



## Module Descriptor

|                            |                               |   |    |
|----------------------------|-------------------------------|---|----|
| <b>Title</b>               | Contemporary German Politics  |   |    |
| <b>Session</b>             | 2025/26                       | <b>Status</b>                                 |    |
| <b>Code</b>                | SOCY09060                     | <b>SCQF Level</b>                             | 9  |
| <b>Credit Points</b>       | 20                            | <b>ECTS (European Credit Transfer Scheme)</b> | 10 |
| <b>School</b>              | Education and Social Sciences |   |    |
| <b>Module Co-ordinator</b> | R Campbell                    |   |    |

### Summary of Module

The Federal Republic of Germany is the world's fourth largest economy and one of Europe's most influential states. This module enables students to develop a deep understanding of the country and its situatedness in Europe and globally. It will offer opportunities to reflect upon its democratic developments after 1949 and 1989, the characteristics of its party politics, how the economy and the welfare state are intertwined, and how civil society and state institutions are interrelated. It also analyses Germany's role in Europe and the world through its civilian power model of international relations.

The module follows a tripartite structure. In the first part, the module examines the role of history in influencing the way in which the political system developed. This includes scrutiny of the German constitution and federalism. The second part turns to political actors and policy-making. It examines the political party system, examining how powerful civil society actors influence the 'social market economy', before scrutinising further the policy-making structure and the Europeanisation of German governance. The third part focuses on Germany as an international actor. The analysis focuses on how Germany's civilian power model shaped its international relations in the post-war period and the ways in which it is being challenged by new security threats.

|                               |   |   |   |   |
|-------------------------------|---|---|---|---|
| <b>Module Delivery Method</b> | <b>On-Campus<sup>1</sup></b><br><input checked="" type="checkbox"/> | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/> | <b>Online<sup>3</sup></b><br><input type="checkbox"/> | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
|-------------------------------|---|---|---|---|

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

|   |                                   |                                     |   |                                     |   |                          |
|---|-----------------------------------|-------------------------------------|---|-------------------------------------|---|--------------------------|
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr      |                                     | <input checked="" type="checkbox"/> Lanarkshire |                                     | <input type="checkbox"/> Online / Distance Learning |                          |
|   | <input type="checkbox"/> Dumfries |                                     | <input type="checkbox"/> London                 |                                     | <input type="checkbox"/> Other (specify)            |                          |
| <b>Terms for Module Delivery</b>                  | Term 1                            | <input checked="" type="checkbox"/> | Term 2  | <input checked="" type="checkbox"/> | Term 3  | <input type="checkbox"/> |
|   | Term 1 – Term 2                   | <input type="checkbox"/>            | Term 2 – Term 3                                 | <input type="checkbox"/>            | Term 3 – Term 1                                     | <input type="checkbox"/> |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2                   | <input type="checkbox"/>            | Term 2 – Term 3                                 | <input type="checkbox"/>            | Term 3 – Term 1                                     | <input type="checkbox"/> |

| <b>Learning Outcomes</b> |   |
|--------------------------|---|
| <b>L1</b>                | Students will develop a theoretically informed and conceptually grounded understanding of the German polity, German politics, and some key policy areas.  |
| <b>L2</b>                | Students will have developed a thorough understanding of current political affairs in Germany and will be able to relate their thinking on political affairs to academic discussions.               |
| <b>L3</b>                | Students will have demonstrated the ability to independently prepare and deliver written analysis of complex political issues whilst honing their ability to engage in critical verbal discussions. |
| <b>L4</b>                | Students will have developed their ability to use evidence to produce analyses in a clear and engaging piece of independent study.  |
| <b>L5</b>                |   |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |  |
|--|--|
| <b>SCQF Headings</b>   | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>   |
| <b>Knowledge and Understanding (K and U)</b>                               | <p><b>SCQF 9</b></p> <p>Students will be equipped with both conceptual and empirical knowledge and will be able to appreciate and develop responses and approaches to tackle contemporary issues. Students will retrieve, interpret, analyse and organise information acquired through library and online sources.</p>   |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <p><b>SCQF 9</b></p> <p>Students' ability to articulate well-sourced interpretations and evaluations of complex ideas related to politics, policy and current affairs will be fostered.</p>  |
| <b>Generic Cognitive skills</b>  | <p><b>SCQF 9</b></p> <p>Students will develop reasoned argument, synthesising relevant information and exercising critical judgement to evaluate theories, concepts, and evidence.</p> <p>Students will be required to draw on several key generic cognitive skills such as sustained and selective attention, as well as logic and reasoning skills and visual/auditory processing skills. These skills will be required for lectures, seminars, and assessment work.</p> |
| <b>Communication, ICT and Numeracy Skills</b>                              | <b>SCQF 9</b>  |

|   |   |
|---|---|
|   | <p>Through the assessments, students will demonstrate their ability to communicate and critically engage with complex and contested ideas and theories and data.</p> <p>Students will need to make full use of ICT resources at their disposal to prepare for seminars and the two assessments.</p> |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 9</b></p> <p>Students will demonstrate their ability to work and communicate effectively with peers and teaching team during seminars and produce individual submissions for module assessment.</p>  |

| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|----------------------|--------------------|---------------------|
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

| <b>Learning and Teaching</b>  |  |
|---|--|
| <p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>Weekly three-hour sessions across the teaching period will comprise a mix of interactive lectures, group discussion and student-led activities. Seminar-style and workshop activities will be facilitated through the provision of core readings and visual resources made available to students via the VLE, one week in advance of each session.</p> <p>These sessions will embody both subject-specific and study skills elements, the latter including reading with questions, identifying competing perspectives and theories, using key concepts, assessing evidence and analysing policy outcomes, critical analysis and evaluation of policy, synthesizing alternative policy ideas.</p> |  |
| <b>Learning Activities</b>  | <b>Student Learning Hours</b>  |
| During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:  | (Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery   | 24   |
| Tutorial / Synchronous Support Activity   | 12   |
| Independent Study   | 164  |
| n/a   |  |
| Please select   |  |
| Please select   |  |
| <b>TOTAL</b>  | <b>200</b>   |

| <b>Indicative Resources</b>  |
|--|
| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Books and journal articles</p> |

Campbell, R. (2019) Popular Support for Democracy in Unified Germany: Critical Democrats. London: Palgrave

Campbell, R. and Davidson-Schmich, L.K. (2023) The 2021 German Federal Election. London: Palgrave.

Collins, Stephen D. (2002) German policy-making and eastern enlargement of the EU during the Kohl era : managing the agenda? Manchester, England : Manchester University Press

Colvin, S.; Taplin, M. (2018) Routledge handbook of German politics and culture. Abingdon Routledge

Conradt, David P. (1995) The German polity. White Plains, N.Y. : Longman.

Ellermann, A. (2021) The comparative politics of immigration : policy choices in Germany, Canada, Switzerland, and the United States. Cambridge : Cambridge University Press.

Gunlicks, A.B. (2004) The Länder and German federalism. Manchester : Manchester University Press, 2004

Hough, D.; Olsen, J.; Koß, M. (2004) The Left Party in contemporary German politics [electronic book] / D. Hough. New York : Palgrave Macmillan,

Katzenstein, Peter J.(1997) Mitteleuropa : between Europe and Germany. Providence, R.I. : Berghahn Books

Larres, K.; Moroff, H.; Wittlinger, R. (2022) The Oxford Handbook of German Politics. Oxford : University PreGerman politics today (third edition)

McKeever, A. (2021) Immigration Policy and Right-Wing Populism in Western Europe. London : Palgrave McMillan

Mudde, C. (2000) The ideology of the extreme right. Manchester : Manchester University Press, 2000.

Pautz, H. (2021) The German New Right and Its Think Tanks. German Politics and Society, 38(4), 51-71

Pautz, H. (2022) Germany's Political Parties: The Newcomers. Larres, K.; Moroff, H.; Wittlinger, R. (eds) The Oxford Handbook of German Politics. Oxford : University Press

Roberts, G.K. (2020) German politics today

Rohrschneider, Robert (1999) Learning democracy [electronic book] : democratic and economic values in unified Germany. Oxford : Oxford University Press, 1999

Scarrow, Susan E. (1996) Parties and their members [electronic book] : organizing for victory in Britain and Germany. Oxford : Oxford University Press

Schmidt, M.; Ritter, G. (2011) The rise and fall of a socialist welfare state [electronic book] : the German Democratic Republic (1949-1990) and German unification (1989-1994). Berlin : Springer, 2011.

Schmidt, M.G. (2003) Political institutions in the Federal Republic of Germany / Manfred G. Schmidt. Oxford, England : Oxford University Press, 2003

Stephen Padgett, William E. Paterson, Reimut Zohlnhöfer (ed) Developments in German Politics 4

Zacher, Hans Friedrich. (2011) Social policy in the Federal Republic of Germany [electronic book] : the constitution of the social. Berlin ; London : Springer

Journals

German Politics; German Politics and Society; West European Politics;

Newspapers and news magazines or websites

Der Spiegel (English version); Deutsche Welle

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

#### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

- On-campus attendance of weekly lectures and seminars

#### Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

#### Supplemental Information

|   |  |
|---|--|
| <b>Divisional Programme Board</b>       | <b>Social Sciences</b>   |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded  |
| <b>Module Eligible for Compensation</b> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details. |
| <b>School Assessment Board</b>          | UG Social Sciences   |
| <b>Moderator</b>                        | A McKeever   |
| <b>External Examiner</b>                | J Halsall  |
| <b>Accreditation Details</b>            |  |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |
| <b>Changes / Version Number</b>         |  |

#### Assessment (also refer to Assessment Outcomes Grids below)

##### Assessment 1

Written Assignment 25% The first assessment will comprise a 1000 word 'blog-style' piece on a German contemporary political issue. The piece will be engagingly written in the style of a blog piece and will use available media reporting as a basis. However, it will be required that the engagement with the contemporary political issue is underpinned by the wider academic literature on the topic to form an evidence-supported discussion.

##### Assessment 2

Written Assignment 75% The 2500-word essay will require students to draw upon their knowledge and understanding acquired in the second part of the module. The writing of the essay will see students analyse a range of material to construct a clear argument and to communicate their ideas effectively. There will be a range of essay questions offered to the students.

### Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Component 1

| Assessment Type | LO1                      | LO2                                 | LO3                      | LO4                                 | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Review          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 25                                  | 18                       |

### Component 2

| Assessment Type | LO1                                 | LO2                      | LO3                                 | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|-----------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Essay           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 75                                  | 18                       |

### Component 3

| Assessment Type                          | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                | hours                    |

### Change Control

| What                     | When   | Who        |
|--------------------------|--------|------------|
| New template, no changes | Mar 25 | R Campbell |
|                          |        |            |
|                          |        |            |
|                          |        |            |