

Comparative European Politics: Europeanisation, Contestation, Integration

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Introduction

Module Aims and Objectives

This course – which is offered under the auspices of the Jean Monnet Chair in Parliamentary Democracy and European Integration held by Dr Dionyssi G. Dimitrakopoulos at Birkbeck – has three central aims. First, it seeks to introduce students to the evolution of the political institutions (parliaments, executives, etc.) of several European states from a comparative perspective. Second, it examines whether these institutions have become ‘Europeanised’, i.e. whether they have become more similar as a result of these states’ membership of the European Union. Thirdly, it provides a detailed examination of several European countries’ experiences of EU membership thus covering a) the motives for participation therein, b) the realities of EU membership as well as c) often competing views on the future of the EU (e.g. should the EU be just a market or a new European federation? What kind of ‘Europe’ do they want and why?). It will cover France, Germany, Britain, Italy, Scandinavian, as well as various Central, Eastern and Southern European states.

Students graduating from the course will:

- be familiar with the main concepts and theories applied in the study of comparative government in Europe and be able to apply them critically in the analysis of the political institutions of European states;
- have detailed knowledge of the evolution of these institutions in post-War Europe;
- have developed a critical approach to current debates and issues concerning the evolution of several European countries’ membership of the EU and the alternative visions expressed therein;
- be familiar with documentary sources; and
- have developed transferable skills, including critical evaluation, analytical investigation, giving oral presentations, communication and teamwork.

Background Reading

Useful textbooks are

a) for the first part of the course:

Bale, Tim. 2017. *European Politics: A Comparative Introduction*. 4th edn. London: Palgrave (mainly) but also (to a lesser extent) Gallagher, Michael, Michael Laver, and Peter Mair, eds. 2006. *Representative Government in Modern Europe: Institutions, Parties, and Governments*. 4th edn. Boston, MA: McGraw-Hill and Hay, Colin, and Anand Menon, eds. 2007. *European Politics*. Oxford: Oxford U.P. and

b) for the second part of the course:

Bulmer, Simon, and Christian Lequesne, eds. 2020. *The Member States of the European Union*. 3rd edn. Oxford: Oxford U.P.

Knowledge of the EU is not a requirement (and the course tutor who is an EU specialist is always happy to answer EU-related questions you might have) but if you have never encountered the EU before, S. Usherwood and John Pinder's *The European Union: A Very Short Introduction* (4th edition, Oxford: Oxford U.P., 2018) is the best place from which to start.

These are available in the College library. The *Oxford Encyclopedia of Politics* is an important e-resource published by Oxford U.P. You can gain access to it via the College’s e-library as well as the course’s Moodle site (see below). It will be a very useful resource throughout this course.

Students are encouraged to keep up to date with current affairs in Europe by reading esteemed publications such as the Financial Times and the Economist, and using online news resources such as www.euractiv.com. Knowledge of a foreign language is not a requirement

for those taking the course but sources such as Die Zeit, Frankfurter Allgemeine Zeitung, Süddeutsche Zeitung, Le Monde and Libération can be particularly useful, as can some influential and informative blogs (see the course's site on Moodle for the relevant links) for students who do read other languages. Among the UK daily newspapers, the FT and the Guardian currently have the best UK correspondents in Brussels. You can also find them on Twitter where they are active (see your tutor's BXL correspondents' list on [Twitter](#)). Please also note that one of the key innovations introduced by this course is that much of the work that the course entails will be done in class (e.g. by reading key speeches and analysing them, etc.).

Moodle

This module uses a virtual learning environment known as Moodle, which contains electronic copies of module-related materials, such as PowerPoint presentations and selected readings. Moodle will also provide the principal means of electronic communication between lecturers and students and provide a platform for essay submission and marking. The Moodle base for this module can be accessed [online](#) by logging on with your ITS username and password (which you should receive when you have enrolled at Birkbeck).

Module Syllabus

Date	Lecture	Seminar	Practical task
		Part A: Institutions	
9.10.20	Comparative government and politics in Europe: the 'Europeanisation' of the nation state	Key concepts and their limits: comparison, integration, 'Europeanisation'	Introductory seminar
16.10.20	Political leadership, executives and their 'Europeanisation'	European integration and the 'presidentialisation' of parliamentary democracies.	Reading the provisions of a European country's constitution that relate to its prime minister's powers
23.10.20	Legislatures and their 'Europeanisation'	Legislatures: weakened or reformed?	Reading the provisions of a European country's constitution that relate to its parliament's powers
30.10.20	a) Parties and their 'Europeanisation' b) Courts and their 'Europeanisation'	Party preferences on European integration: the case of social democracy	Reading party manifestos on European integration
		Part B: National Experiences in European Integration	
6.11.20	France, Germany and European integration	France, Germany in the EU	Merkel's Bruges speech (2010) and Macron's Sorbonne speech (2017)
13.11.20 20.11.20		no class week	
Saturday 21.11.20	Reading week: Workshop The UK and European integration	The UK: from opposition to accession to Brexit	Thatcher's 1988 Bruges speech; Smith's HoC speech (1992); Blair's 2000 Warsaw speech
27.11.20	Southern European countries and European integration	Greece, Spain	Assessing the handling of the crisis in Greece
4.12.20	Scandinavian countries and European integration	Denmark, Sweden, Norway compared	Is the Folketing a model of parliamentary scrutiny of EU policy at the national level? Why?
11.12.20	The politics of EU enlargement	EU enlargement: motives, process, outcomes	Understanding the 2019/20 reform of the enlargement process
18.12.20	Central & East European countries and European integration	Poland, Hungary	How does an 'illiberal democracy' exist inside the EU? Reading Dan Kelemen

Key dates for your diaries

- 21 November 2020: In-class 'test';
- 14 December 2020: Deadline for essay submissions (12 noon);
- 8 January 2021: The exam paper becomes available on Moodle at 12 noon;
- 11 January 2021: Deadline for the submission of exam answers (Moodle, 12 noon).

Reading list

Key

(C): Classic

(E): Essential

(I): Important

Part A: CONCEPTS AND INSTITUTIONS

Week 1: 9 October 2020

Introductory session on the logic of the course and the ‘tools of the trade’: The comparative method and the ‘Europeanisation’ of the nation state. Why and how do we compare systems, processes and outcomes in political science? What is the ‘autonomy’ of the state? What kind of pressures has it faced since the Second World War? Has it adapted or has it resisted pressures for change? What is ‘globalisation’ and ‘Europeanisation’? Do they lead to convergence in terms of policy and institutional arrangements?

Background reading

The comparative method

- Collier, David. 1993. The comparative method. In *Political science: The state of the discipline II*, edited by A. W. Finifter. Washington, DC: American Political Science Association.
- Tarrow, Sidney. 2010. The strategy of paired comparison: Toward a theory of practice. *Comparative Political Studies* 43 (2):230-259.
- Dogan, Mattei and Ali Kazancigil, eds. 1994. *Comparing Nations: Concepts, Strategies, Substance*. Oxford: Blackwell.
- Haverland, Markus. 2010. If similarity is the challenge - congruence analysis should be part of the answer. *European Political Science Review* 9 (1):68–73.
- Lees, Charles. 2006. We are all comparativists now: why and how single-country scholarship must adapt and incorporate the comparative politics approach. *Comparative Political Studies* 39 (9):1084-108.
- Lijphart, Arend. 1971. Comparative Politics and the Comparative Method. *American Political Science Review* 65 (3):682-93.
- Peters, B. G. 1998. *Comparative Politics: Theory and Methods*. London: Macmillan. Chps. 1-2.
- Pierson, Paul. 2000. Not just what, but when: Timing and sequence in political processes. *Studies in American Political Development* 14 (1):72-92.
- Ragin, Charles C. 1987. *The Comparative Method*. Berkeley, CA: University of California Press.

‘Europeanisation’, globalization and the autonomy of the state

- Exadaktylos, Theofanis, Paolo R. Graziano and Maarten Vink. 2020. Europeanization: Concept, Theory and Methods. In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.
- Cowles, Maria Green, James Caporaso, and Thomas Risse, eds. 2001. *Transforming Europe: Europeanization and Domestic Change*. Ithaca, NJ: Cornell U.P. Chps. 1 and 12.
- Coman, Ramona, Thomas Kostera, and Luca Tomini, eds. 2014. *Europeanization and European Integration: From Incremental to Structural Change*. Basingstoke: Palgrave.
- Hirst, Paul, and Grahame Thompson. 1999. *Globalization in Question: The International Economy and the Possibilities of Governance*. 2nd edn. Cambridge: Polity. Chps. 1, 2 and 9.
- Moravcsik, Andrew. 1994. *Why the European Community Strengthens the State: Domestic Politics and International Cooperation*. Cambridge, MA: Harvard University. Available [online](#).
- Graziano, Paolo, and Maarten P. Vink, eds. 2007. *Europeanization: New Research Agendas*. Basingstoke: Palgrave.

- Ohmae, Kenichi. 1995. *The End of the Nation State: The Rise of Regional Economies*. London: HarperCollins.
- Olsen, Johan P. 2002. The many faces of Europeanization. *Journal of Common Market Studies* 40 (5):921-52.
- Martell, Luke. 2007. The Third Wave in Globalization Theory. *International Studies Review* 9 (2):173-196. Available [online](#).
- Schimmelfennig, Frank, and Ulrich Sedelmeier, eds. 2005. *The Europeanization of Central and Eastern Europe*. Ithaca, NY: Cornell U.P.

Seminar: Comparative government, European integration and ‘Europeanisation’

What is ‘Europeanisation’? Introductory seminar focusing on the key concept as well as the logic and intellectual agenda of this module.

Essential reading

- Featherstone, Kevin. 2003. “Introduction: In the name of ‘Europe’ “. In *The Politics of Europeanisation*, edited by K. Featherstone and C. M. Radaelli. Oxford: Oxford U.P.
- Börzel, Tanja and Th. Risse. 2003. “Conceptualising the domestic impact of Europe”. In *The Politics of Europeanisation*, edited by K. Featherstone and C. M. Radaelli. Oxford: Oxford U.P.
- If you have time, you will benefit from reading also Kassim, H. and V. Bluth. 2020. “Europeanization and Member State Institutions”. In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.

Lecture: Political leadership; executives and their ‘Europeanisation’

What are the fundamental differences between presidential and parliamentary systems of government? Does semi-presidential government exist in practice or only on paper? How collegial is cabinet government? What resources can be mobilised by the executive? What are the principal constraints? What are the consequences of European integration for executives in European states?

Background reading

- (E) Lijphart, Arend. 2012. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. 2nd ed. New Haven, CT: Yale University Press. Chps. 6, 7.
- Lijphart, A. (ed) 1992. *Parliamentary versus Presidential Government*, Oxford: Oxford U.P., pts. I, III and V - a collection of classic articles. See contributions by Linz; Duverger.
- Elgie, Robert. 1997. "Models of Executive Politics: a Framework for the Study of Executive Power Relations in Parliamentary and Semi-Presidential Regimes". *Political Studies* 65(2): 217-31.
- Elgie, R. (ed) 1999. *Semi-Presidentialism in Europe*, Oxford: Oxford U.P.

Seminar: ‘Presidentialisation’

What is the ‘presidentialisation’ of parliamentary democracies and how is membership of the European Union thought to contribute to it? Discuss with reference to at least one continental European state.

Essential reading

- Poguntke, Thomas, and Paul Webb, eds. 2005. *The Presidentialization of Politics: A Comparative Study of Modern Democracies*. Oxford: Oxford U.P. Chapter 1 and one country-specific chapter of your choosing.

Further reading

- Bäck, Hanna, Jan Teorell, and Staffan I. Lindberg. 2018. "Cabinets, Prime Ministers, and Corruption: A Comparative Analysis of Parliamentary Governments in Post-War Europe." *Political Studies* 67 (1):149-170.
- Bennister, Mark, and Richard Heffernan. 2015. "The Limits to Prime Ministerial Autonomy: Cameron and the Constraints of Coalition." *Parliamentary Affairs* 68 (1):25-41
- Blockmans, Steven, and Sophia Russack, eds. 2019. *Representative Democracy in the EU: Recovering Legitimacy*. Brussels/London: CEPS/Rowman & Littlefield.
- Foley, Michael. 2013. "Prime Ministerialisation and Presidential Analogies: A Certain Difference in Interpretive Evolution." *Parliamentary Affairs* 66 (3):655-662.

In-class activity: reading the PM-related provisions of the constitutions of two European states.

Lecture: Legislatures and their 'Europeanisation'

What is the traditional role of the legislature? What mechanisms does the legislature use to scrutinise the executive? How much influence does the legislature exert? What are the determinants of the legislature's power? What does European integration mean for the power of European legislatures?

Background reading

- (l) Baldwin, Nicholas D. J. 2004. Concluding observations: Legislative weakness, scrutinising strength? *Journal of Legislative Studies* 10 (2):295-302. This is part of a special issue that contains several country-specific studies. Please also see the special issue of the same journal on Parliamentary Opposition in Old and New Democracies (14:1-2, 2008).
- Norton, P., ed. 1990. *Legislatures*. Oxford: Oxford U.P. Chapters by Mezey; Bryce; Polsby; King.
- Schüttemeyer, Suzanne S. 2009. The 'German Politics Lecture' 2008: Deparliamentarisation: How Severely is the German Bundestag Affected? *German Politics* 18 (1):1-11.

The 70 (or even 80) per cent myth

- Brouard, Sylvain, Olivier Costa, and Thomas König, eds. 2012. *The Europeanization of Domestic Legislatures. The Empirical Implications of the Delors' Myth in Nine Countries*. New York/Dordrecht/Heidelberg/London: Springer.
- Grønnegaard Christensen, J. 2010. "Keeping in control: The modest impact of the EU on Danish legislation." *Public Administration* 88 (1):18-35.
- Jenny, M., and W. C. Müller. 2010. "From the Europeanization of lawmaking to the Europeanization of national legal orders: The case of Austria." *Public Administration* 88 (1):36-56.
- König, Thomas, and Lars Mäder. 2009. *The Myth of 80% and the Impact of Europeanisation on German Legislation*. Mannheim: Mannheimer Zentrum für Europäische Sozialforschung
- (E) Miller, Vaughne. 2010. *How much legislation comes from Europe?* London: House of Commons Library.
- Miller, Vaughne. 2014. *Making EU law into UK law*. London: House of Commons Library.
- (l) Miller, Vaughne. 2015. *EU obligations: UK implementing legislation since 1993*. London: House of Commons Library.
- (l) Page, Edward C. 1998. "The impact of European legislation on British public policy making: A research note." *Public Administration* 76 (4):803-9.
- Philpott, Tim. 2015. *7% or 75%? The EU's influence over British law: the definitive answer*. London: Business for Britain.
- Töller, Annette Elisabeth. 2010. "Measuring and Comparing the Europeanization of National Legislation: A Research Note." *Journal of Common Market Studies* 48 (2):417-444.

Seminar: the 'Europeanisation' of national legislatures

Are national parliaments the losers of European integration?

Essential reading

- Start from chapter 4 in Bale, Tim. 2017. *European Politics: A Comparative Introduction*. 4th edn. London: Palgrave.
- Auel, Katrin, Olivier Rozenberg, and Angela Tacea. 2013. "National parliaments are not the losers of EU integration – at least not anymore." Democratic Audit [blog, 13 April](#).

Further reading

- (l) Raunio, Tapio. 2009. *National Parliaments and European Integration: What We Know and What We Should Know* Oslo: ARENA/University of Oslo.
- Dimitrakopoulos, Dionyssi G. 2001. Incrementalism and path dependence: European integration and institutional change in national parliaments. *Journal of Common Market Studies* 39 (3):405-22.
- Auel, Katrin. 2005. "Introduction: The Europeanisation of parliamentary democracy." *Journal of Legislative Studies* 11 (3/4):303-318.
- Heffler, Claudia, Christine Neuhold, Olivier Rozenberg, and Julie Smith, eds. 2015. *The Palgrave Handbook of National Parliaments and the European Union*. Basingstoke: Palgrave.
- Auel, Katrin, and Arthur Benz. 2005. "The politics of adaptation: The Europeanisation of national parliamentary systems." *Journal of Legislative Studies* 11 (3/4):372-393.
- Brouard, Sylvain, Olivier Costa, and Thomas König, eds. 2012. *The Europeanization of Domestic Legislatures. The Empirical Implications of the Delors' Myth in Nine Countries*. New York/Dordrecht/Heidelberg/London: Springer.
- Puntscher Riekmann, Sonia, and Doris Wydra. 2013. "Representation in the European State of Emergency: Parliaments against Governments?" *Journal of European Integration* 35 (5):565-582.
- (l) Finke, D. and T. Dannwolf. 2013. "Domestic scrutiny of European Union politics: Between whistle blowing and opposition control". *European Journal of Political Research* 52(6):715-46.

In-class activity: reading the parliament-related provisions of the constitutions of two European states.

Lecture: a) parties; b) courts and their 'Europeanisation'

How have national parties, party systems and courts coped with the exigencies of European integration?

Background reading

Daddow, Oliver. 2011. *New Labour and the EU: Blair and Brown's Logic of History*. Manchester: Manchester U.P.

Kritzinger, Sylvia, and Irina Michalowitz. 2005. "Party position changes through EU membership? The (non-)Europeanisation of Austrian, Finnish and Swedish political parties". *Politique Européenne* (16):19-51.

Marks, Gary, Liesbet Hooghe, Moira Nelson, and Erica Edwards. 2006. "Party competition and European integration in the East and West." *Comparative Political Studies* 39 (2):155-75.

(E) Poguntke, Thomas, Nicholas Aylott, Elisabeth Carter, Robert Ladrech, and Kurt Richard Luther, eds. 2007. *The Europeanization of National Political Parties: Power and Organizational Adaptation, Routledge Advances in European Politics*. Abingdon: Routledge.

Shapiro, Martin, and Alec Stone Sweet. 2002. *On Law, Politics, and Judicialization*. Oxford: Oxford U.P.

Stone Sweet, Alec. 2000. *Governing with Judges: Constitutional Politics in Europe*. Oxford: Oxford U.P.

(I) Stone Sweet, Alec. 2002. Constitutional courts and parliamentary democracy. *West European Politics* 25 (1):77-100.

Stone Sweet, Alec. 2007. The politics of constitutional review in France and Europe. *International Journal of Constitutional Law* 5 (1):69-92.

Seminar: party preferences on European integration (the case of social democracy)

Have the preferences of social democratic parties evolved over time on the issue of European integration?

Essential reading

Dimitrakopoulos, Dionyssi G., ed. 2010. *Social Democracy and European Integration: The Politics of Preference Formation*. London: Routledge. One country-specific chapter.

Further reading

Hooghe, Liesbet, and Gary Marks. 1999. "The making of a polity: the struggle over European integration." In *Continuity and change in contemporary capitalism*, edited by Herbert Kitschelt, Peter Lange, Gary Marks and John D. Stephens, 70-97. Cambridge: Cambridge U.P.

Hooghe, Liesbet, Gary Marks, and Carole J. Wilson. 2002. "Does Left/Right structure party positions on European integration?" *Comparative Political Studies* 35 (8):965-89.

Marks, Gary, Liesbet Hooghe, Moira Nelson, and Erica Edwards. 2006. "Party competition and European integration in the East and West." *Comparative Political Studies* 39 (2):155-75.

Marks, Gary, and Carole J. Wilson. 2000. "The past in the present: a cleavage theory of party response to European integration." *British Journal of Political Science* 30 (3):433-59.

Marks, Gary, Carole J. Wilson, and Leonard Ray. 2002. "National political parties and European integration." *American Journal of Political Science* 46 (3):585-94.

Rohrschneider, Robert, and Stephen Whitefield. 2007. "Representation in new democracies: party stances on European integration in post-communist Eastern Europe." *Journal of Politics* 69 (4):1133-1146.

In-class activity: reading two party manifestos in relation to European integration.

Part B: NATIONAL EXPERIENCES IN EUROPEAN INTEGRATION

This part of the course covers the experiences of several member states within the process of European integration, with particular emphasis on preferences, impact on institutions and implementation record. In addition to the literature that appears below, students taking this course will benefit from reading various chapters from this book (though this is not a requirement): Lacroix, Justine, and Kalypso Nicolaïdis, eds. 2010. *European Stories: Intellectual Debates on Europe in National Contexts*. Oxford: Oxford U.P. It is available electronically via the College library.

Week 5: 6 November 2020

Lecture: France, Germany and European integration

France and Germany have been historically at the heart of the process of European integration. How have their national institutions coped with the exigencies of EU membership and how have these countries' preferences on the future of the EU evolved, if at all, over time?

Background reading

Bulmer, Simon, and William E. Patterson. 2019. *Germany and the European Union: Europe's Reluctant Hegemon?* London: Red Globe Press/Macmillan International.

Guyomarch, Alain, Howard Machin, Ella Ritchie. 1998. *France in the European Union*. Basingstoke: Palgrave.

Further reading

Auel, Katrin, and Tapio Raunio. 2014. "Debating the State of the Union? Comparing Parliamentary Debates on EU Issues in Finland, France, Germany and the United Kingdom." *Journal of Legislative Studies* 20 (1):13-28.

Bloomberg Intelligence. n.d. German party preferences on EU policy. Bloomberg.

Börzel, Tanja A. 1999. "Towards convergence in Europe? Institutional adaptation to Europeanization in Germany and Spain." *Journal of Common Market Studies* 37 (4):573-96.

Cole, Alistair, and Helen Drake. 2000. "The Europeanization of the French polity: continuity, change and adaptation." *Journal of European Public Policy* 7 (1):26-43.

Hansen, Treols B., and Bruno Scholl. 2002. "Europeanization and domestic parliamentary adaptation: a comparative analysis of the Bundestag and the House of Commons." [European Integration online Papers 6 \(15\)](#)

Harmsen, Robert. 1993. "European Integration and the Adaptation of Domestic Constitutional Orders: An Anglo-French Comparison." *Journal of European Integration* 17 (1):71-99.

König, Thomas, and Lars Mäder. 2009. *The Myth of 80% and the Impact of Europeanisation on German Legislation*. Mannheim: Mannheimer Zentrum für Europäische Sozialforschung

Rozenberg, Olivier. 2020. *The French Parliament and the European Union: Backbenchers Blues*. Cham: Springer/Palgrave.

Schüttemeyer, Suzanne S. 2009. "The 'German Politics Lecture' 2008: Deparliamentarisation: How Severely is the German Bundestag Affected?" *German Politics* 18 (1):1-11.

Katzenstein, Peter J., ed. 1997. *Tamed Power: Germany in Europe*. Ithaca, NY: Cornell U.P.

Kundnani, Hans. 2015. *The Paradox of German Power*. Oxford: Oxford U.P.

Seminar: France and Germany in the EU

What lessons can be drawn from these two countries' experience of EU membership in relation to the operation of their core institutions?

Essential reading

Rozenberg, Olivier. 2020. " 'France is back' ... in a French Europe". In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.
or Beichelt, T. and S. Bulmer. 2020. "Germany: A German Europe or a Europeanized Germany?". In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.

In-class activity: reading Chancellor Merkel and President Macron (English translations will be provided).

Macron, Emmanuel. 2017. Initiative pour l'Europe - Discours pour une Europe souveraine, unie, démocratique. Paris: Présidence de la République.

Macron, Emmanuel. 2020. FT Interview: Emmanuel Macron says it is time to think the unthinkable. *Financial Times*, 16 April.

Merkel, Angela. 2010. *Rede anlässlich der Eröffnung des 61. akademischen Jahres des Europakollegs Brügge*. Bruges: 2 November.

<u>Week 6: 13 November 2020 – reading week</u>
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No class but an opportunity to get some reading done in relation to the material that we have covered thus far and start work on your essay.

<u>Week 7a: 20 November 2020 – workshop week</u>
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Students taking this module are expected to attend a) the generic skills sessions (essay writing, etc.) offered by the Department of Politics during this week and b) any events held under the auspices of the Jean Monnet Chair in Parliamentary Democracy and European Integration held by Dr D. G. Dimitrakopoulos.

Lecture: the UK and European integration

What lessons can be drawn from the history of the UK's relationship with the process of integration? To what extent, if at all, was the result of the 2016 referendum surprising in light of the country's colonial history, its place in the international system, the role of the media, the significant knowledge deficit among the UK public, the quality of the domestic political personnel? Why did the UK end up leaving at a time when the EU has never been more 'British' than it was in 2016?

Background reading

Young, Hugo. 1998. *This Blessed Plot: Britain and Europe from Churchill to Blair*. London: Macmillan. This remains the best book on the subject matter.

Wall, Stephen. 2008. *A Stranger in Europe: Britain and the EU from Thatcher to Blair*. Oxford: Oxford U.P.

_____. 2013. *The Official History of Britain and the European Community. Volume II: from Rejection to Referendum*. Abingdon: Routledge.

Further reading

Daddow, Oliver. 2011. *New Labour and the EU: Blair and Brown's Logic of History*. Manchester: Manchester U.P.

_____. 2013. "Margaret Thatcher, Tony Blair and the Eurosceptic Tradition in Britain." *The British Journal of Politics & International Relations* 15 (2):210-227.

Lanchester, John. 2016. "Brexit Blues." *London Review of Books*, 15-28 July 2016, 3-6.

Turner, John. 2000. *The Tories and Europe*. Manchester: Manchester U.P.

(l) Dimitrakopoulos, Dionyssis G. 2011. *The Tory EU rebellion is about neo-liberalism, not British sovereignty*. openDemocracy, 26 October.

Baker, David and David Seawright. 1998. *Britain For and Against Europe: British Politics and the Question of European Integration*. Oxford: Oxford U.P.

George, Stephen. 1998. *An Awkward Partner: Britain in the European Community*. 3rd edn. Oxford: Oxford UP.

Bevir, M., et al. (eds.). 2015. "Interpreting British European Policy". *Journal of Common Market Studies*, 53(1: special issue: Interpreting British European Policy).

Seminar: from opposition, to accession and then Brexit – the UK

What is the best characterisation of the UK's approach to European integration and its impact on domestic institutions?

Essential reading

Menon, Anand and Luigi Scazzieri. 2020. "The United Kingdom: Towards a Parting of the Ways". In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.

Further reading

Cini, Michelle, and Nieves Pérez-Solórzano Borrágán. 2019. "Brexit." In *European Union Politics*, edited by Michelle Cini and Nieves Pérez-Solórzano Borrágán. 6th edn. Oxford: Oxford U.P.

In-class activity: reading speeches by Margaret Thatcher (1988), John Smith (1992) and Tony Blair (2000).

Lecture: Southern European countries and European integration

What are the key traits of these countries' membership of the EU? Are there any common patterns? Are there any significant differences between them and what accounts for them?

Background reading

Dimitrakopoulos, D. G. and A. G. Passas, eds. 2004. *Greece in the European Union*. London: Routledge.

Magone, J. 2004. *The Developing Place of Portugal in the European Union*. London: Routledge.

Graziano, P. 2014. *Europeanisation and Domestic Policy Change: The Case of Italy*. Abingdon: Routledge.

Closa, C., and P. M. Heywood. 2004. *Spain and the European Union*. Basingstoke: Palgrave.

Featherstone, K., and G. Kazamias, eds. 2001. *Europeanization and the Southern Periphery*. London: Frank Cass.

Seminar: the EU's Southern periphery and European integration

What lessons can be drawn from the experience of Greece or Spain in the process of integration?

Essential reading

Papadimitriou, D. and S. Zartaloudis. 2020. "Greece: A Critical Test Case of Europeanization".

In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P. or Fernández Pasarín, A. M. and F. Morata. 2020. "Spain:

Pragmatic Europeanism or the End of Unconditional Support for European Integration?" In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.

In-class activity: saving Greece? Reading Paul Blustein. Blustein, Paul. 2015. *Laid low: the IMF, the Euro Zone and the First Rescue of Greece*. Waterloo, Canada: Centre for International Governance Innovation. One alternative is Matsaganis, Manos. 2014. "The catastrophic Greek crisis." *Current History*, 113: 110-116, another one is Katsanidou, Alexia, and Zoe Lefkofridi. 2020. "A Decade of Crisis in the European Union: Lessons from Greece." *Journal of Common Market Studies* n/a (n/a). doi: 10.1111/jcms.13070 . Those interested in this topic will also benefit from reading this: Oltermann, Philip. 2015. "Jürgen Habermas's verdict on the EU/Greece debt deal – full transcript." *The Guardian*, 16 July.

This session is not compulsory and will not count towards this module's teaching hours but is meant to convey to you important research skills such as showing you how to conduct a search in the library's electronic resources to find academic and other publications that you can then use for your essays, dissertation etc. You will also be taught how you can construct a complete paper trail tracing the making of an EU directive, from the day the European Commission makes its formal legislative proposal, all the way to the enactment and then the transposition of that directive into national law.

Lecture: Scandinavian countries and European integration

In what way do these countries' ways of engaging with European integration differ from each other? Why?

Background reading

Miles, Lee and Anders Wivel. 2015. *Denmark and the European Union*. Abingdon: Routledge.
Eriksen, Erik O., and John Erik Fossum, eds. 2015. *The European Union's Non-Members: Independence under Hegemony?*. Abingdon: Routledge.
Norwegian EEA Review Committee. 2012. Outside and Inside: Norway's agreements with the European Union. Official Norwegian Reports NOU 2012: 2. Report by the EEA Review Committee, appointed on 7 January 2010. Oslo: Norwegian Ministry of Foreign Affairs.
Stegmann McCallion, Malin, and Alex Brianson, eds. 2018. *Nordic States and European Integration: Awkward Partners in the North?* Cham: Springer/Palgrave.

Seminar: Sweden's lost exceptionalism

What does the shedding of exceptionalism entail and how did it come about?

Essential reading

Michalski, Anna. 2020. "Sweden: Shedding Exceptionalism in the Face of Europeanization". In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.

Further reading

Jacobsson, Bengt and Göran Sundström. 2015. "The Europeanization of the Swedish State". In *Oxford Handbook of Swedish Politics*, edited by Jon Pierre. Oxford: Oxford U.P.

In-class activity: the Danish *Folketing* as a model. Reading Buskjær Christensen, Mette. 2015. "The Danish Folketing and EU Affairs: Is the Danish Model of Parliamentary Scrutiny Still Best Practice?" In *The Palgrave Handbook of National Parliaments and the European Union*, edited by Cl. Heffler, *et al.* Basingstoke: Palgrave.

Lecture: Enlargement – from technicality to controversy, pause and reform

Why has enlargement become more controversial over time? What is at stake? What is 'enlargement fatigue'? How does enlargement conditionality work? How can the corresponding problems be addressed?

Background reading

- Bagehot. 2010. "David Cameron's disingenuous defence of Turkey." Bagehot's notebook blog. *The Economist*, [27 July](#).
- Cecchini, Paolo, Erik Jones, and Jochen Lorentzen. 2001. "Europe and the concept of enlargement." *Survival* 43 (1):155-65.
- Charlemagne. 2010. "If only it were that easy." *The Economist*, 17 June.
- Gateva, Eli. 2015. *European Union Enlargement Conditionality*. Basingstoke: Palgrave.
- Grabbe, Heather. 2006. *The EU's Transformative Power: Europeanization Through Conditionality in Central and Eastern Europe*. Basingstoke: Palgrave.
- Haughton, Tim. 2007. "When does the EU make a difference? Conditionality and the accession process in Central and Eastern Europe." *Political Studies Review* 5 (2):233 – 246.
- Menon, Anand. 2001. "Bigger not better." *Guardian*, 30 July 2001.
- Moravcsik, Andrew, and Milada Anna Vachudova. 2003. "National interests, state power, and EU enlargement." *East European Politics and Societies* 17 (1):42-57.
- Schimmelfennig, Frank, and Ulrich Sedelmeier. 2002. "Theorizing EU enlargement: research focus, hypotheses, and the state of research." *Journal of European Public Policy* 9 (4):500-528.

Seminar: enlargement – motives, process and outcomes

The EU's enlargement has become much more controversial since 2004. How can this be explained and in what ways does the 2019 reform address the issues at hand?

Essential reading

- Macron, Emmanuel. 2019. Transcript. Emmanuel Macron in his own words (English). The French president's interview with *The Economist*. 7 November. London.
- République Française. n.d. (2019). Non-papier. Réforme du processus d'adhésion à l'Union européenne. November 2019. Your tutor will provide an English translation of this unpublished but important document.

Further reading

- Bulmer, Simon, Owen Parker, Ian Bache, Stephen George and Charlotte Burns. 2020. *Politics in the European Union*. 5th edn. Oxford: Oxford U.P. Chapter 26.
- Sedelmeier, Ulrich. 2014. "Enlargement: Constituent Policy and Tool for External Governance". In *Policy-Making in the European Union*, edited by H. Wallace, M. Pollack and A. R. Young. 7th edn. Oxford: Oxford U.P.

In-class activity: the 2019/20 reform of the EU enlargement process.

Lecture: Central & Eastern European states and European integration

How have these countries coped with the exigencies of membership of the EU? What does the evidence tell us about 'Europeanisation'?

Background reading

Marek, Dan and Michael Baun. 2016. *The Czech Republic and the European Union*. Abingdon: Routledge.

Góra, Magdalena and Zdzislaw Mach. 2010. "The Polish debate on Europe". In *European Stories: Intellectual Debates on Europe in National Contexts*, edited by J. Lacroix and K. Nicolaidis. Oxford: Oxford U.P.

Jacobsson, Bengt. 2011. *The European Union and the Baltic States: Changing Forms of Governance*. London: Routledge.

Papadimitriou, Dimitris and David Phinnemore. 2011. *Romania and the European Union: From Marginalisation to Membership?* London: Routledge.

(I) Hughes, James, Gwendolyn Sasse, and Claire Gordon. 2005. *Europeanization and Regionalization in the EU's Enlargement to Central and Eastern Europe: The Myth of Conditionality*. Basingstoke: Palgrave.

Karlas, Jan. 2011. "Parliamentary control of EU affairs in Central and Eastern Europe: explaining the variation." *Journal of European Public Policy* 18 (2):258-273.

Meyer-Sahling, Jan-Hinrik, and Christian Van Stolk. 2015. "A case of partial convergence: the Europeanization of central government in Central and Eastern Europe." *Public Administration* 93 (1):230-247.

Schimmelfennig, Frank, and Ulrich Sedelmeier. 2005a. "Conclusions: the impact of the EU on the accession countries." In *The Europeanization of Central and Eastern Europe*, edited by Frank Schimmelfennig and Ulrich Sedelmeier, 210-228. Ithaca, N.Y.: Cornell U.P.

(I) Schimmelfennig, Frank, and Ulrich Sedelmeier, eds. 2005b. *The Europeanization of Central and Eastern Europe*. Ithaca, NY: Cornell U.P.

(E) Schimmelfennig, Frank, and Ulrich Sedelmeier. 2005c. "Introduction: conceptualizing the Europeanization of Central and Eastern Europe." In *The Europeanization of Central and Eastern Europe*, edited by Frank Schimmelfennig and Ulrich Sedelmeier, 1-28. Ithaca, N.Y.: Cornell U.P.

Schimmelfennig, Frank, and Ulrich Sedelmeier. 2019. "The Europeanization of Eastern Europe: the external incentives model revisited." *Journal of European Public Policy*. doi: 10.1080/13501763.2019.1617333

Sedelmeier, Ulrich. 2008. "After conditionality: Post-accession compliance with EU law in East Central Europe." *Journal of European Public Policy* 15 (6):806-825.

Asmus, Ronald D., and Alexandr Vondra. 2005. "The Origins of Atlanticism in Central and Eastern Europe." *Cambridge Review of International Affairs* 18 (2):203-216.

Seminar: Poland and Hungary

What do the cases of Poland and Hungary tell us about the concept of 'Europeanisation'?

Essential reading

Copsey, Nathaniel, and Karolina Pomarska. 2020. "Poland: Modern European or Awkward Partner?". In *The Member States of the European Union*, edited by S. Bulmer and Chr. Lequesne. 3rd edn. Oxford: Oxford U.P.

Politico Europe. 2020. "What should the EU do about Hungary?" [Politico Europe, 15 April](#).

Further reading

- Kelemen, R. Daniel. 2017. "Europe's Other Democratic Deficit: National Authoritarianism in Europe's Democratic Union." *Government and Opposition*:1-28. doi: 10.1017/gov.2016.41.
- Kelemen, R. Daniel. 2020. "The European Union's authoritarian equilibrium." *Journal of European Public Policy* 27 (3):481-499.
- Kovács, Kriszta, and Kim Lane Scheppele. 2018. "The fragility of an independent judiciary: Lessons from Hungary and Poland—and the European Union." *Communist and Post-Communist Studies* 51 (3):189-200.
- Rupnik, Jacques. 2012. "Hungary's Illiberal Turn: How Things Went Wrong." *Journal of Democracy* 23 (3):132-137.
- Coman, Ramona. 2020. "Democracy and the Rule of Law: How Can the EU Uphold its Common Values?". In *Governance and Politics in the Post-Crisis European Union*, edited by R. Coman, S. Crespy and V. A. Schmidt. Cambridge: Cambridge U.P.

In-class activity: How does an illiberal democracy manage to exist inside the EU? Reading Dan Kelemen.

Assessment

The final mark for the module is the weighted average of the essay (which constitutes 25% of the final mark), the exam (which constitutes 65% of the final mark) and the seminar mark (which constitutes 10% of the final mark).

The required word length for the essay is 2,500 words (+/- 10%), including bibliography. Please do not go beyond the maximum word limit; essays that breach this limit by more than 10% might have marks deducted or might not be marked at all.

Please note that the essay accounts for 25% of the final module mark, so you have a strong incentive to work as hard as you can on this coursework and to submit it on time.

The due date for submitting the essay for this module is 12 pm (midday) on 14 December 2020. Students will receive their essay marks and accompanying feedback by 11 January 2021.

The latest date for submitting essays for other modules are indicated in the table below. Please note that some students may find themselves facing the same deadline for assignments on two or more modules. You are encouraged to pay careful attention to this issue when managing your time so as to avoid working on multiple assignments at the last minute.

Please note that some students may find themselves facing the same deadline for assignments on two or more modules. You are encouraged to pay careful attention to this issue when managing your time so as to avoid working on multiple assignments at the last minute. The latest date for submitting essays for other modules are indicated in the table below.

Level 5 and 6 modules and coursework due dates

Due Date	14 Dec. 2020	1 February 2021	15 March 2021	21 June 2021
	War and Modern Society	British and Comparative Foreign Policy Analysis	Contemporary British Politics	Social and Political Theory (Essay 2)
	Comparative European Politics	Challenges in Contemporary Politics	Introduction to International Political Economy	The United States in International Politics
		Food, Politics and Society	Social and Political Theory (Essay 1)	
Level 5/6 Module		Transformations in Modern Politics	The EU Polity	
		International Migration and Transnationalism		

Parliamentary Studies has two major pieces of assessment due in the Spring Term. See the module handbook for details. *Gender, Race and Class in Global Political Economy* has three learning journals due during term time and one major essay due at the end of term 2. See the module handbook for details.

Coursework Submission

Students are required to submit their coursework electronically via Moodle on (or before) the essay submission date.

The deadline time for all coursework is 12 p.m. (midday).

Please keep an electronic and hard backup of the essay for safekeeping.

The Department endeavours to maintain anonymity for marking. Students are asked to complete a coursework cover sheet using their student number but not their name. This form should be cut and pasted onto the first page of their essay document. **This file should also be saved using the student number rather than the student name (e.g. 12106999.doc). This is very important. We cannot identify your submission if you do not do this.**

A coursework cover sheet is available on [Moodle](#).

Students are advised to use the Harvard system of referencing (and do so consistently) but other established systems are acceptable (e.g. Chicago; MLA, APA, etc.) provided they are correctly and consistently employed. For guidance on how to reference books, journal articles, and other material, see [online](#).

Coursework Feedback and Results

When you submit coursework during the year you can usually expect to receive a mark and feedback on Moodle within four working weeks (please note that work submitted *after* coursework deadlines may take significantly longer to mark, depending on the time of year).

The purpose of all feedback is to help you hone your academic skills and improve your work. Feedback on assessment consists of a mark and information on how you did and suggestions for development that you can reflect on and implement in your next piece of work.

Remember to read the marker's feedback comments carefully – don't just look at the mark!

If you have failed a piece of coursework you will be expected to resubmit – please see your programme handbook for information on resubmission and retakes.

All marks are provisional until they are approved by the Politics Exam Board, which meets in July of each year. Overall module marks (including exam marks) and dissertation results are released after this July meeting of the Politics Exam Board and will be made available to you via your [My Birkbeck Profile](#) (these marks will not appear on Moodle), usually in late July/early August.

Late Submission and Mitigating Circumstances

College policy dictates how the Department treats work that is due for assessment but submitted after the submission deadline.

Any piece of assessment that is submitted late and for which no application for consideration of mitigating circumstances (see below) has been accepted will be awarded a mark of no more than the pass mark of 50%. As a courtesy, you should tell your module seminar leader and your administrator if you are going to submit an essay late. However, staff cannot give extensions.

Where an assessment has not been submitted or attended and no application for consideration of mitigating circumstances has been accepted a mark of zero will be awarded.

If your essay or essays are submitted late because of illness or other mitigating factors, you are advised to submit a claim for mitigating circumstances to be considered.

The mitigating circumstances form and procedure is available [online](#) (please read the policy and guidance carefully). If your evidence is regarded as compelling, penalty marks will be revoked, and the 'merited' mark substituted.

It is very important that you submit your mitigating circumstances claim within **two weeks** of the assessment deadline for the element of assessment to which the claim relates. **We are unable to consider any claims that are not accompanied by independent documentary evidence** – for details on what is appropriate here please see pages 4-5 of the mitigating circumstances [policy](#).

Update posted on 24 September 2020:

- **There is a two-week cut-off for late submissions;**
- **And a 10% deduction for any assignment submitted up to seven days late, after which it will be capped as usual;**
- **If submitted later than two weeks the assignment will not be considered for marking**

Exams

The take-home exam requires students to answer three questions from a list of ten. **The questions will be released on Moodle at midday on Friday 8 January 2021 and answers should be uploaded by midday on Monday 11 January 2021. There is a word limit of 1,000 words per question.** As this is an open book assessment, you are allowed to consult notes, texts, journal articles, books etc. However, answers should be written as they would be in a closed exam, referring to authors' names where appropriate but avoiding direct quotations from the academic literature. A list of references does not need to be provided, except if direct quotes are used. References count towards the word limit. Answers will be checked for assessment offences, including plagiarism, in the usual way. Students must avoid using directly material already used in essays, and must neither plagiarise nor 'self-plagiarise', i.e. use - verbatim - material previously submitted for summative assessment.

More guidance on the conduct of take-home exams is available under the Assessment tile of the Moodle base for this module. Past exams are available [online](#).

Students who fail or do not take the exam in a module may be allowed a re-sit in August based on a different set of questions. Re-sit marks are capped at the passing grade unless the student has an accepted mitigating circumstances claim.

Seminar mark

This will be allocated on the basis of attending an in-class test that will cover the material examined up until that point. This module's test will take place (in class) right at the end of the workshop week. Attendance is compulsory.

Essay Questions

1. Why has it been argued that national parliaments have responded to the exigencies of EU membership in an 'incremental' and 'path-dependent manner' (Dimitrakopoulos 2001)? Answer with reference to one EU member state of your choosing.
2. What does the 'Europeanisation' of national parties entail? Answer with reference to at least one country's parties of your choice.
3. Discuss with reference to the country of your choice, the idea that membership of the EU entails the end of its exceptionalism.
4. Compare the impact of EU membership on the executive institutions of two countries of your choice.
5. Is it true that as much as 80 per cent of national legislation originates 'from the EU' in its member states?

Reading Week and Workshop Week

Reading Week

Reading Week is held in both the autumn and spring terms. Lectures and seminars do not run during the Reading Week, the purpose of which is to give you an opportunity to revise the material covered in the first half of the term and to prepare for the second half. This is also an excellent opportunity for you to make a start on essays and other coursework.

Workshop Week

In Workshop Week, which is held in both the autumn and spring terms in Week 7, lectures and seminars for specific modules are replaced by general study skills sessions as well as other events, some of which may be course-specific. These sessions cover topics such as essay writing, exam preparation and how to go about researching and writing your dissertation. Other events include outside speakers from the world of research and/or politics. The Departmental Office will provide you with details in due course. **Workshop Week is a fundamental part of your degree and attending the corresponding sessions (including and, in particular, the special events organised under the auspices of the Jean Monnet Chair in Parliamentary Democracy and European Integration) is compulsory.**

Learning Resources, Academic Support and Student Feedback

Attendance Policy

Attendance is compulsory on all modules. Effective teaching and learning in seminars and lectures depends on all students attending. If you miss two or more classes in any module you may be advised to meet with your personal tutor, who will help you to address any academic problems that have arisen. Students attending fewer than three quarters of their classes on all modules will not normally be permitted to register for the written examination(s) and thus will not be able to complete the degree.

Special circumstances are always taken into consideration. If you have difficulties that prevent you from attending, it is very important that you contact the module leader and your personal tutor. The Department is fully committed to enabling our students to complete their degrees.

If you are unable to attend a class, you should contact the seminar tutor concerned to explain the circumstances and ask for any supplementary module materials you have missed — but bear in mind that such aids are no substitute for actual attendance, and that course material will not always be available, depending on the nature of the class. It is also important to find out whether you have missed any instructions or tasks for the following class.

In addition to regular class attendance, all students (both part-time and full-time) are expected to spend a number of hours per module every week in self-study, reading, seminar preparation and – at certain times of the year – completion of assignments. This means that you will need to be fully committed to your studies before starting the course, and should carefully consider whether or not you are embarking on the best mode of study in the circumstances. Birkbeck has a long history of supporting working students successfully to undertake and complete challenging degree-level study. It is important that students embarking on our programmes (especially full-time) have space enough in their week to attend class, prepare for seminars, and research and write assignments. Any student who is struggling with their study, work and life balance should always contact their personal tutor to discuss the situation so that strategies can be put in place to enable them to complete their degree. It is possible to take a break in studies and you should talk to your personal tutor about this if you are finding it difficult to attend or to do the necessary preparation and coursework.

[Birkbeck Attendance Framework](#)

During the 2020-21 academic year, depending on College measures in place as a result of COVID-19, the attendance requirement may apply only to live interactive seminars (if, for example, some lectures are pre-recorded and made available for online access).

Availability of Lecturers and Seminar Leaders

Lecturers and seminar leaders are available to answer student queries about their work or to assist where students are experiencing difficulties relating to the subject matter covered during the module. They will let you know the best way of contacting them and when they are available to see you.

Personal Tutors

As part of our programme of student support all students are assigned to a personal tutor. In postgraduate programmes, the personal tutor is normally the programme director. You can find out who your personal tutor is on [your MyBirkbeck profile](#) (click on 'Academic Support').

Your tutor is available by appointment, and can offer advice and referrals for issues affecting student progress and wellbeing.

Learning Support

Studying at Birkbeck is undoubtedly challenging. The College's Learning Development Service will help you consider how you can achieve your goals, find out what studying at Birkbeck is like and improve your study skills through a range of online tutorials and events. For more details, please visit the [relevant page](#).

Birkbeck offers a range of academic development workshops for students. Some courses are initially only available to first year undergraduates, but other students can join a standby list. All workshops are free of charge unless stated otherwise. [Topics](#) covered include:

- Moodle
- Reading skills
- Note-taking
- Time Management
- Essay writing
- Academic English

Visit our [Learning Skills module on Moodle](#) for resources that will help you build academic skills and increase academic performance.

You should also check out the College guidance about learning [online](#).

Problems Affecting Your Studies

If difficulties arise at work or with family, money, health or anything else that may affect your study, please let someone in the Department know, and we will do our best to help. You are welcome to approach the director of your module, or the director of your programme.

If you wish to speak to a member of staff who is not teaching you, you might contact the Student Experience Officer, Dr Lisa [Tilley](#) or the Head of the Department of Politics, Dr Samantha [Ashenden](#).

Alternatively, you can contact the Students' Union [advice service](#), or any of the College services listed on [My Birkbeck](#).

Birkbeck Library

Although lectures and seminars are an essential element of the module, success in learning depends largely on the reading and research that is undertaken individually by students. Most items on the module reading lists are available via Moodle or in the Birkbeck Library, which is open seven days a week for most of the year. Essential items for modules can be found either in the Reading Room Collection of reference-only print books and photocopies, or will be made available electronically via Moodle.

Information about the Library's opening hours, layout and services, and access to the catalogue and electronic resources is available from the [web site](#).

As well as its physical holdings, the Library has a comprehensive range of electronic resources available from the eLibrary section of the [web site](#), including thousands of electronic journals, specialist research databases (which tell you what has been written on a topic or by a particular author) and exam papers.

For an overview of the Library's resources for Politics, see the corresponding [web page](#).

Other Libraries

In the course of your studies it is expected that you will use the research collections located near to Birkbeck. For further information, please see the relevant [page](#).

Student Feedback

The Department believes that student feedback is important to the quality of its provision. It invites you to make your views known or to raise issues through the following formal channels:

- **Class Representatives** are elected in the second/third week of the term. They represent the class in the Students' Union and at the Student-Staff Exchange Meetings (see below), and can also approach the programme director or the Head of Department to raise issues on behalf of the class or individual classmates.
- **Student-Staff Exchange Meetings** are scheduled each term. All students are welcome, and class representatives are expected to attend. These meetings are scheduled to precede Department meetings so that staff can consider their responses to the concerns raised and report back to students on action taken.
- A **Module Evaluation Questionnaire** is completed and submitted in the Spring term. Students are asked to comment on the module and the quality of teaching. Responses are collated and summarised in a module review, presented by the module director to the Department Teaching and Learning Committee, where they are discussed. The module director examines the issues raised and identifies the follow-up action to be taken. A summary is presented by the Student Liaison Officer at the next Student-Staff Exchange Meeting.
- **Personal Tutors** (undergraduate) and the **Student Liaison Officer** (postgraduate) will communicate any concerns you have to the relevant tutor, teacher or administrator. This is a good way of giving feedback to us privately.
- Students are also encouraged to convey any concerns or complaints they have informally to module and programme directors or, if necessary, the Head of Department.

Student Support and Wellbeing Services

Student support at Birkbeck encompasses a wide range of services, aimed at not only supporting students' learning experience but also their personal development.

Disability and Dyslexia Service

At Birkbeck we welcome students with disabilities and we are committed to helping you seize the opportunities that studying here presents. Regardless of your condition, our experienced, understanding and welcoming staff are here to support you during your studies. To make an appointment, please contact the Wellbeing Team from your My Birkbeck profile by clicking on 'Ask us' and selecting 'New Ask' or call us on 020 3907 0700. Alternatively, please visit our [website](#) for information about a Study Support Plan, Disabled Students' Allowance, free dyslexia screening and more.

Access at Birkbeck

Birkbeck's main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability and Dyslexia Service. For more information, please visit the [relevant web page](#).

Advice Service

Our trained advisors are on hand to provide information and advice about many aspects of your studies at Birkbeck including but not limited to: application and enrolment process, applying for government loans and financial support from the College, and payment options.

Where we cannot answer questions immediately, we will either get back to you with an answer or refer your query to a specialist team who can.

[Ask us a question](#), call us on 020 3907 0700 or come along to our drop-in sessions for help and support. Alternatively, please visit [our website](#) for further information.

Counselling Service

We offer a free, non-judgmental and confidential counselling service to support you with emotional or psychological difficulties during your time at university. To make an appointment for an initial consultation, please email counselling-services@bbk.ac.uk with your name, student ID, gender and telephone number. Alternatively, please visit our [website](#) for information about the service including a comprehensive selection of [self-help resources](#) which may be useful in gaining a greater understanding of the personal challenges you are facing and the ways in which you can think about addressing them.

Mental Health Advisory Service

We provide specialist advice and support in a safe, non-judgemental environment. Like the Counselling Service, we are here to help you when you are going through emotional or psychological difficulties. The main difference between our services is that the emphasis of our work is on practical support, rather than therapeutic interventions, to enable you to progress through your studies. To make an appointment, please contact the Wellbeing Team from your MyBirkbeck profile by clicking on 'Ask us' and selecting 'New Ask' or call us on 020 3907 0700. For further information about the service, please visit our [website](#).

Careers and Employability Service

We provide comprehensive careers advice, events and information services both in person and online. The service is free and available to all Birkbeck students and recent graduates. To find out how we can help you to enhance your career development and employability [ask us a question](#) or visit the Students' Employability Space. Alternatively, please visit our [website](#) for further information.

Nursery Service

We understand that studying while caring for a child or children can be especially challenging. We offer an affordable, professional evening nursery service, based in our central campus, for children aged from two to six years. For further information and contact details, please visit [our website](#).

Accessing Resources Online: MyBirkbeck or Moodle?



[MyBirkbeck](#)

- ✓ Your applications and enrolments
- ✓ Your teaching timetable
- ✓ Your exam timetable
- ✓ Your modules and marks*
- ✓ Your attendance and ID card swipes
- ✓ Your payment information
- ✓ Your personal tutor details
- ✓ Your Study Support Plan, and information on the academic support we provide

**Please note that marks will only appear here once they have been officially published, usually in July.*

- ✓ Pay your fees
- ✓ Upload a photo and order your Birkbeck ID card
- ✓ Request a change to your study status
- ✓ Confirm your modules
- ✓ Submit an ASK query
- ✓ Maintain and update your contact details



[Moodle](#)

- ✓ Read your module information including handbooks, reading lists, weekly schedules and messages from tutors
- ✓ Access Library and IT skills information
- ✓ Participate in discussion groups
- ✓ Submit your coursework
- ✓ View feedback and provisional marks for your coursework*
- ✓ Enrol on study skills workshops
- ✓ Access Moodle support

**Please note that you will have to look on your MyBirkbeck profile to view exam marks and overall module marks. These are normally available in July each year.*

Appendix A: Assessment Criteria

Essays and exams are assessed using the following criteria (not in order of importance):

- **Answering the question:** the extent to which the work has dealt directly and clearly with the assigned task and provided a focused answer to the particular intellectual problem posed.
- **Structure:** the extent to which the work demonstrates coherent organization of the material and an overall argument that proceeds logically from introduction to conclusion.
- **Conceptual clarity:** the extent to which the work has understood key terms and concepts, defined ambiguous terms, and employed them correctly.
- **Analytic Content:** the extent to which the work provides a critical analysis of the problem that evaluates competing arguments and interpretations rather than a purely descriptive or narrative discussion.
- **Literature:** the extent to which the work demonstrates familiarity with, and command of, the relevant scholarly writings on the subject to which the work is addressed.
- **Evidence and Examples:** the extent to which the work deploys apposite examples and pieces of evidence to support its claims, thereby turning unsupported assertions into critical arguments.
- **Style and Presentation:** the extent to which the work makes effective and correct use of the English language and is written in a clear and scholarly style.

- 0-29: Totally inadequate work, which does not address the question and shows little or no knowledge of the subject, and fails to deal with any of the issues.
- 30-39: Inadequate work, which says something relevant to the question, but does not show much evidence of reading or an ability to develop a clear argument.
- 40-49: Poor work, which shows some knowledge of the literature and addresses the question, but lacks organisation.
- 50-59: Satisfactory work, which shows an awareness of the major issues, shows knowledge of the sources and of alternative approaches to the subject. Does not show a clear understanding of alternative arguments and makes uncritical use of sources.
- 60-69: Good work, which treats the issues in a critical and balanced way, and shows an awareness of context, sources and different explanations.
- 70-79: Excellent work, which displays exceptional knowledge of the literature and/or a substantial measure of originality.
- 80-100: Outstanding work in virtually all areas. Contains substantial evidence of original and independent thought.

Further information on assessment is available from the [Department of Politics](#) and the [College](#).

Appendix B: Birkbeck Plagiarism Guidelines

Written by Birkbeck Registry and adapted for TSMB by Nicholas Keep

What is plagiarism?

Plagiarism is the most common form of examination offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an examination offence.

This document, developed as guidelines to departments by Birkbeck Registry, is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the publication of borrowed thoughts as original, or in other words, passing off someone else's work as your own. In any form, plagiarism is unacceptable in the Department, as it interferes with the proper assessment of students' academic ability. Plagiarism has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (Lindey, 1952, p2). Therefore, using another person's ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

Borrowing others' words, ideas or data without acknowledgement. It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both 'hard-copy' material and electronic material, such as Internet documents. Examples include copying someone else's form of words, or paraphrasing another's argument, presenting someone else's data or line of thinking. This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

Example 1

Original source:

To work as part of a team, to be able and prepared to continue to learn throughout one's career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor's role today.

Greengross, Sally (1997), "What Patients want from their Doctors", *Choosing Tomorrow's Doctors*, ed. Allen I, Brown PJ, Hughes P, Policy Studies Institute, London.

Plagiarism:

The essential aspects of a doctor's role today are to work as part of a team, be able and prepared to continue to learn throughout one's career, and, most importantly, to take on board both care for the individual and the community.

Acceptable:

One social writer believes that the essential aspects of a doctor's role today are to work as part of a team, be able and prepared to continue to learn throughout one's career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).

Example 2

Original source:

The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. [...] Within their respective classes, universities and polytechnics were imagined to be essentially homogeneous. Their actual diversity was disguised. [...] The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher Education.

Scott, Peter (1995), *The Meanings of Mass Higher Education*, SRHE and Open University Press, Buckingham, p43.

Plagiarism:

Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we're heading.

Acceptable:

Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we're heading. (Scott, 1994)

In each revision, the inclusion of the author's name acknowledges whose ideas these originally were (not the student's) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without acknowledgement of whose idea this really is. In writing any work, therefore (whether for assessment or not) you should document everything that you borrow – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge. But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources.

Copying material verbatim

Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. Also, you might be infringing copyright (see below). For example if you wrote based on example 2

above 'The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. (Scott, 1995)' then this still could be regarded as plagiarism as you used his exact words. It is important to rephrase the ideas in your own words, to show that you understand them while still acknowledging the source.

Re-submission of work

Another form of plagiarism is submitting work you previously submitted before for another assignment. While this is obviously not the same as representing someone else's ideas as your own, it is a form of self-plagiarism and is another form of cheating. If you want to re-work a paper for an assignment, ask your lecturer whether this is acceptable, and acknowledge your re-working in a preface.

Collaboration and collusion

In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual's contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is not allowed.

Copyright infringement

Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may summarise, paraphrase and make brief quotations (as I have done from my sources), but more than this risks infringing copyright.

References

Modern Language Association (1998) Guide for Writers of Research Papers (4th edition), MLA, New York

Lindey, A. (1952) Plagiarism and Originality. Harper, New York.

Please see the [policy](#) on plagiarism and other assessment offences.

Appendix C: Policy on the Recording of Lectures and Other Teaching Sessions

Please note that the copyright in the lectures and other teaching sessions reside with the teacher responsible for the teaching session. Students may ask for permission to record any teaching session delivered as part of their programme of study. All such requests should be made *prior* to the recording to the teacher responsible for the teaching session, and the decision on whether to grant permission is at the discretion of the teacher. Special provisions apply to students with a disability who wish to record teaching sessions. Please see the [Disability Office](#) for further details.

If allowed by the tutor, recordings of teaching sessions may only be made for the personal and private use of the student making the recording. Students **may not**: (a) record teaching sessions on behalf of other students; (b) pass such recordings to any other person (except for the purposes of transcription, in which case they can be passed to one person only); and (c) publish such recordings in any form (this includes, but is not limited to, the internet and hard copy publication). Where students breach this policy, the College may regard this as a disciplinary offence. All such breaches will be dealt with in accordance with the College's Code of Student Discipline.