- A4. Demonstrate knowledge and understanding of modern political thought.
- A5. Demonstrate knowledge and understanding of the nature of power and political processes within differing comparative and cultural contexts.
- A6. Demonstrate knowledge and understanding of a particular system of governance.
- A7. Demonstrate knowledge and understanding of a particular example of political change.
- A8. Demonstrate in-depth knowledge and understanding of a specialist area within the discipline.

## **B. Intellectual Skills**

Graduates in the Politics programme will be able to:

- B1. Read effectively and take meaningful notes.
- B2. Apply a range of skills in the retrieval and use of primary and secondary sources including basic statistical and numerical information.
- B3. Present concise, critical and cogently structured argument, both orally and in writing.
- B4. Reflect upon and take responsibility for their own learning, making use of constructive feedback.
- B5. Work independently.

## **C. Practical Skills**

Graduates in the Politics programme will be able to:

- C1. Deploy a range of communication and information technology skills.
- C2. Communicate effectively with others both orally and in writing.
- C3. Co-operate with others to achieve common goals.
- C4. Meet deadlines under pressure.

## **D. Transferable Skills**

- D1. Problem solving skills.
- D2. Time management skills.
- D3. Presentational skills.
- D4. Ability to presentation information in a range of modes.

In addition to these intellectual objectives, you should also be developing your academic, personal and interpersonal skills throughout your undergraduate career. Such development will help you to succeed in achieving the above intellectual objectives to the best of your abilities and prepare you for your career after graduation. Specifically, we expect you to:

- develop your reading and information technology skills;
- acquire a range of skills in the retrieval and use of primary and secondary source materials;
- enhance your ability to take meaningful notes;
- improve your capacity for presenting concise and cogently structured argument;
- learn how to work independently and take responsibility for your own learning;
- develop your abilities to cooperate and communicate with others;
- learn to meet deadlines effectively.

## An Overview of Politics Degrees

You can take Politics as a single honours degree or as part of a joint honours degree. If you take Politics as a **single honours degree** you will spend 75 per cent of your first-year, 75 per cent of your second-year and 100 per cent of your final-year taking Politics modules.

If you take Politics as part of a **joint honours degree** you will take half your modules in the Politics Major and half in your other Major .

You can also take Politics as part of the Law LLB degree course, as a Minor subject. This means you spend three quarters of your time on your major course and a quarter on the minor subject.

### Politics single honours

First year				
	Politics Major	Politics Major	Politics Major	Electives
TERM 1	Foundations of Politics (15 credits)	British Political History (15 credits)	Contemporary Issues in Politics (15 credits)	15 credit module
TERMS 2 & 3	Explanatory Concepts (15 credits)	Research Skills & Methods (15 credits)	International Politics (15 credits)	15 credit module
Second year				
	Politics Major	Politics Major	Politics Major	Electives
TERM 4	European Politics (15 credits)	Modern Political Thought (15 credits)	Comparative Public Policy (15 credits)	15 credit module
TERMS 5 & 6	Politics of Governance option 1 (15 credits)	Politics of Governance option 2 (15 credits)	Politics of Governance option 3 (15 credits)	15 credit module
Final year				
	Politics Major		Politics Major	
TERM 7	Political Change option 1 (30 credits)		Political Change option 2 (30 credits)	
TERMS 8 & 9	Special Topic in Politics 1 (30 credits)		Special Topic in Politics 2 (30 credits)	

The Politics department also offers the following electives which you may be interested in taking if you are a Single Honours Politics student:

Year 1 Term 1	<p><b>Making of Modern Europe</b></p> <p>This course provides students with an understanding of the historical development of the idea of Europe as it has evolved from the middle ages until the present day. In particular we shall trace the relationship between, on the one hand, ideas and ideals of European cooperation, integration and unity and, on the other, the realities of European economic, political and social development and conflict. The course explains the different dimensions of the idea of Europe and places them in their contemporary context, highlighting aspects of continuity and change. The course examines the inherent tension between unity and diversity in European history and explores how this tension has been manifest in the political struggles and the philosophical arguments which have characterised Europe over time. The first half of the course considers the development of Europe as idea and reality over the long run while the second half examines how these aspects have interacted in the twentieth and twenty first centuries.</p>
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Year 1 Term 2	<b>Introduction to the European Union</b> This module will provide an introduction to the origins, institutions and main policies of the European Union, including the introduction of European Citizenship and attempts by EU institutions to forge a European identity.
Year 2 Term 1	<b>Political and Social Change in Contemporary Europe</b> This module analyses the broad social changes which have occurred in Western Europe, since 1945, and in post-communist European countries since the collapse of communism. It does this by using the social scientist's notion of 'cleavages', to explore divisions in society derived from factors such as religion, class, gender and ethnicity, and their impact on political behaviour. It also looks at the role played by nationalism, populism, regionalism and post-materialism in driving social change and political affiliation. We also consider recent demographic trends such as declining birth rates and ageing populations, and the impact of these trends on social and political behaviour. Whilst the module has a theoretical underpinning in social science, it is taught in a way which is accessible to students from any discipline. It is particularly enriched by the participation of students from a wide range of nationalities and cultures, and visiting and exchange students are most welcome on this module.
Year 2 Term 2	<b>The Far Right and the Politics of Immigration</b> This module explores the far right and the increasingly contested politics of immigration in liberal democracies. The module begins by looking at the rise of the far right political parties in contemporary Europe and their relationship to public opinion, mainstream parties and immigration policies. It then examines a number of cases including countries in which the far right has been more and less successful. Students will gain an understanding of the causes and consequences of the rise of far right parties and an understanding of their impact on immigration politics and policies.
Year 2 Term 2	<b>Transformation of Contemporary Europe</b> This module examines the changes in the political and economic systems of Europe, East and West, since 1945, with particular reference to the impact of the Cold War and its aftermath.

## Politics Joint Honours

First year				
	Politics Major		Joint Major	
TERM 1	Foundations of Politics (15 credits)	British Political History (15 credits)	One 15 credit module	Second 15 credit module
TERMS 2 & 3	Explanatory Concepts (15 credits)	Research Skills & Meth (15 credits)	One 15 credit module	Second 15 credit module
Second year				
	Politics Major		Joint Major	
TERM 4	European Politics (15 credits)	Modern Political Thought (15 credits)	One 15 credit module	Second 15 credit module
TERMS 5 & 6	Politics of Governance option 1 (15 credits)	Politics of Governance option 2 (15 credits)	One 15 credit module	Second 15 credit module
Final year				
	Politics Major		Joint Major	
TERM 7	Political Change option (30 credits)		One 30 credit module	
TERMS 8 & 9	Special Topic in Politics (30 credits)		One 30 credit module	

**Note:** Not all Majors combined with Politics have the same structure, and this table is for illustrative purposes only.



The table below lists the optional modules which make up the Politics Major. These modules run alongside those you take in the other part of your degree.

<b>Second year</b>	
SPRING TERM	<u>Politics of Governance options</u> Eastern Europe Germany France The European Union USA International Institutions & Issues India East Asia
<b>Final year</b>	
AUTUMN TERM	<u>Political Change options</u> Eastern Europe in Transition Modern Germany India Political Parties and Party Systems Latin America The EU as a Global Actor The Evolution of Post War European Integration State Building and State Failure
SPRING TERM	<u>Special Topics in Politics</u> Immigration and the Liberal State Ideas of Progress & Decline in Modern British Politics Independent Study/Internship Option Political Corruption Populism and Politics France: The Mitterrand Years Democracy and Inequality Parties and Voters in the UK Foreign Policy Analysis

**Note: not all options are available each year.**

The main factors determining availability of options are student demand and faculty research leave. Additionally, our module structure is subject to development and change over time. At the appropriate time, you will be invited to select the option(s) you wish to take from the range of modules on offer. Only those modules that attract sufficient numbers to make them viable will run.

## How the Politics Major is Structured

### The First Year

The first-year modules are designed to provide a grounding of core knowledge and skills in political theory, methods, institutions, behaviour and history. *Foundations of Politics* allows you to look at the key normative concepts that have underpinned both the study and the practice of politics. You will look in depth at ideas of power, justice, equality, democracy and liberty. The module encourages you to examine the concepts from an analytical point of view and clarify what you believe politics should be about.

This is complemented by an introduction to *British Political History*. This module aims to provide students with an overview of the major developments in British political history since 1900. It will focus on the major sources of conflict affecting political elites and masses during the period, and will seek to provide students with a critical understanding of some of the major debates surrounding these developments. In particular, the module will enable students to evaluate the various forces and factors operating on the party system and electorate, the factors shaping the development of public policy, the debate about the postwar consensus, and the arguments about the 'decline of Britain'.

The *Contemporary Issues in Politics* module takes a number of key issues in contemporary Politics and examines the issues using the approaches and findings from the relevant academic research and literature. The module is designed to give students an understanding of the discipline of Politics and how it is used to explain and understand contemporary issues in politics

Having looked at the normative and historical bases of politics, students then move on, in the Spring term, to examine the contemporary political system in *Explanatory Concepts in Politics*. This module considers different theories used to explain contemporary political systems, including pluralism, elite theory, public choice theory and Marxism. The usefulness of these theories is then considered in the light of specific cases in British politics.

The Spring term module *Research Skills and Methods in Political Science* seeks to establish a familiarity with the range of methodological approaches used in the study of politics today. Students will be given the opportunity to analyse political data in order to substantiate answers to key questions in British politics.

The module *International Politics* addresses the nature and functioning of international politics. The module introduces students to theories of international politics by looking at a number of different traditions and approaches. The module then examines a number of the key issues and concepts in international politics. The module applies these theories and concepts to a range of different regions.

### The Second Year

Second-year modules seek both to widen and to deepen students' understanding of political processes – the first by introducing a cross-cultural perspective, and the second by offering more sustained engagement with

particular national and regional political systems beyond Britain's shores. In the autumn term all Politics students are required to study *European Politics*, which is intended to provide an introduction to the continent's politics - one rooted in a comparative rather than a country-by-country approach. As well as setting the historical and socio-economic context, it tackles not just institutions but also issues and tries to show that comparison – and the theoretically-informed empirical research that characterises the comparative method – is central to political science. It also aims to place the more specialised *Politics of Governance* options in context. At the same time, students read for the module on *Modern Political Thought*. This module gives students the opportunity to study a range of authors who are widely considered to be part of the 'canon' of western political thought. Modern in this context has to be understood in contrast to 'ancient' and relates to the emergence and subsequent consolidation of modernity in Western Europe from the seventeenth century on. Authors studied include Hobbes, Locke, Rousseau, Burke, Bentham, Hegel and Marx, and students will look at their work and the socio-historical contexts within which that work was generated.

*Comparative Public Policy* - Why do public policies differ from country to country? How can we explain these differences? Why are some governments more successful than others in solving particular policy problems? These are the key questions that will be explored in this introductory module to comparative public policy. The first part of the module explores theoretical issues relevant to the analysis of public policy, including both the stages of policy process and the main theories put forward to explain cross-national and temporal differences in public policy. The second part of the module uses these theoretical tools to examine in detail specific policies, including welfare and social policy, pension policy, family policy, labour market policy, immigration policy, and education policy. For each policy area, we will examine the roles of various actors, interests and institutions in the policy process, as well as the influence of broader structures and ideas in policy making.

In the Spring term Politics students study a country, region or set of institutions (two if you are a joint honours student or three if you are a single honours student) through the *Politics of Governance* options. These currently include: The European Union, India, Eastern Europe, Germany, France, the USA, East Asia and International Institutions and Issues. While these modules focus upon constitutions, procedures and structures, they also introduce the student to a range of contemporary political problems that frequently transcend national and regional boundaries.

### **The Final Year**

In the final year the emphasis of the politics course shifts from core modules to optional choices. The autumn term offers a range of *Political Change* options to the student. These modules are all driven by a common desire to understand the process of rapid political change, so adding to the overall conceptual and theoretical emphasis within the degree course. Each option has broadly similar empirical concerns: to identify the major pressures for political change, why change happened at the time it did, how the pressure for change was manifested, how institutions and leaders reacted and what the major outcomes were.

In the spring term you will select from a range of *Special Topics in Politics*. These modules relate closely to faculty research interests and are examined by a dissertation. They provide students with the opportunity to familiarize themselves with the most recent literature in the field of study concerned, including primary source materials. Students are able to bring their accumulated skills to bear on a topic of contemporary academic concern and undertake a research project of their own design.

## A Guide to Individual Modules

### FIRST YEAR

#### FOUNDATIONS OF POLITICS (M1036) 15 Credits

**OUTLINE:** This module provides an introduction to some of the central concepts and issues in political theory. It offers you an opportunity to think not just about the way politics *is*, but also about the way it *ought* to be. We will ask questions such as 'why should we obey the state?', 'is democracy the best form of government?', and 'what makes a just society?' By the end of the module you should have acquired a basic understanding of the central questions that political theorists spend their time thinking and writing about, and you should have begun to develop some of your own answers to these questions.

#### BRITISH POLITICAL HISTORY (L2010) 15 Credits

**OUTLINE:** This module provides an overview of the major developments in British political history since 1900, focusing mainly (but not exclusively) on the post-war period. Thus, it focuses on the major challenges domestic and international which have confronted political elites and masses during the period. It provides a critical understanding of some of the major debates between and within the UK's major political parties, and introduces some of the academic arguments generated by them. Politicians, and indeed political scientists, often make use of particular versions of history in order to persuade people that what they are offering is either tried and trusted or, on the other hand, new and improved. Pundits are also fond of making casual allusions to political events of the past in order to illustrate or support their arguments about the present often based on little more than second-hand knowledge and outdated received wisdom. This module provides a firm foundation of knowledge on which to build the more advanced understanding promoted by more advanced modules. And, by subjecting to critical analysis what is often taken for granted, it encourages a degree of healthy scepticism towards any references to politics in the past made in both public and academic discourse.

#### CONTEMPORARY ISSUES IN POLITICS (M1050) 15 Credits

**OUTLINE:** This module takes a number of key issues in contemporary Politics and examines the issues using the approaches and findings from the relevant academic research and literature. The module is designed to give students an understanding of the discipline of Politics and how it is used to explain and understand contemporary issues in politics.

#### EXPLANATORY CONCEPTS IN POLITICS (M1038) 15 Credits

**OUTLINE:** The module aim is to provide students with firm understanding of some of the basic theories of the state including pluralism, elite theory, Marxism and public choice theory. Students will apply these theories to British politics in order to gain a better understanding of particular political issues and interests - for example: the Constitutions, political parties, voting, interest groups and globalisation.

#### RESEARCH SKILLS AND METHODS IN POLITICAL SCIENCE (M1045) 15 Credits

**OUTLINE:** The module aims to establish familiarity with the range of methodological approaches used in the study of politics today. In particular it will introduce you to various ways of linking theory and evidence, as well as introducing you to some of the problems you will encounter in doing your own assessments. You will be given the opportunity to analyse political data in a research project analysing British electoral behaviour. The module will also offer advice on essay writing and acquiring the information that you need to write essays and other assessments.

### **INTERNATIONAL POLITICS (M1544) 15 Credits**

**OUTLINE:** This module addresses the nature and functioning of international politics. The module introduces students to theories of international politics by looking at a number of different traditions and approaches. The module then examines a number of key issues and concepts in international politics. The module applies these theories and concepts to a range of different regions.

## SECOND YEAR

### EUROPEAN POLITICS (L2051) 15 Credits

**OUTLINE:** The political map of contemporary Europe is changing rapidly, and fundamentally, as the traditional boundaries between East and West and between domestic and international governance break down. This module aims to provide a pan-European introduction to the continent's politics - one rooted in a comparative rather than a country-by-country approach. After setting the historical and socio-economic context, it moves on to tackle not just institutions but also issues. It hopes to persuade you that comparison – and the theoretically-informed empirical research that characterises the comparative method – is central to political science. It also aims to place the more specialised Politics of Governance options in context.

After an overview encompassing the history, economy and society of Europe, the module examines a range of political institutions (such as parties, parliaments, and pressure groups) and processes (like government formation and elections), as well as exploring the extent to which particular challenges affect different polities and how they handle them. These challenges include social and economic change, minority nationalism, transnational governance, the increasing role of the media in politics, new forms of political participation, and immigration. We conclude by critically examining the common wisdom that everywhere left and right no longer have much meaning and widespread doubts concerning the capacity of politics to make a difference.

### MODERN POLITICAL THOUGHT (L2031) 15 Credits

**OUTLINE:** This module give students the opportunity to study a number of classic texts in the history of western political philosophy. It covers seven major political thinkers and aims to provide students with a knowledge of the broad contours of modern political thought from the seventeenth to the twentieth century. Students will develop their ability to analyse philosophical arguments and to situate the texts studied in the appropriate historical contexts. Throughout, the aim will be to encourage close textual reading whilst developing an awareness of the wider themes and concepts that inform modern political thought.

### COMPARATIVE PUBLIC POLICY (L2052) 15 Credits

**OUTLINE:** This module will combine understanding of a core literature on the nature and workings of the policy processes with an up to date awareness of the practical aspects and political context of public policy. The module will draw on core political science accounts of public policy as well interdisciplinary understanding of contemporary policy issues. It will include coverage of: theories of policy-making; issues of policy definition, agendas, evaluation and borrowing/learning; selected empirical policy areas; and aspects of policy-making reform and improvement.

## POLITICS OF GOVERNANCE

The *Politics of Governance* options listed on the next few pages take an in-depth look at one political system or set of institutions. In view of the fact that polities have contrasting histories and cultures, it is inevitable that the various options – besides embracing common concerns – will also focus upon differing political topics. However, the overall purpose of the modules is to determine how power within a political system is distributed which, in some options, will necessitate an in-depth look at their political cultures. The options will examine both the formal values and mechanisms that supposedly determine the exercise of power as well as how and why this formal picture is subject to constant pressures for change. Consequently, most options will interpret the significance of constitutions, how the prescribed structures of governance operate and interact, the manner in which political parties and non-governmental organizations/social movements interface with the formal political structures, and the way in which broad societal forces such as economic power, ethnic identities and social or technological change are constantly reshaping the formal patterns of governance. The student should come out of this module with an in-depth knowledge of both the major characteristics of a particular political system as well as an acute understanding of how power is actually exercised within that polity.

**Existing options are:**

**Eastern Europe**

**Germany**

**France**

**The European Union**

**USA**

**International Institutions & Issues**

**India**

**East Asia**

**Please note that not all options are available each year.**

### **POLITICS OF GOVERNANCE: EASTERN EUROPE (L2037) 15 Credits**

**OUTLINE:** This module examines the political features and norms of governance of the newly emerging democracies of post-communist Eastern Europe. It focuses primarily on the political systems within the EU/NATO applicants/members of East-Central Europe although major political developments in other post-communist countries are also examined for comparative purposes. The central question that the module seeks to address is: what kind of democracy is developing in post-communist Eastern Europe?

### **POLITICS OF GOVERNANCE: GERMANY (L2039) 15 Credits**

**OUTLINE:** The overall intellectual aim of the module is to provide a comprehensive analysis of the structure and norms of government and governance in post-1945 Germany. We begin by briefly examining the German state pre-1945 before moving through the 'semi-sovereign' era, through the unification period in 1989-90 and into the 21st Century. The module examines the relationship between the constitution, parties and the other significant institutions in the German polity. Particular emphasis is placed on Germany's role within the broader international community and the effects that unification has had on how Germany is governed and what that means for its neighbours in the European Union. A fieldwork trip to Berlin - taking place in the Spring term - is also an integral part of the module. In the summer term we look at two particular policy fields (foreign policy, asylum and immigration policy) in order to see how the structures of governance affect policy making and policy development in individual policy areas.

### **POLITICS OF GOVERNANCE: FRANCE (L2049) 15 Credits**

**OUTLINE:** Democracy in France has a troubled history, which continues to impact on contemporary politics in significant ways that have contributed to the representation of France as being in many ways 'exceptional'. This idea of 'the French Exception' will serve as a context for this module, which aims to give students a basic understanding of the institutions, policies and issues which dominate political life in France today. The module will use current affairs in France as its starting point, in order to encourage student engagement, and will use this to build up a grasp of the institutional framework in which political power operates. Important themes to be analysed will be: institutional and constitutional change, party dynamics, and policy reforms.



### **POLITICS OF GOVERNANCE: THE EUROPEAN UNION (L2038) 15 Credits**

**OUTLINE:** This module examines the development of the European Union, and particularly the European Community, focusing in particular on the extent to which taken together they can be seen as constituting a single governing entity.

### **POLITICS OF GOVERNANCE: USA (L2041) 15 Credits**

**OUTLINE:** The United States provides us with the most prominent example of a functioning liberal democracy. Through a detailed examination and analysis of US politics, we can learn about liberal democracies in general as well as the foremost political system in the world. The module is designed around two basic units. The first deals with various different theories of power in US politics, and can be seen as the theoretical context into which the subsequent parts of the module may be placed. The second unit focuses on the institutional elements of US politics looking at elections, parties, Congress, the Presidency and the Supreme Court.

### **POLITICS OF GOVERNANCE: INTERNATIONAL INSTITUTIONS & ISSUES (L2134) 15 Credits**

**OUTLINE:** This module will critically analyse the evolution of the international institutional order since World War II up to contemporary times. It will examine the emergence and transformations of these bodies in the face of evolving and emerging issues and challenges. Hence it will focus on institutions such as the United Nations, the World Bank, the International Monetary Fund, the World Trade Organisation, the European Union, NATO, other regional groupings and non-state actors and then gauge and assess their response to the issues and challenges in their respective fields of competence (for example, the environment, intervention, migration, failing states, self-determination, global ethics and global-multilateral-regional cooperation).

### **POLITICS OF GOVERNANCE: INDIA (L2093) 15 Credits**

**OUTLINE:** This module is concerned with the ability of institutions such as structures of governance, bureaucracies and political parties to adapt to changing circumstances and respond to demands from interest groups while dealing with the ongoing pressures of social and economic development in India. This module will be divided into two main parts. The first part will deal with India's political history from independence with a focus on analysing the institutional mechanisms of governance in the country. We will look at the design of the Indian constitution at independence, examining its key features such as federalism, secularism and the choice of political and electoral system. The module would also examine and evaluate how key constitutional features have functioned in India to support governance and its democracy. We also analyse the evolution of the party system in India focusing on its key features, attributes, determinants and the linkages between the national and the sub-national party systems. The second part of the module will analyse the key instruments of governance in India: the legislatures, bureaucracy, judiciary, army and the election commission. We will examine the ability of these institutions to support governance in a highly complex political and social environment. The focus will be on the relationship between politics and economy, politics and society, and politics and conflict. The module primarily uses an empirical approach but also presents relevant theoretical constructs and some comparative analysis to provide students a rich insight into the politics of governance in India.

### **POLITICS OF GOVERNANCE: EAST ASIA (L2094) 15 Credits**

**OUTLINE:** This module studies government in East Asia (both Northeast and Southeast Asia), covering the great diversity of polities in the region ranging from totalitarian systems (for example, China and North Korea), to "soft" authoritarian states (for example, Singapore and Malaysia), to "defective" democracies (for example, Indonesia and Thailand) and fully consolidated democratic regimes (for example, Japan and South Korea). We will analyse political systems through general frameworks of comparative politics to discuss two principal questions: How can existing theories help us further our understanding of Asian politics? And, conversely, how can the study of Asian politics contribute to theory building in political science? The analysis will be framed around key concepts such as political parties, elections, corruption, and civil-military relations.



## FINAL YEAR

### POLITICAL CHANGE OPTIONS (Autumn Year 3)

Whereas the *Politics of Governance* options examine the more formal structural and procedural aspects of politics, the *Political Change* options build upon this by analysing the dynamics of the process of political change. Specifically, the *Political Change* options examine the process of change within either one nation state or political region during a turbulent period of its recent history.

Each option has broadly similar empirical concerns: to identify the major pressures for political change within each of the nation states or regions, to appreciate why it was within the particular time period under observation that the influence of these pressures started to be felt, how the pressures for change were manifested politically, how the established institutions and political leadership reacted to those change pressures and what were the major outcomes.

While all the options focus upon political change, some will be more concerned to analyse empirically the forms it took in practice while others will place more emphasis upon testing out differing theories of change. A common theme for several of the options is the interaction of two differing kinds of politics: the political energy that flows out of the emergence of socio-political movements reacting with the process of elite political manipulation that attempts to contain and to channel that political energy. All the options analyse why the political turbulence subsided besides attempting to evaluate the extent and significance of the political change that occurred.

Students should come out of this module with a good understanding of how an important political system has responded to pressures for change in recent years as well as an insightful understanding of the process of political change itself – including in some options how to relate theories of change to the historical context.

#### **Existing options are:**

**Eastern Europe in Transition**  
**Modern Germany**  
**Political Parties & Party Systems**  
**Latin America**  
**EU as a Global Actor**  
**The Evolution of Post War European Integration**  
**India**  
**State Building and State Failure**

**Please note that not all options are available each year.**

**POLITICAL CHANGE: EASTERN EUROPE IN TRANSITION (L2017) 30 Credits**

**OUTLINE:** The module seeks to explain the process of radical political change by examining the decline of communism in Eastern Europe and the reasons that led to its sudden collapse in 1989. It focuses on the six countries that comprised the former Soviet bloc: Bulgaria, Czechoslovakia, the GDR, Hungary, Poland and Romania. The central issue that the module seeks to address is: why did the East European communist regimes collapse so rapidly in 1989?

**POLITICAL CHANGE: MODERN GERMANY (M1042) 30 Credits**

**OUTLINE:** The module provides an analysis of the processes of political change that have shaped modern Germany. Emphasis will be placed on the period immediately before and after the unification of the Federal Republic (FRG) and the German Democratic Republic (GDR) in 1990. While Germany is clearly united in legal and constitutional terms, this module offers students the opportunity to analyse whether unity has been achieved in practice. Throughout the module, the wider political history of the Federal Republic of Germany is used as the central focus, within which debates on the 'successes' (or otherwise) of the unification process are contextualized.

**POLITICAL CHANGE: POLITICAL PARTIES & PARTY SYSTEMS (L2034) 30 Credits**

**OUTLINE:** *Parties & Party Systems* seeks to identify the major processes of political change in a given context, and to examine the factors driving such processes. The module will analyse empirically the forms that change has taken in practice and will test different theories of change. Whatever their effect on public policy, and notwithstanding the challenges they face, parties are still one of the main representative linkages between citizens and the state in liberal democracies. As such, they continue to attract as much attention from those interested in comparative politics as they do in the media. Academics continue to cite American political scientist E.E. Schattschneider to the effect that 'modern democracy is unthinkable save in terms of political parties' – an assertion he made over half a century ago. But is it still true? To support or contest it we need to start with a few questions. Where did parties – and party systems – come from? Are they all the same underneath or do they differ systematically? What are they supposed to do and what do they actually do? How have they changed and where are they going? Are they fulfilling the political functions that democracy requires of them, and if not, can they be complemented by other forms of democratic participation? Therefore the course offers students an understanding of the development of political parties and party systems and their importance in contemporary advanced industrial democracies. Although the primary empirical focus is on the development of parties and party systems in Western Europe, the course is designed primarily as a tool rather than a survey, in order to allow students to use theoretical and analytical models to study parties and party systems in a wide range of countries.

**POLITICAL CHANGE: LATIN AMERICA (M1540) 30 Credits**

**OUTLINE:** The purpose of the module is to engage with Latin American politics through the description of processes, institutions and major actors. We will assess the most important challenges for these young democracies: the role of the military, the reform of political institutions, threats from guerrillas and other organized armed groups, and debt and economic restructuring. Overall, the module will be an evaluation of the impact of political culture, economic development, and the legacy of authoritarian regimes on the democratization process of the region.

**POLITICAL CHANGE: STATE BUILDING AND STATE FAILURE (M1547) 30 Credits**

**OUTLINE:** As it becomes increasingly evident that the neoliberal economic model has failed to generate equitable growth in the developing world, a growing number of academics, policymakers and citizens are calling for a greater role for the state in economic development. However, establishing efficient public institutions is a difficult task. Most crucially, powerful social and political actors may resist the strengthening of the state, as they derive their power precisely from the state's inability to ensure law and order. More often than not, states in the developing world therefore get easily "captured" by special interests, are plagued by corruption and mismanagement, and - in some cases - even break down completely. This module will study the challenges for state building in the developing world by applying a comprehensive theoretical framework to a number of case studies from Africa, Latin America and East Asia.

**POLITICAL CHANGE: THE EVOLUTION OF POST WAR INTEGRATION  
(M1049) 30 Credits**

**OUTLINE:** This module explores in depth the historical development of the European Union. In doing so, it provides an opportunity to review the various debates which have emerged within the social sciences and history about the dynamics of integration, the motivations of policy-makers and the influence of different actors. Drawing upon a range of concepts and approaches from those disciplines, the module focuses on a series of milestones, turning points and crises in the evolution of the EU.

**POLITICAL CHANGE:  
THE EU AS A GLOBAL ACTOR 30 Credits (M1541)**

**OUTLINE:** The emergence, over the last 5 decades, of the European Union as a global actor of real relevance forms the basis for this module. It will chart and critically analyse this process of change from a community of 6 member states consumed with internal economic priorities to a union of 25 (and growing) member states whose decisions frequently have a global reach and whose troops have undertaken missions in south-east Europe, central Africa and the Far East. What have been the key actors and factors behind this transformation? And where is this process of political change headed? The tutor will encourage and assist the students to tackle these and other related questions in a critical manner.

**POLITICAL CHANGE: INDIA (L2095) 30 Credits**

**OUTLINE:** Indian politics, society and economy have undergone substantial changes since the country's independence in 1947. Today, India is an important emerging economy with a well developed party system, and has a reasonable record of holding regular elections. Indian democracy has been an important area of research for scholars, especially with regard to its ability to survive and function amidst high social heterogeneity, widespread poverty and illiteracy. It is an interesting case to further our insights into the dynamics of political change in a large country amidst multiple social cleavages, significant intra-country differences, and an evolving party system. This module explores key themes in Indian politics and society to understand the process of political change since its independence. It will engage students to analyse how the relationship between political actors and the wider society has been transformed through the rise of ethnic parties and identity politics, growing importance of state level parties and civil society movements. It explores how political parties are faced with the need to respond to demands from these organised interests and social movements. The key themes which are analysed in the module are: (1) the transformation of Indian party system from single party dominated system to a fragmented and multi-party competitive system, (2) political importance of socially underprivileged groups, ethnic parties, and identity politics, (3) the increased prominence of regional parties and emergence of coalition politics, (4) the growing influence of civil society, mass movements and media, and (5) the key challenges facing the Indian nation. While exploring the key themes above, the module analyses major factors that have led to political change and the ways in which this change has affected political actors in India. The module primarily uses an empirical approach but also presents relevant theoretical constructs and some comparative analysis to provide students a rich insight into the politics of change in India.

## **SPECIAL TOPICS IN POLITICS**

For your final Politics module you are given the opportunity to study a specific topic in detail. These options are organized around the particular research interests of the individual members of the Politics faculty and will expose students to a relatively narrow, and sometimes quite specialized, field of political study.

The modules will convey to the students why the individual faculty member considers his or her option to be an important area of contemporary research. Students will be required to familiarize themselves with the most recent literature in the field including, wherever possible, contemporary academic research and/or primary source material.

The aim is to encourage study in depth rather than in breadth by requiring students to make presentations on defined aspects of a topic and to write a dissertation. These options, therefore, require the students to undertake an extended piece of work on a carefully prescribed topic. In the process of achieving this task they should learn about the difficulties of undertaking empirical work, the importance of directing empirical research through a theoretical lens, and how to redefine theoretical premises in the light of evidence.

The Independent Study/Internship Option is something of a variation from the above in that a field of study and research project is primarily defined by the student, the module convenor then seeking to match the field/project to the interests/expertise of a member of faculty.

### **Existing Options are:**

**Ideas of Progress and Decline in Modern British Politics**

**Immigration and the Liberal State**

**Independent Study/Internship Option**

**Political Corruption**

**Populism and Politics**

**UK Parties and Voters**

**France: The Mitterrand Years**

**Democracy and Inequality**

**Foreign Policy Analysis**

**Please note that not all options are available each year.**

**SPECIAL TOPIC: IMMIGRATION AND THE LIBERAL STATE (M1536) 30 Credits**

**OUTLINE:** Immigration has become one of the most contested issues on the political agenda of liberal states across Europe and North America. While liberal democracies are in certain respects open and inclusive towards newcomers, they are also often restrictive and exclusionary. This module examines the sources of these apparently contradictory stances. The module considers how defining facets of the liberal state – representative democracy, constitutionalism, capitalism and nationhood – generate conflicting imperatives for immigration policymaking, which lead to paradoxical policies. During the module, students will develop an understanding of the actors, institutions and norms that shape immigration politics in liberal democracies, and they will acquire knowledge about recent trends in the immigration, citizenship and integration policies of immigrant-receiving countries in Europe and North America.

**SPECIAL TOPIC: POLITICAL CORRUPTION (L2046) 30 Credits**

**OUTLINE:** The objective of this option is to shed some light on the 'dark-side' of politics. The module helps students to develop analytical and theoretical tools that will allow them to analyse corruption across both time and space. We will begin by analysing exactly what we understand by 'corrupt' behaviour and how this appears to differ (often quite starkly) across national boundaries. Do humans appear to be naturally corrupt? If so, does this matter? Is corrupt behaviour absolute and universal or does it depend on location and context? Indeed, can corruption sometimes even be a good thing? Armed with the analytical tools aimed at unpacking the complex phenomenon of political corruption, we will examine specific examples of corruption across the developed world, ranging from systematic abuses of power by parties and politicians to small-scale, almost trivial, petty misdemeanours. This analysis then provides a foundation for examining what reforms might contribute to lessening instances of political corruption in the western world.

**SPECIAL TOPIC: FRANCE: THE MITTERRAND YEARS (M1542) 30 Credits**

**OUTLINE:** The module aims to engage students with politics and policies in France during the period of the double presidency of François Mitterrand, 1981-1995. It will begin by setting this period in its historical perspective, in order to highlight the significance of the victory of the first socialist president. We will then look at the early years of 'the socialist experiment', 1981-1984, and evaluate its achievements and failures, before moving on to look at the gradual 'Europeanisation' of the policy-making processes after 1984, when the dismoderate of socialism gives way to that of modernisation, and the signing of the Single European Act, a watershed for France, and for the Left in particular. We will then examine the first period of 'cohabitation' from 1986-1988, examining its political and institutional implications, as well as its consequences, one of which was the re-election of Mitterrand in 1988. In the second presidency we will consider the impact of the collapse of communism on France and on Franco-German relations in particular, and the gradual realisation of 'the end of the French exception', culminating in the referendum debate on the Maastricht Treaty which brought about certain realignments in the party system. Finally, we will consider the ways in which affairs of corruption and the politics of memory (Vichy France and the Algerian War) came to dominate the final years of the Mitterrand presidency, with repercussions for his legacy and the post-Mitterrandian era of French politics.

**SPECIAL TOPIC: POPULISM AND POLITICS (M1535) 30 Credits**

**OUTLINE:** Populism is a widely used term in politics but rarely conceptualized concept in political science. This module explores the phenomenon of populism and its relationship to politics and particularly to representative politics and considers populism, its meaning, its causes and effects in a systematic and comparative way. Populism is understood in its widest possible sense in this module so that we examine populism of the right and of the left and we examine a wider range of disparate cases of populism from different parts of the world. The module has essentially two elements: the first is to examine a range of different examples of populist movements, moments, personalities and parties (e.g. from Russia, North America, Latin America and Europe). The second element is to examine the conceptualization of populism and to engage with the debates about whether to and how to define populism.

**SPECIAL TOPIC: UK PARTIES AND VOTERS IN THE UK (M1007) 30 Credits**



**OUTLINE:** This module focuses on the study of parties and voters in the UK, one of the core topics in British political science. Emphasis is given primarily to contemporary change rather than historical background. In particular, the module attempts to draw on models of comparative politics in order to deepen the analysis of processes of party competition and electoral behaviour in the UK. Specifically, the module aims to:

- Enable students to obtain an in-depth critical and analytical knowledge of party and electoral politics in the UK.
- Achieve an advanced level of analysis which goes well beyond that encountered in the media or lower level undergraduate work.
- Serve as a means by which students can practice and develop methodological and research skills for empirical data analysis.

**SPECIAL TOPIC: FOREIGN POLICY ANALYSIS (L2098) 30 Credits**

**OUTLINE:** This module provides students with the analytical skills to critically investigate the foreign policies of different countries in Europe and beyond. The first part of the module will introduce the academic field of Foreign Policy Analysis and familiarise students with its most important methods and theories. Specifically, the module will cover theoretical approaches on the international, state and individual level of analysis. It will unpack the process of foreign policy decision-making in order to identify the most significant actors and influences on different types of foreign policy decisions. The second part of the module will explore key issues in Foreign Policy Analysis. It will compare and contrast the foreign policies of different countries and discuss variations in the foreign policy outlook of small, middle and great powers. Also, it will look into some of the most pressing topics on the current foreign policy agenda in different issue areas, such as military interventions, the fight against terrorism, the foreign policy implications of globalisation or the protection of human rights. In discussing these topics, particular emphasis will be placed on theory-guided analysis. While the module has a regional focus on the foreign policies of selected European countries, it will also cover issues related to the foreign policies of the US and the rising powers.

**SPECIAL TOPIC: IDEAS OF PROGRESS & DECLINE IN MODERN BRITISH POLITICS (L2096) 30 Credits**

**OUTLINE:** Ideas about progress and decline are central to political discourse. This module focuses on how they have been used in modern Britain. You will gain an overview of the main ideological theories about progress and decline and explore how they have informed political debates about Britain's economy, culture and society. You will also examine how concepts of absolute and relative progress and decline have shaped understandings of Britain's place in the world. The principal method of assessment will be a dissertation, examining a particular example of the politics of progress and/or decline in modern Britain. This could focus on a specific historical period, political concept or ideological theory. You will be expected to undertake a considerable amount of independent study, including identifying and analysing primary sources.

**SPECIAL TOPIC: INDEPENDENT STUDY/INTERNSHIP (L2021) 30 Credits**

**OUTLINE:** This option provides an opportunity for students to carry out their own research project - working independently but with the help of a project tutor. In order to be accepted onto this option students produce a project outline by the end of their second year, which needs to be approved by the module convenor.

**SPECIAL TOPIC: DEMOCRACY AND INEQUALITY (L2099) 30 Credits**

**OUTLINE:** Over the last couple of decades income inequality has increased in almost all developed democracies. This gap between the rich and the poor has widened even further since the onset of the financial crisis, while the gains of the very rich, particularly in the United States but also several other developed countries, have led some commentators to characterise the current situation as the 'hollowing out' of the middle class. This module examines the origins of income inequality and the consequences of the increasing inequality for the quality of democracy. It starts with a review of trends in income inequality across countries and over time and considers the normative foundations underpinning the study of inequality. It then moves to examine the institutional and political foundations of income inequality, focusing on how electoral systems, parties, corporatism and economic institutions shape redistribution and inequality. The final part concentrates on the political effects of inequality and considers how inequality shapes democratic politics by influencing political polarization, democratic representation and participation in elections.

## Section 3: Self-Directed Learning

In all the core modules for your Politics Major you will attend weekly lectures and follow a prescribed module of suggested readings. The lectures introduce you to the basic concepts of the module, while the suggested readings ensure that everyone has a common set of texts to refer to and discuss in seminars.

At the same time, each module also provides you with the resources to develop your skills as a *self-directed*, independent learner.

### What is Self-Directed Learning?

Self-directed learning involves:

- Using the detailed bibliography in the module outline to pursue your own special interests in module topics (i.e. moving beyond the minimal readings);
- Making library resources work for you by mastering how the different collections are organized, and what techniques (such as browsing or focused searches) work best for different aspects of your studies;
- Learning through experience how to identify books – or parts of books – which are relevant to your interests;
- Using the bibliography provided at the end of one book to find relevant materials in other books;
- Experimenting with alternative materials when a particular book you want is on loan to someone else and you need to find relevant information or arguments quickly;
- Learning through experience how to integrate and combine different kinds of materials – books, articles, films, websites, etc. – to support the particular arguments you want to make;
- Developing – through varied reading and reflection – the ability to weigh the views of different writers against each other, and developing a feel for the criteria by which you judge the intellectual quality of what you read.

Self-directed learning, then, means that your engagement with your subject of study increasingly *goes beyond* simply clarifying ideas and learning the views of particular writers. Gradually, you take more and more responsibility for choosing what you read. You increasingly steer your own path through the common curriculum. And that means you increasingly use the curriculum itself as a resource for your own intellectual development – rather than as a set of received truths which you have to regurgitate. The end result of self-directed learning is that you develop the capacity for independent, critical judgement.

Precisely because it is *self-directed*, everyone will have their own way of going about this linked development of practical and intellectual skills. However, because it is also such an important aspect of your Sussex degree – maybe *the* most important – you will also find that exercises designed to help you are built into your module work. For example, producing a research report involves working out how best to use the library, as well as how to combine different types of material – something which you also have to think about when preparing for group presentations in seminars; keeping a reading

log gives you a framework in which to monitor and reflect upon what you have read, and the different ways in which it has been useful; writing book reviews gives you the opportunity to assess intellectual arguments in their entirety, as well as looking at how they are divided up by the author to construct a narrative, or a series of steps which build on each other. At the same time, you are also expected to deploy these skills routinely throughout your studies in the module of seminar preparation, essay writing and so on.

In your final year you will be taking research-oriented modules in which you will be expected to have developed many of these skills already. Self-directed learning is therefore a key preparation for the concluding, research phase of your degree – as well as being a skill that will serve you well in your future career.

## Using the University Library

For comprehensive information on all library services, see the library website at [www.sussex.ac.uk/library](http://www.sussex.ac.uk/library).

## Teaching and Learning

You will encounter different forms of teaching and learning while you are at Sussex but we emphasize **seminar teaching** and you will have seminars of one sort or another in nearly every module you take.

Seminar groups typically contain 20 students. Often a seminar will involve a **presentation** by one or more students, which will lead on to a discussion. Presentational skills are useful both at university and after. Understandably, students often feel some trepidation at leading a seminar in this way, but a seminar group of this sort is probably the most supportive environment for acquiring these sorts of skills. Your tutors will provide advice and support when it comes to your giving a presentation.

In addition to seminars, there will be a **lecture series** for each of your 'core' modules in the first two years. These lectures should provide you with an overview and different perspectives for the topic under consideration.

The way our modules are structured and the way we teach, as emphasized above, is designed to encourage you to become a **self-managed, independent learner**. That means we expect you to organize much of your own learning time, in terms of reading, preparing for seminars, producing presentations, writing essays and so on.

**Essays** are a central part of the learning process. Writing essays is perhaps the most powerful of all methods for coming to grips with a subject: you should take them very seriously. They are the most rigorous test for finding out whether you really understand something. Your module tutor is the person who will set the essays, comment on them and give you a mark. Some modules are examined by an element of assessed coursework and/or by a long essay or term paper formally submitted after the end of the module. Module handbooks will explain which essays, if any, are formally assessed on a particular module.

Regular feedback from students helps to improve both our modules and our teaching. A **'Module Evaluation Questionnaire'** is filled in by you anonymously. Do take these seriously as they can be of great assistance in identifying strengths and weaknesses. A report on all questionnaires from Politics modules is discussed regularly by the Department. Members of faculty look at their own forms to see where improvements can be made. This does not preclude you from talking to members of faculty about the nature of the modules, where you think there could be improvements (or even, if you feel like it, mentioning some good points).

You will find help on getting the most out of seminars and lectures and on how to write essays in the **Study Skills** section of this handbook.

## **Section 4: How Your Work is Marked and Assessed**

Assessed work in the Politics Major will be marked according to the criteria indicated in the marking scheme below.

<b><u>Mark (%)</u></b>	<b><u>Degree class</u></b>	<b><u>Comment</u></b>
85–100	First	Work of exceptional quality that shows an excellent command of the subject in question and originality in thought and extent of knowledge acquired.
70–84	First	Work that shows an excellent, though not necessarily faultless, command of the subject in question, together with elements of originality in thought and in the extent of the knowledge acquired.
60–69	Upper second (2i)	Work that shows an above average command of the subject in question, possessing qualities of thoroughness, conscientiousness, and insight.
50–59	Lower second (2ii)	Work that reveals that the student has acquired a basic command of the material covered in the module.
40–49	Third	Work that shows some understanding of the material covered in the module, but of a poor quality and with elements of misunderstanding and lack of thoroughness.
0–39	Fail	Work that fails to come up to the standard expected of university students admitted to an honours degree.

Below are the guidelines which are distributed to your module tutors to assist them in marking your written work.

## **Guidelines for Marking Essays and Dissertations\***

Note that there will be supervisory sessions which may consist of either workshops or individual supervision, or a combination of both in support of the writing of final year dissertations.

### **Marks between 85% and 100%**

**A mark in this range is indicative of outstanding work.** Marks in this range will be awarded for work that exhibits all the attributes of excellent work but has very substantial elements of originality and flair. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard.

### **Marks between 70% and 84%**

**A mark in this range is indicative that the work is of an excellent standard for the current level of your degree course.** The work will exhibit excellent levels of knowledge and understanding comprising all the qualities of good work stated above, with additional elements of originality and flair. The work will demonstrate a range of critical reading that goes well beyond that provided on reading lists. Answers or essays will be fluently written and include independent argument that demonstrate an awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.

### **Marks between 60% and 69%**

**A mark in this range is indicative of good to very good work that holds great promise for future standards.** Work of this quality shows a good level of knowledge and understanding of relevant module material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills with well organised, accurate footnotes and/or a bibliography that follows the accepted 'style' of the subject. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analyzed. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.

### **Marks between 50% and 59%**

**A mark in this range is indicative that the work is satisfactory to very satisfactory.** Work of this quality will show clear knowledge and understanding of relevant module material. It will focus on the essay title or question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes and/or a bibliography and in more quantitative work it should be possible to follow the

logical steps leading to the answer obtained and the conclusions reached. Arguments and issues should be discussed and illustrated by reference to examples, but these may not be fully documented or detailed.

#### **Marks between 40% and 49%**

**A mark in this range is indicative that the work is of an acceptable standard.** Work of this type will show limited knowledge and understanding of relevant module material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly presented without properly laid out footnotes and/or a bibliography, or in the case of quantitative work, it may not be possible to follow the several steps in the logic and reasoning leading to the results obtained and the conclusions reached.

#### **Marks below 40%**

**20-39 A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required to pass.** It indicates weak work that is below the standard required. This will be because either the work is too short, is very poorly organized, or is poorly directed at the essay title or question asked. It will show very limited knowledge or understanding of the relevant module material and display weak writing and/or analytical skills. Essay work will exhibit no clear argument, may have very weak spelling and grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions.

**0-19 A mark in this range is indicative that the work is far below the standard required.** It indicates that the work is extremely weak and well below degree standard. This will be because either the work is far too short, is badly jumbled and incoherent in content, or fails to address the essay title or question asked. It will show very little evidence of knowledge or understanding of the relevant module material and may exhibit very weak writing and/or analytical skills.



## **Section 5: Miscellany**

### **Study Abroad**

As part of your Politics degree you have the opportunity to study abroad.

If you are taking a degree in American Studies and Politics, your degree already includes an extra year abroad, with students spending their third year (of a four-year degree) at one of a number of universities in the USA or Canada.

If you are taking single honours politics or a joint politics degree you can also incorporate an additional year abroad into your degree. Sussex has established links with universities in a number of member states of the EU and in many cases there are good Politics departments where you would be able to follow modules relevant to your degree. You can choose from a variety of universities in Europe, North and South America, Asia and Australia. All of our Asian and some of our European partners have an English-language syllabus. The Free University of Amsterdam is one such example – and a number of Sussex students have taken modules there – but there are other possibilities, mainly in Northern and Eastern Europe. For information on these schemes, contact the International Study Abroad Office. However, if your command of the native language is strong enough, there are opportunities to study in that language with many of our partners in Europe and South America.

It is also possible for students taking a three year degree to spend a term abroad.

For information on these schemes, contact the International Study Abroad Office and watch out for details of information meetings throughout the year.

### **Placements**

It is also possible to spend an additional year on a placement during your studies. Placements provide you with the opportunity to gain new perspectives, experience and skills that employers are looking for. Normally, full-year placements occur between the second and final year of a course. It is University policy that students on a year-long placement (usually 40 weeks) should normally receive payment for their work. The University organises and manages the process through which students apply for and undertake placements. To support you, our Careers and Employability Centre runs an eight-week Placement Preparation Programme. Contact the Centre for further details.

## Section 6: Study Skills

Learning and teaching are taken very seriously by your Politics tutors and you will need to take them seriously too. Below is an overview of the skills you will need for studying Politics at Sussex. This will provide you with a good idea of what to expect in the next few years. It can also serve as a point of reference for you if you feel you are having difficulties with any aspect of your academic work. So be sure to keep this handbook in a safe and accessible place.

### Life During Term Time

Many students find that the first impression of studying at Sussex is that there is only a small amount of time allocated to lectures and seminars. It is not unusual to have only eight hours of seminars/lectures per week. There are three reasons for this. First, most learning goes on outside of class and is the result of your own study. Secondly, a lot of preparation by you is necessary to produce the high quality seminars we seek to establish and in which you should take an active part. In other words, seminars are one culmination in the learning process in which you are engaged. Thirdly, there is much informal and non-scheduled contact time among students which can be as important for your learning as the structured and scheduled times. In short, university gives you the opportunity to learn in a number of very different settings but all of them depend on your own input and energies.

### Reading

Much of the information that you need for each module will come through reading. You will need to be sure to use the reading lists provided on your module outlines fully, but not be limited to them.

### Module Handbooks

At the beginning of each module the tutor will make available, via Study Direct, a detailed module handbook (including a reading list) which will cover the overall objectives of the module, assignments, how the module is examined and weekly seminar topics. The reading list serves as a guide, suggesting what items are essential reading for each topic and which should be used as further reading. These are a starting point. You should also use other sources such as suggestions from lectures and key readings, as well as recent publications.

### Books

The University Bookshop has a very good range of Politics books. If a book is recommended for a module, the Bookshop obtains multiple copies to cover student demand. Given the cost of books, sometimes it is worth hunting out second-hand copies. This is especially true of 'classic' works which are older and which can often be found second-hand. There is a small second-hand bookshop in the Students' Union and there are a number of good second-hand bookshops in Brighton.

## Getting the Most from Academic Reading

Academic work demands a certain kind of reading, often different from the way one might read the newspaper or a novel. Keep in mind a few basics:

- Why are you reading this text?
- Where does it fit within the subject or discipline you are studying?
- What is the major argument?

Get into the habit of taking notes while you are reading. This helps you to digest the argument, rather than just skimming it and perhaps missing the really important points. Notes are also very useful when you come to write your essays or to prepare for exams. When you are taking notes:

- Summarize the author's overall argument or purpose.
- Highlight (only if the book is your own) or – better – summarize key points.
- Write down your thoughts and questions.
- Try making pattern notes (such as diagrams, concept trees and mental maps) as well as linear (sequential) notes.

Remember that reading is not just a matter of collecting information but also of engaging with the author's point of view, so:

- Be active, don't read passively.
- Analyse the ideas.
- Criticize and evaluate the arguments.
- Discuss the author's as well as your own ideas with others.

## Seminars

Our principal method of teaching delivery is the seminar which comprises a tutor and a group of around 20 students. Every week the group meets to discuss a topic drawn from the reading list for the module. In the week before the seminar, you will have had the opportunity to do some of the reading, and make yourself familiar with the topic. It is the job of the tutor to make the seminar as friendly and informal as possible, to provoke and keep discussion moving, and to try to stimulate everyone to play a full part in discussions. Apart from being an active and interesting way of learning the subject matter of the module, seminars help you to develop confidence in expressing your views in front of others, and in giving and receiving criticism.

To get the most out of group discussions:

- Listen carefully to what others are saying.
- Ask questions when you are confused – and don't be afraid of asking very basic questions: they are often the most important ones.
- Contribute appropriately. This may be in the form of a question, illustration, or counter-argument.
- If you feel uncomfortable participating, speak to your tutors privately. They may be able to help.

If you are giving a presentation:

- Be clear about what is expected of you. Check if there is an assigned title, question or objective.

- Know the date and length of your presentation.
- Prepare!
  - Read the appropriate literature.
  - Structure your presentation.
  - Make simple notes (do not write out your presentation word-for-word).
  - Develop visual aids, such as transparencies or handouts.
  - Rehearse your delivery.
  - Present enthusiastically.
  - Make eye contact with the audience.
  - Introduce your topic.
  - Explain your points, don't read.
  - Conclude with a summary of your main points and the questions or issues your presentation raises.

## Essays

When you come to write essays or other assignments:

- Be clear what is expected of you. Check if there is an assigned title, question or objective.
- Brainstorm the question. Identify some initial ideas, questions and arguments.
- After finishing your background reading, identify the major relevant authors and publications (using your reading list as a guide).
- Break the question into analytical categories, find comparisons and counter-arguments, and narrow your overall argument.
- Make an essay plan which includes an introduction, section headings and conclusion.
- Draft your work – using word processing.
- Read, criticize and re-work your assignment.
- Proof-read!

## Layout, Spelling, Grammar, Style

Even if you have difficulties with the intellectual content of your essay, you can at least present it in a professional manner. Indeed, those students who pay attention to the following tend eventually to write at a much higher intellectual standard. Attention to detail is one of the building blocks for a first or upper-second class degree.

### Layout

- Give a 3 cm margin on the left to provide space for your tutor's comments.
- Line spacing: double spaced text; single spaced references.
- Headings: give your candidate number, title of module, essay title and number of words.

### Spelling

- Use the spell-check on your word processor. ***There is no excuse for poor spelling.***
- Copy direct quotes and book/article titles etc. correctly. Use the spellings of the original text

## Grammar

- Read and re-read your essays to check for punctuation and grammar.
- If you have any doubts about your grammatical ability, give your essay to a literate friend to correct. Getting a friend to read your work can also help to improve the content and structure of the essay.
- Read a book on English grammar.

## Punctuation

- Read a book on punctuation. It really is very easy to punctuate properly, if you take some trouble to learn the rules.
- Try Lynne Truss, *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* (London: Profile Books, 2003).

## Quotes

- Avoid lengthy quotations, unless the original words are essential.
- Try to use your own words.
- Try to limit quotations to striking phrases.
- Always give a reference for quotes and enclose them in quotation marks, paying attention to the difference between the quote's punctuation and your own.
- Sometimes a long quote might be necessary, perhaps when you need to give a flavour of an author's style. In this case, indent the quote with *no quotation marks*.
- For an example of how to indent a quote, see below.

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### *Example of an indented quote*

Lynne Truss's book on punctuation (2003) takes its title from a joke that is reproduced on the dust-jacket:

A panda walks into a café. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.

'Why?' asks the confused waiter, as the panda walks towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.

'I'm a panda,' he says, at the door. 'Look it up.'

The waiter turns to the relevant entry and, sure enough, finds an explanation.

'Panda. Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves.'

In the book, the author shows us how to punctuate correctly, including explaining the difference between *its* and *it's*. *It's* means 'it is'. The possessive form of 'it' is *its* – that is, the equivalent of 'his' and 'her' is *its* (Truss 2003: 43–4 and 61–2). *It's* important to learn when to use an apostrophe, as *its* misuse annoys examiners!

*Note the way the way Truss is referenced (and see below).*

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## Documentation and Referencing

All ideas that are not your own must be properly acknowledged. Readers must be able to identify the source of an idea you have written down, and they must be able to locate the idea in its original source (including page numbers).

References should be given for:

- direct quotations
- figures/statistics
- showing where your argument comes from.

In references: *titles of books are always given in italics*, 'titles of articles are always given in inverted commas', and *titles of academic journals, official reports and newspapers are always given in italics*. See the following examples:

Patrick Dunleavy and Brendan O'Leary, *Theories of the State* (London: Macmillan, 1987).

Ivor Crewe, 'Voting and the Electorate,' in Patrick Dunleavy, Andrew Gamble, Ian Holliday and Gillian Peele (eds.) *Developments in British Politics 4* (London: Macmillan, 1993).

G. Debraum, 'Adversary Politics Revisited,' *Parliamentary Affairs*, Vol. 47, 1994, pp. 420–33.

Apart from these basic rules, there are different conventions that may be used. While there are several styles of references, we outline two below. For Politics modules, you may use whatever style you are most comfortable with, but it is crucial that you **use a consistent style throughout each piece of work**.

### The Harvard System

This relies on a short citation included in brackets in the actual text and a full bibliography at the end. When you refer to a work in the body of your text, you should include only the surname of the author, the year of publication, and the page number(s) – e.g. (Debraum 1994, pp. 421–2) or, perhaps more fashionable, (Debraum 1994: 421–2). Don't use *ibid.* (see below); instead repeat the date – e.g. (1994: 425) – and, if necessary, the author's name – e.g. (Debraum 1994: 425).

The bibliography should be listed in alphabetical order and consist of the author's surname, first name, date of publication, title of work, place of publication and publisher's name.

#### *Example of the Harvard system*

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##### *Sample text*

There was substantial change under Thatcher in the NHS, including an increase in spending on health from £20 billion in 1979 to £28 billion in 1990, and with an even greater increase in demand (Hills 1990: 130). Despite this increase in resources, the Conservative government actually decreased resources relative to demand (1990: 132). In addition, in 1982 the structure of the NHS was reorganized (Lowe 1993; Ham 1992). In 1983 management reforms were implemented and in 1988 the Department of Health and Social Services was split in two (Hills 1990).

### *Bibliography*

- Ham, Christopher. 1992. *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan).
- Hills, John (ed.). 1990. *The State of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press).
- Lowe, Rodney. 1993. *The Welfare State in Britain since 1945* (Basingstoke: Macmillan).
- 

### **The Cambridge (or London) System**

This is a system of footnotes or endnotes. When you want to refer to a work, you type a number in the text (using your computer's footnote function) and give full details of the reference in numerical order at the bottom of the page (in the case of footnotes) or the end of the essay (in the case of endnotes). On the first occasion you refer to a book or article, you must record the full publication details. Subsequent references to the same work can then be restricted to *ibid.* (if the reference is the same as the one before it) or the author's name followed by a short title, together with any page references. This system does not require a separate bibliography, although for longer essays and dissertations a bibliography would be necessary.

### *Example of the Cambridge system*

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#### *Sample text*

There was substantial change under Thatcher in the NHS, including an increase in spending on health from £20 billion in 1979 to £28 billion in 1990, and with an even greater increase in demand.<sup>1</sup> Despite this increase in resources, the Conservative government actually decreased resources relative to demand.<sup>2</sup> In addition, in 1982 the structure of the NHS was reorganized.<sup>3</sup> In 1983 management reforms were implemented and in 1988 the Department of Health and Social Services was split in two.<sup>4</sup>

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#### *Footnotes*

1. John Hills (ed.), *The State of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press, 1990), p. 130.
  2. *Ibid.*, p. 132.
  3. Rodney Lowe, *The Welfare State in Britain since 1945* (Basingstoke: Macmillan, 1993); and Christopher Ham, *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan, 1992).
  4. Hills, *The State of Welfare*.
- 

#### *Bibliography*

- Christopher Ham, *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan, 1992).
- John Hills (ed.), *The State of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press, 1990).
- Rodney Lowe, *The Welfare State in Britain since 1945* (Basingstoke: Macmillan, 1993).
- 

Note that the way references are presented in the **bibliography** are slightly different for each method:

#### *The Harvard system*

Surname, First Name(s) or Initials. Date. *Title of Book* (Place of Publication: Publisher's Name).

Surname, First Name(s) or Initials. Date. 'Title of Article' in Name of Editor (ed.), *Title of Book* (Place of Publication: Publisher's Name).

Surname, First Name(s) or Initials. Date. 'Title of Article', *Title of Journal*, Volume number of journal.

#### *The Cambridge system*

First Name(s) or Initials followed by Surname, *Title of Book* (Place of Publication: Publisher's Name, date).

First Name(s) or Initials followed by Surname, 'Title of Article' in Name of Editor (ed.), *Title of Book* (Place of Publication: Publisher's Name, date).

First Name(s) or Initials followed by Surname, 'Title of Article', *Title of Journal*, Volume number of journal, date.

Other conventions are used – for example, putting the date outside the brackets, or not using brackets.

#### ***The only hard and fast rules are:***

- *Titles of books are always given in italics.*
- 'Titles of articles are always given in inverted commas'.
- *Titles of academic journals, official reports and newspapers are always given in italics.*

#### ***Whatever convention you use, be consistent.***

### **Referencing websites**

There various ways of doing this, but it is important to give the full address and the date when you accessed the site. For example:

A selection from Norman Angell, *The Great Illusion* (from the synopsis and concluding chapter) on the website: *World War I Document Archive*, Brigham Young University Library, <http://www.lib.byu.edu/~rdh/wwi/1914m/illusion.html> (accessed 31 August 2005).

### **English Abbreviations Used in References**

p. 'page', as in p. 27 for page 27.

pp. 'pages', as in pp. 27–9 for pages 27 to 29.

ed. 'editor', as in John Hills (ed.), .....

eds. 'editors', as in Karl Marx and Friedrich Engels (eds.), .....

### **Latin Words and Abbreviations Used in References**

ff Despite being derived from Latin, this should not be written in italics. It is not followed by a full-stop (unless it comes at the end of a sentence). It stands for 'and following pages' as in: (1993: 33 ff).

*ibid.* Short for *ibidem* (hence full-stop after *ibid.*): 'in the same place'. Use only if the reference is the same as the one before.

*loc. cit.* Short for *loco citato*: 'in the passage or place just cited'. Very unfashionable nowadays; avoid; use short titles instead.



- op. cit.* Short for *opere citato*: 'in the work cited'. Unfashionable nowadays; avoid; use short titles instead.
- passim* Not an abbreviation, so no full-stop. It means 'everywhere', i.e. throughout a cited article or book.

## Plagiarism

Essays must be entirely your own work, though of course they will be based upon what you have read, heard and discussed.

It is very important that you avoid plagiarism, the presentation of another person's thoughts or words as if they were your own.

According to Sussex University:

'...plagiarism is the use, without acknowledgement, of the intellectual work of other people and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations) is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.'

Plagiarism is a serious examination offence - your mark may be reduced (possibly to zero) if you are found to have plagiarised. To avoid plagiarism, intentional or unintentional, be careful to record who said or wrote what in your notes, and make sure you provide accurate references in your essays.

## Appendices

Appendices at the ends of essays are permissible, and will not count towards the word limit. However, they must only be used to contextualize information in the main body of the essay, and cannot be relied upon to introduce substantially new information. If new information is added, the mark awarded is likely to reflect the fact that such material should have been included in the main body of the essay

## Lectures

The Politics core modules are accompanied by a series of lectures. These lectures are an important resource as they may develop key arguments in the field, introduce a new topic or provide topic overviews. Most importantly, lectures are designed to stimulate students to find out more for themselves.

In order to get the most out of lectures:

- Arrive early, be prepared with paper and pen, and be alert.
- Take notes.
  - Focus on the overarching argument.
  - Write down key points, authors and sources.
  - Note the things that you don't understand.
  - Review and fill-in your notes after the lecture.

Be organized – use your reading list, lecturer’s headings, and background readings for structuring your notes.

- Discuss the lecture afterwards – in seminars and beyond.

## **Exams and assessment**

The three year degree course is divided into three self-contained years or ‘modules’. The first-year assessment is organized on a pass-fail basis: students need to pass to progress to the second year.

Assessments in the second to the final years make up the marks which determine which class of degree is awarded. Politics modules, Joint-Major modules and electives count towards the final mark in exactly the same way. You will be required to complete a range of assessment modes, including a dissertation, but some assessment comprises traditional ‘unseen’ examinations.

When you are preparing for unseen examinations:

- Find out exam information including duration, format, number of questions, date, place, time.
- Get copies of past exam papers (from the University’s website).
- Review your reading list and module notes.
- Assess what you need to know.
- Determine what you already know and make a plan to learn what you don’t.
- Practice writing exam questions, using either past questions or questions in your reading list.
- Think of ways you can demonstrate to the examiners that you have read and thought about the key texts.

Try to get a good night’s sleep before the exam. Then during the examination itself:

- Read all instructions on the exam paper before starting the exam.
- Allocate your time appropriately for each question or section.
- Be sure you fully understand the question.
- Make a plan for an essay question before you start writing.
- Answer each question directly and fully.
- Answer the question on the exam paper, not the one you have rehearsed beforehand!
- In your answers try to demonstrate that you have read the key texts, and that you have views about their merits and faults.
- Re-read and proof-read, if you have time.

## **Additional Sources**

This section of the handbook has provided a brief overview of the kinds of skills you will need to develop at university level. If you would like to pursue any or all of the specific skills topics further there are many good books now available. You should consult these and consider buying one which you feel best suits your own needs and approach to learning.

P. Abbs, *The Educational Imperative* (London: Falmer Press, 1994).

N. Burdess, *The Handbook of Student Skills* (London: Prentice Hall, 1991).

- S. Drew and R. Bingham, *The Student Skills Guide* (Aldershot: Gower, 1997).
- P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences* (London: Macmillan, 1986).
- P Marshall, *How to Study and Learn*, second edition (London: How to Books, 1997).
- A Northedge, *The Good Study Guide* (Milton Keynes: Open University, 1990).
- R. Preece, *Starting Research* (London: Pinter, 1994).