Course Descriptions and Academic Timetable

Parliamentary Studies (4.5 UC quarter units)

International Non-Governmental Organisations (4.5 UC quarter units)

187 Internship (12 UC quarter units)

UCEAP – Scottish Internship

Spring 2016

Dr Ashley Cole
Parliamentary Studies (4.5 UC quarter units)

Course Description
Parliamentary Studies provides an overview of the working practices of the UK and Scottish parliament. Students will compare the functions, powers and responsibility of both parliaments facilitating an understanding of devolved and centralised politics in the UK. Students will also examine other devolved parliaments in the UK and their powers with those of the Scottish government. Central to this course will be the examination of the result of the Scottish Independence Referendum and the implications of the No vote for Scotland and the UK; the upcoming UK parliamentary elections and the position of the Scottish National Party, the SNP, in Westminster; and the change in Scottish voting behaviour and political culture since the referendum.

Learning Outcomes
- Students gain a detailed and contextualised knowledge of the UK and Scottish parliaments, structures and procedures.
- Students learn how to analyse and critique scholarly debates and attitudes to the UK and Scottish parliamentary systems, constitution, devolution and debates regarding independence.
- Students learn how to articulate their knowledge and understanding of UK and Scottish parliamentary politics through seminar presentations, essays and critique of the literature prescribed.

Reading
All articles and texts are available on the Google drive

https://drive.google.com/folderview?id=0B0k-xonS6z7Ydi1SZ0FrUEVWNEU&usp=sharing

Topics
- Introduction
- UK Constitution
- UK Parliament
- The Act of Union
- Political Parties in Scotland and the UK
- Devolution
- Identity
- September 2014 Referendum - Independence or Better Together?
- The Smith Commission
- The 56 – The 2015 General Election

**Assessment – See Academic Calendar for all deadlines.**

**Participation - 15%**
- Student demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
- Student offers interpretations and analysis of case material (more than just facts) to class.
- Student contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
- Student demonstrates consistent ongoing involvement.
- Attendance - accounts for one third of the participation grade

**Essay – 20%**
- Essay plan counts for 5%, completed essay 15% = 20%
- Fully referenced with bibliography
- Plan of 200 words
- Essay 2,000 words
Essay topics are chosen by the student in consultation with their tutor.

Case study – Comparison between UK and Scottish Political Parties – 20%
  - 1,000 words
  - Student should choose one Political Party – Scottish and UK equivalent
  - Student should compare and contrast the parties for example structure, make-up, policies, approaches, websites, press coverage etc.
  - Fully referenced with bibliography

Presentation : Cultural and political identity – 25%
  - Student presents for 10 minutes
  - Student captures the attention of the audience
  - Student relates to the audience, establishes rapport and clearly outlines the presentation topic and thesis.
  - Student outlines and transitions through the main points of the presentation
  - Student presents clear and well supported arguments to support their thesis
  - Student addresses oppositional arguments in a firm and persuasive manner
  - Student uses eyes contact and speaks clearly
  - Student keeps within required time frame
  - Student satisfactorily addresses questions from the audience

Final Exam – 20%
  - Essay based examination
  - Student will answer 2 questions from a choice of 6
  - Student will have 2 hours to complete the examination paper
International Non-Governmental Organisations
(4.5 UC quarter units)

Course Description

International Non-Governmental Organisations explores the development of the third sector reviewing the types of, and institutional issues related to, International Non-Governmental Organisations (INGOs). This course will review the activities and role of INGOs as subcontractor, educators, technical assistance providers, humanitarian aid providers, and policy advocates. Furthermore this course considers the role of INGOs in civil society and how they shape, and are shaped by, world politics, state and economic forces.

Learning Outcomes

1. Student will be able to identify the theories, history and major actors that govern the modern operations of International Non-governmental Organisations (INGOs)
2. Student will be able to critically analyse and evaluate the activities and roles of INGOs in international affairs
3. Student will be able to evaluate the consequences of the political and moral choices if INGOs.

Reading

Books
Lang, Sabine, 'NGOs, Civil Society, and the Public Sphere' (2014)
Davies, Thomas, 'NGOs: A New History of Transnational Civil Society' (2014)

All articles and other sources will be available on the google drive

https://drive.google.com/folderview?id=0B0k-xonS6z7YY044X0RBUmIOWIUI&usp=sharing

Topics

- Introduction to INGO-ing
- Grass roots, blue skies and muddy waters
• The International in INGO
• Moral and ethical choices
• Questions of Accountability
• The INGO and the State
• INGOs in conflict environments
• INGOs and human rights
• Is there room for Development in Humanitarianism?

Assessment – See Academic Calendar for all deadlines.

Participation 15%
Essay 25%
Final Exam 20%
Presentation 20%
Group funding bid 20%

Participation – 15%
• Student demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
• Student offers interpretations and analysis of case material (more than just facts) to class.
• Student contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
• Student demonstrates consistent ongoing involvement.

Essay - 25%
• Essay plan counts for 5%, completed essay 20% = 25%
• Fully referenced with bibliography
• Plan of 200 words
• Essay 2,200 words
• Essay topics are chosen by the student in consultation with their tutor.
Final Exam – 20%

- Essay based examination
- Student will answer 2 questions from a choice of 6
- Student will have 2 hours to complete the examination paper

Presentation 25%

- Student will present on a topic of their choice using real-life case study of either a specific NGO, a specific crisis or issue or a specific mission.
- Student will present for 10 minutes
- Student captures the attention of the audience
- Student relates to the audience, establishes rapport and clearly outlines the presentation topic and thesis.
- Student outlines and transitions through the main points of the presentation
- Student presents clear and well supported arguments to support their thesis
- Student addresses oppositional arguments in a fair and persuasive manner
- Student uses eyes contact and speaks clearly
- Student keeps within required time frame
- Student satisfactorily addresses questions from the audience

Group funding bid 20%

- Student in his or her group is asked to present a funding proposal
- Funds are allocated by the ‘Council for Development, Society and Citizenship’
- Groups have 10 minutes to present to the Board of Directors
- Groups are applying for a project grand of 100,000 Euros
- The CDSC has the following rules and regulations groups must consider
  - Projects must be participatory rather than purely representative
  - Projects must involve community planning, co-ordination and produce tangible change or difference for the community involved
  - Projects span over 2 years
  - Projects must have an educational dimension
  - Projects must be affiliated to an NGO
• NGO mandate must be clear

Internship (12 UC quarter units)

Assessment – See Academic Calendar for all deadlines.

Internship Journal – 50%
MSP Mid-term evaluation – 20%
Final self-evaluation – 30%

Internship Journal - 50%
• 5 x 500 words plus intro and conclusion in total = 3,000 words
• In each journal the student identifies an achievement in the context of their internship and how this was realised.
• Student should also identify a goal to be achieved in the context of their internship and how they plan to achieve this.
• Student will collate their internship journals and submit them as a collection including a short introduction and conclusion reflecting upon their goals and achievements.

MSP Mid-term evaluation - 20%
• MSPs will be asked to complete a questionnaire regarding student performance as an intern
• The questionnaire will be completed during a meeting with the UCEAP SPI Tutor and the Edinburgh Study Centre Manager.
• MSPs, using a scale of 1-5 (where 1 = poor and 5 = excellent), will be asked to evaluate their intern
• Evaluation scores will be quantified to produce the grade awarded to the student
• Students will receive the evaluation in order to reflect upon it and also in order to use it for their final self-evaluation

Final Self Evaluation - 30%
• 1,500 words
• Student will reflect upon their internship
• Student will identify 3 key areas of learning and three key areas of improvement during their internship
• Student will highlight how they intend to build upon these key areas in the future

Assessment Penalties
• Student will incur a penalty if assessed work is submitted late or is not completed. 5% will be deducted per day for one week (7 days) thereafter the assignment will not receive a mark.
• If an extension is required on the grounds of medical or other emergency issues please do not hesitate to consult with your tutor.
• Students who are absent on two occasions or more, without medical exemption, will fail the course.

Grade descriptors

<table>
<thead>
<tr>
<th>UCEAP Scottish Internship Grade (this will be awarded by your tutor)</th>
<th>UC Grade Equivalent (this will show on your official UC academic record)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.5-20</td>
<td>A+</td>
<td>EXCELLENT – outstanding performance with only minor errors</td>
</tr>
<tr>
<td>16.5-18.4</td>
<td>A</td>
<td>VERY GOOD – above the average standard but with some errors</td>
</tr>
<tr>
<td>14.5-16.4</td>
<td>A-</td>
<td>As above but with some avoidable errors</td>
</tr>
<tr>
<td>13.5-14.4</td>
<td>B+</td>
<td>GOOD – generally sound work with a number of notable errors</td>
</tr>
<tr>
<td>11.5-13.4</td>
<td>B</td>
<td>As above but with some shortcomings</td>
</tr>
<tr>
<td>10.5-11.4</td>
<td>B-</td>
<td>SATISFACTORY – fair but with significant shortcomings</td>
</tr>
<tr>
<td>9.5-10.4</td>
<td>C+</td>
<td>SUFFICIENT – performance meets the minimum criteria</td>
</tr>
<tr>
<td>7.5-9.4</td>
<td>C</td>
<td>As above but just making minimum criteria</td>
</tr>
<tr>
<td>6.5-7.4</td>
<td>C-</td>
<td>Marginally meets minimum criteria</td>
</tr>
<tr>
<td>4.5-6.4</td>
<td>D</td>
<td>Barely meets the minimum criteria</td>
</tr>
<tr>
<td>1-4.4</td>
<td>F</td>
<td>FAIL with no right to re-assessment</td>
</tr>
</tbody>
</table>

Band A
Work will be distinguished in some or all of the following ways: originality of thought or interpretation; independence of judgement; wide-ranging reading, often beyond that recommended; intelligent use of primary sources; theoretical awareness and criticism; clarity and rigour of argument and structure, well directed at the title clarity and elegance of style; unusual and apt examples.

**Band B**
Work will be distinguished in some or all of the following ways: clarity and rigour of argument and structure, well directed at the title; thorough coverage of recommended reading; intelligent use of primary sources; theoretical awareness; well-chosen examples.

**Band C**
Work will have some of the following features: some evidence of knowledge and understanding, but limitations in clarity and rigour of argument and structure; restricted coverage of recommended reading; restricted use of primary sources; weaknesses of style; failure to address the title set.

**Band D**
Work will have some of the following features: very limited knowledge and understanding; confusion in argument or structure; insufficient reading; confused style; failure to address the title set

**Band F**
Work with very serious deficiencies that falls below expected standard, failing, for example, to address the literature with the seriousness required and with an inadequate grasp of the subject matter and of relevant theoretical or argumentative analysis.

**Essay Pointers**

**What is your tutor looking for?**

a. Overall Structure - Is there a coherent argument, line of reasoning which is followed through? - Does the report state what it will cover in the introduction and does this match what is actually covered in the report? - Are the sections of the paper (including the introduction, conclusion and bibliography) clearly marked?

b. Content - Is the content relevant? - Is the content reliable? - Is the report written in an appropriate style? - Does the report demonstrate thorough background research?

c. Presentation - Is the report presented in an appropriate format (typed, one and a half or double spaced)? - Is a cover sheet provided? - Are pictures, graphs etc. laid out clearly?

d. Reasoning and Argumentation - Do sections of the report follow clear lines of reasoning/argumentation? - Are arguments supported by relevant and reliable evidence? - Does the report show an appropriate degree of academic objectivity?

e. Referencing - Is all evidence appropriately referenced? - Is the form of referencing consistent throughout? - Is a bibliography provided?