Title of Module: Contemporary German Politics			
Code: SOCY09060	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	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, critically located between East and West. It is a key player, historically and currently, in Europe. This module, with its focus on Germany after 1949, will allow 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 in 'making Germany'. It will also discuss Germany's role in Europe, as a 'reluctant hegemon', constrained by its history and geographical location.

The module follows a tripartite structure. In the first part, the module surveys the historical, cultural and socioeconomic contexts in which German politics and policy-making take place. This includes scrutiny of the German constitution and the federal nature of the country. The second part turns to political actors and the process of policy-making. It examines the political party system, shines a light on powerful civil society actors of relevance to the 'social market economy' and looks at political behaviour, before scrutinising further the policy-making structure and the Europeanization of German governance. The third part focuses on Germany as an international actor. Here, focus will be on the European Union and on Germany's transatlantic relationship, but also on Germany's international role as an economic powerhouse. Discussions here will touch upon the reliance of the German export-oriented economy on autocratic regimes and in how far this reflects on domestic and international (party) politics. |

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning:
(Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1: Students will have a theoretically informed and conceptually grounded understanding of the German polity, German politics, and some key policy areas.
L2: 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.
L3: 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.
L4. Students will have developed their ability to use evidence to produce analyses in a clear and engaging piece of independent study.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9. 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.
Practice: Applied Knowledge and Understanding	SCQF Level 9. Students' ability to articulate well-sourced interpretations and evaluations of complex ideas related to politics, policy and current affairs will be fostered.
Generic Cognitive skills	SCQF Level 9. Students will develop reasoned argument, synthesising relevant information and exercising critical judgement to evaluate theories, concepts, and evidence. 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.

Communication, ICT and Numeracy Skills	SCQF Level 9. Through the assessments, students will demonstrate their ability to communicate and critically engage with complex and contested ideas and theories and data. Students will need to make full use of ICT resources at their disposal to prepare for seminars and the two assessments.	
Autonomy, Accountability and Working with others	SCQF Level 9. Students will demonstrate their ability to work and communicate effectively with peers and teaching team during seminars and produce individual submissions for module assessment.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Asynchronous Class Activity	0
Independent Study	164
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: *Books and journal articles* Campbell, R. (2019) Popular Support for Democracy in Unified Germany: Critical Democrats. London: Palgrave Campbell, R. (2020) 'How Critical are Germans of Democracy? The Pattern and Origins of Constitutional Support in Germany'. *Journal of Contemporary Central and Eastern Europe,* 28(2-3), pp.113-33

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, 199

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

Eve Hepburn, Ricard Zapata-Barrero. (2014) The politics of immigration in multi-level states [electronic book] ; governance and political parties Basingstoke, Palgrave Macmillan

Gabriele D'Ottavio and Thomas Saalfeld. (2015) Germany after the 2013 elections : breaking the mould of post-unification politics? Farnham, Surrey, England : Ashgate Publishing Company

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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:
All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	H Pautz
External Examiner	J Halsall
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 (25%):

The first assessment will comprise a 1000 word 'blog-style' piece on a German contemporary political issue taken from the topics covered in the first part of the module. 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 (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.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Blog Post		✓		✓	25		

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓		✓		70		
Combined Total For All Components					100%		

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented

electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

UWS Equality and Diversity Policy

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