



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME

POLS 205: THE NEW EUROPE

20 POINTS

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment item due: Research essay is due 23 May 2016 and the in-class test will be held 2 June 2016.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lectures: Monday 14.10-15.00, Thursday 15.10-16.00

Venue: Hunter LT119

Tutorials

Please see the Academic Timetable 2016 www.victoria.ac.nz/students/study/timetables.

Names and contact details

Course Coordinator: Dr Claire Timperley

Room No: MY505

Phone: (04) 463 5156

Email: claire.timperley@vuw.ac.nz

Office hours: 10-11am Monday, or by appointment

Communication of additional information

This course uses Blackboard and presumes that all enrolled students have valid myvuw.ac.nz addresses. Please check that this account is active and you have organised email forwarding.

Additional information and any changes to the timetable or lecture and tutorial programme will be advised by email, announced in lectures, and posted on the course Blackboard site.

Prescription

This course introduces students to the diverse institutions that shape politics, society and economics in a number of European countries. It seeks to explain why political, social and economic diversity exists in Europe and why it matters. In doing so it identifies differences and commonalities in the organisation of politics and society in several countries, how peculiar national institutions came into existence and whether different national institutions are compatible within integrated political structures and markets. Geographically and chronologically the course focuses on postwar Britain, France and West Germany, although it also makes reference to other examples.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. recognise and use basic concepts of comparative politics like: 'state', 'federalism', 'nation', 'executive', 'legislature', 'representation', 'pluralism', 'corporatism', etc.
2. accurately summarise and analyse key arguments made in the readings.
3. recognise, explain and compare the diverse ways that states, nations, societies and economies are organised in Europe, particularly in the UK, France, the FRG and the European Union.
4. recognise how institutions and structures of governance influence policies and politics in different ways, shaping the way people live their lives in the UK, France, the FRG and the European Union.

Teaching format

The course includes two lectures and one tutorial each week. Students will be expected to do the tasks required for specific tutorials **in advance** of each tutorial session, including the required reading and reading matrices, and are required to attend at least **nine of eleven** tutorial sessions. The eleven tutorial sessions reinforce lecture themes and help you prepare for the assessments.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. submit a credible attempt at the written work specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work), in order to demonstrate the achievement of all the CLOs of the course.
2. attend a minimum of 8 tutorials throughout the trimester, in order to develop the skills and knowledge necessary to meet the CLOs of the course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances should contact the course coordinator as soon as possible.

Workload

In accordance with University Guidelines, course design assumes students will devote 200 hours to the course throughout the trimester. The 200 hour total includes weekly attendance at lectures and tutorials, completion of weekly readings, and research and writing for set assessment tasks.

To consider when planning your time:

- Tutorial preparation requires careful reading of set texts for meaning and argument, as well as note-taking and preparation of reading matrices. 'Budget' for at least two hours per

reading, including additional internet research to help understand the social and political context of readings.

- Essays and other written assignments require time to locate, retrieve and read a range of sources. Note-taking, planning, drafting and editing the draft are necessary before writing a final version. Begin assignments early.

Assessment

Assessment items and workload per item	%	CLO(s)	Due date
1 Learning portfolio , consisting of:	50%	1-4	
a) Reading matrices x5	20%		Ongoing, in tutorials
b) In-class test (50 minutes)	20%		Thursday 14 April, in lecture
c) In-class test (50 minutes)	10%		Thursday 2 June, in lecture
2 Research essay , consisting of:	50%	1-4	
a) Research question	5%		Friday 18 March, 3pm, online
b) Research proposal	10%		Monday 4 April, 3pm, online
c) Research essay	35%		Monday 23 May, 3pm, online

Students will submit components of the **learning portfolio** (50%) throughout the trimester, with the final piece of assessment being the in-class self-reflection essay, on Thursday 2 June. Students will produce written responses to the required readings and lectures demonstrating their understanding of and engagement with several broad themes related to European politics.

Specifically, the learning portfolio involves:

a. Reading matrices x5 (20%)

For each reading students will complete a 1-2 page matrix (this will be available on Blackboard and discussed in the first tutorial) in which they explain the main thesis, identify the key evidence or logic that was used, and devise at least two questions for class discussion. The point of this assignment is to encourage *efficient*, *effective*, and *critical* reading and to support productive tutorial discussions. Over the course of the trimester 6 of these matrices will be collected and marked, 5 of which will count towards the final grade (the 6th gives students an opportunity to miss and/or catch up on one they may have missed). Matrices must be handed in via hard copy in tutorials; electronic copies will not be accepted, and they may not be submitted later in the day other than in exceptional circumstances (discussed, where possible, *in advance* with the course coordinator).

They will be graded out of 2 as: Excellent – 2; Satisfactory – 1; Unsatisfactory – 0

b. In-class test (20%)

To test students' knowledge of the ideas and themes of the course, there will be a fifty-minute, closed book test held in class. This test will be composed of identification, short answer and/or essay questions. Further information about the test format will be supplied prior to the test. The test intends to assess students' abilities to recognise, use, and evaluate basic concepts of comparative politics.

c. In-class test - Self-reflection essay (10%)

In the final lecture, students will write a reflective essay considering what they learned over the course of the trimester. This essay should consider the skills developed and/or the knowledge learned. This task encourages students to assess their own learning preferences, strengths, or styles.

The **research essay** (50%) is due 3pm, Monday 23 May and is to be approximately 2,000 words in length. Assessment has been broken down into the essay's component parts, including designing a research question, producing a research proposal, and the final research essay. This assignment encourages students to engage extensively with one particular topic. It also aims to help students read and think critically, to develop their skills as a comparativist, and to strengthen their communication and written skills.

Specifically, the research paper involves:

a. Research essay question (5%)

Students will design a research question for their research paper. In tutorials, there will be a workshop on how to design a research question, including some ideas for themes you may wish to address. The research question is intended to help students determine the scope of their essay and to act as a guide for initial research.

b. Research essay proposal (10%)

No more than 4 pages (single-spaced). A handout explaining the key components of a paper proposal will be made available on Blackboard. In essence, the proposal should present a clear research question, explain the importance of this question, and provide a tentative outline of the paper alongside an annotated bibliography. It will also include a timeline indicating how students plan to manage their research and writing. This exercise will ensure students have a feasible, valuable research project.

c. Research essay (35%)

The final essay should be approximately 2,000 words (+/- 10%, not counting footnotes or bibliography). This is an opportunity for students to clearly communicate their critical engagement with a specific topic related to the course material. The purpose of the essay is to produce a high quality piece of writing that shows thoughtful analysis of one particular aspect of the course.

Submission and return of work

All assignments are due before 3pm on the due date.

Submission: All work submitted for assessment must be submitted either in class or via Blackboard, as advised by the instructor.

Assessment will be returned at times to be advised. It will be returned to you in tutorials in the first instance or via Blackboard. Students will be notified via Blackboard when graded essays are available (generally between 2-3 weeks after the date submitted).

Extensions and penalties

Extensions

The development of work discipline and time management skills are an important part of the education process and it is expected that each student takes responsibility for allocating sufficient time for their studies.

Late submission of assignments will not be accepted unless the student makes an appointment as soon as practically possible with the course coordinator to explain the lateness (preferably before the assignment is due to be submitted). The circumstances under which an extension will be considered are outlined in section 3.2.1 of the Assessment Handbook. (See: www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf).

Penalties

Students will be penalised for late submission of assignments – **a deduction of 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days.** Work that is more than 10

weekdays late can be accepted for mandatory course requirements but may not be marked. Penalties may be waived if there are valid grounds (for example, illness [presentation of a medical certificate will be necessary] or similar other contingencies). In all such cases, prior information will be necessary. Extensions on deadlines for written work will only be granted under exceptional circumstances.

Set texts

All required reading will be provided online via Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

The course is being taught this year by a different lecturer. For generalised feedback on this course in previous years, see:

www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz