

**University of Edinburgh
School of Social & Political Science
Politics and International Relations
2018-19**

Europe and International Migration

PLIT10068

Semester 2, 2019

Key Information

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Guest Lecturer & Tutor	Ms. Saskia Smellie (Saskia.Smellie@ed.ac.uk)
Course Secretary	Mr. Colin Arthur Email: colin.arthur@ed.ac.uk Undergraduate Teaching Office Tel: 0131 6513162
Lectures	11.10 - 12.00, Seminar Room 4, Chrystal MacMillan Building
Tutorials	1/1: Thursday, 9 - 9.50, 2.18, David Hume Tower (SS) Email: Saskia.Smellie@ed.ac.uk 1/2: Thursday, 10-10.50, Teaching Room 09, Old College (PO) Email: Pontus.Odmalm@ed.ac.uk 1/3: Thursday, 11.10 - 12.00, Teaching Room 05, Old College (SS) Email: Saskia.Smellie@ed.ac.uk
Assessment Deadlines	<ul style="list-style-type: none">• Article: 12 noon, Wednesday 13th February 2019• Essay: 12 noon, Wednesday 3rd April 2019 • Preparation: E-mailed to Course Organiser (by 5 pm, Monday 25th March 2019)• Presentation: will be assessed during the Policy Exercise Workshop (Tuesday, 26th March 2019)

Contents

Key Information.....	1
Aims and Objectives	Error! Bookmark not defined.
Learning Outcomes	3
Teaching Methods.....	3
Assessment.....	5
Communications and Feedback	11
Readings and Resource List.....	11
Lecture Summary.....	12
Course Lectures and Readings.....	13
Appendix 1 – General Information	29
Students with Disabilities	29
Learning Resources for Undergraduates.....	29
Discussing Sensitive Topics	30
Guide to Using LEARN for Online Tutorial Sign-Up. Error! Bookmark not defined.	
External Examiner	30
Appendix 2 - Course Work Submission and Penalties	31
Penalties that can be applied to your work and how to avoid them.....	31
ELMA: Submission and Return of Coursework	32
Extensions: New policy-applicable for years 1 -4	32
Exam Feedback and Viewing Exam Scripts:.....	Error! Bookmark not defined.
Plagiarism Guidance for Students: Avoiding Plagiarism	33
Data Protection Guidance for Students.....	33

Aims and Objectives

By the end of the course, students should be able to:

- a) Understand and explain evolving patterns, and changing types, of migration;
- b) Analyse and explain migration and integration policy responses in Western Europe;
- c) Explain national similarities and differences regarding policy and policy change over time.

Learning Outcomes

By the end of the course, students should have a clear understanding of how different European states have responded to challenges posed by increased levels of immigration. Students will learn about the causes and dynamics of migration and asylum flows to Western Europe since WWII, and understand responses with respect to entry controls, 'philosophies of integration', and how immigration and integration play out in different party systems.

Teaching Methods

The teaching format is 1 hour lecture/week for 9 weeks; 1 hour seminar/week for 8 weeks, and 1 x 1.5 hour workshop for 1 week. Detailed reading accompanies each week's topic (see below).

First lecture is on Tuesday of Week 1 at 11.10 - 12.00, Seminar Room 4, Chrystal MacMillan Building

Tutorials take place on Thursdays ---- ***Tutorials start in Week 2***

The below books are good companion pieces to the core readings -

- Bartram, D., Poros, M.V. and Monforte, P. (2014) *Key Concepts in Migration* (London: Sage)
- Boswell, C. and Geddes, A. (2011) *Migration and Mobility in the European Union* (Basingstoke: Palgrave Macmillan)
- Bernstein, A. and Myron W. (1999) *Migration and Refugee Policies: An Overview* (London and New York)
- Castles, S. and Davidson, A. (2000) *Citizenship and Migration* (London: Routledge)
- Hampshire, J. (2013) *The Politics of Immigration* (London: Polity)
- Steiner, N. (2009) *International Migration and Citizenship Today* (London: Routledge).

Assessment

Students will be assessed by:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Assessment weighting	Submission Date (<u>all course work is due at 12 noon on the date of submission</u>)	Return of Feedback date
Economist-style article	1,000 words	30%	13 th Feb. 2019	6 th Mar. 2019
Essay	2,500 words	60%	3 rd April. 2019	24 th April 2019
Preparation and Presentation during Policy Exercise Workshop		10%	Preparation: e-mailed to course organiser by 5 pm, 25 th March 2019. Presentation: 26 th March 2019 (deadline for presentation is not at noon. It will be assessed during the workshop held between 13.10 - 15.10, Seminar Room 4, CMB.)	Written feedback and grades will be sent within three working days

Note: All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find **here**.

The course is assessed by a combination of

- (1) one **1000 word** paper (30%) consisting of an Economist-style article and
- (2) one **2500 word** essay (60%) and
- (3) **preparation and presentation during the Policy Exercise Workshop** (10%).

1) **Economist-style article (30%)**

Your article should be **no longer than a 1000 words** in length (**including any bibliography and footnotes**).

Please make it reader friendly by using Times New Roman, font 12 and one-and-a-half line spacing.

Choose **one** of the following themes and **come up with your own title**:

1. **Borders**

2. **Citizens**

Further guidance and ‘real life’ examples available on **LEARN**.

Deadline for submitting the article is **13th Feb. 2019** and will be **returned on 6th March 2019**.

2) **Essay (60%)**

The essay should be **no longer than 2500 words** (**excluding bibliography BUT including any footnotes**).

Please note that the essay question is the title of the assignment and should be written verbatim on the cover sheet and at the start of the essay.

Please also note that the wording for the essay question **must not be altered or amended** in any way. Where the question has been changed a penalty of **5 marks** will automatically be applied.

Assignments 1 and 2 are distributed randomly amongst the teaching team to ensure maximum anonymity and returned with written feedback (see Appendix 1 for feedback forms used).

Essay questions (choose one) -

- 1) The higher the barrier for entry, the more likely migrants are to settle permanently. To what extent do you agree with this statement?

- 2) Are labour migrants in the 2000s of the same type as those in the 1950s and 60s?
- 3) Can citizenship 'tests' coexist with multicultural approaches to integration?
- 4) The rise of PRR-type parties is because the political mainstream has been 'too soft' on immigration and integration. How accurate is this explanation?
- 5) West European states should prioritize burden-sharing of asylum seekers over humanitarian concerns. Discuss.
- 6) Are economic factors more important than socio-cultural ones for explaining levels of political participation amongst migrants and ethnic minorities?
- 7) Is 'Fortress Europe' a valid label?

Deadline for submitting the essay is 3rd April 2019 and will be returned on 24th April 2019.

Please note: the late penalty takes effect immediately after 12 NOON on the day of the deadline.

3) Preparation and Presentation during the Policy Exercise Workshop (10%)

The purpose of this exercise is to prepare and evidence detailed arguments for the direction British immigration policies should take post-Brexit, and then present these during a debate.

Students are divided into their respective groups ca. week 5. The groups reflect (most) parties currently represented in Westminster. Each group internally selects who is part of the '**Background team**' and who act as the '**Party Spokespersons**'.

The **party spokespersons** have 5 minutes (per party) to present their case. They are then further quizzed on their arguments, evidence and proposals by the chairs of the debate and by the audience.

At the end of the debate, the audience votes on which party that put forward the most convincing, evidenced and realistic argument.

All students should familiarise themselves with up-to-date thinking in government and opposition circles regarding British immigration and integration policies.

There are **two debates (one per hour)**.

Students are divided into their respective groups around Week 5.

A group membership list is sent by e-mail.

Students then attend ‘their’ hour.

The assignment has two components -

1) Preparation – ‘Background team’

Each group selects members to **gather evidence and prepare the argument** pursued during the debate.

These members **jointly write a one-page summary (ca. 500 words)** outlining policy proposals, action points, contingency plans, etc.

Each group is collectively responsible for dividing up the division of labour when preparing and writing the one-page summary.

Please indicate on the one-page summary contribution made by each group member (not included in the word limit). E.g. Student A researched strategies to prevent terrorism; Student B provided data on employer demands, etc.

The marking criteria for the preparation component are –

a) ‘Nuts and Bolts’

- e.g. Which areas are prioritised? How will these goals be achieved? Who will implement them? Who is likely to support or oppose these goals? etc.

b) Feasibility

- e.g. Are the proposals realistic? What challenges are identified? What type of contingency plan/s is proposed? etc.

2) Presentation – ‘Party spokespersons for Immigration and Integration’

Each group then selects **two spokespersons** to present their respective party’s position and argument (ca. 5 minutes per group; based on the one-page summary above). The spokespersons should be prepared to defend their position/s during the Q&A.

The marking criteria for the presentation component are –

a) Presentational style and clarity

- e.g. are the presenters talking to or reading at the audience? Is the argument and the adopted standpoint(s) understandable? etc.

b) Handling of questions

- e.g. are the presenters able to respond persuasively? Are they succinct? Etc.

Please note: the ‘Party Spokespersons’ are **not** involved in drafting the one-page summary but base their presentation on what they are given by the ‘background team’. It is therefore important that the ‘Party Spokespersons’ are provided with clear and succinct information and that they liaise with the background team beforehand so they can put forward a cohesive position.

The one-page summary should be sent to the two spokespersons as soon as possible to ensure sufficient time for preparation.

The ‘Preparation’ component of Assignment 3 is e-mailed to the course organiser by 5 pm, 25th March 2019.

The ‘Presentation’ component of Assignment 3 is marked during the Policy Exercise on 26th March 2019.

Presenters are given verbal feedback towards the end of the exercise. Written feedback and grades are sent to all groups within three working days.

Final mark for the ‘Policy Exercise’ is calculated as follows: Preparation [grade] + Presentation [grade]/2 x 0.10.

E.g. Preparation (65%) + Presentation (70%)/2 = 68%, and then weighted at 10% = 6.8%.

Group A: Conservatives

Group B: Labour

Group C: Liberal Democrats

Group D: Scottish National Party

Group E: Democratic Unionist Party

Group F: UKIP

Some issues to consider: how to provide a credible alternative; how to deal with backlog of asylum claims; strategies to (further) bring down numbers; dealing with family reunification; how to meet employer demands for skilled and unskilled labour, etc.

Useful starting links –

[Conservatives](#)

[Labour](#)

[Scottish National Party](#)

[Lib Dems](#)

[Democratic Unionist Party](#)

[UKIP](#)

Communications and Feedback

You are strongly encouraged to use email for routine communication with lecturers. All students are provided with email addresses on the university system, if you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as Yahoo or Hotmail; it is therefore essential that you check your university email regularly, preferably each day.

Readings and Resource List

The weekly lectures, core readings and tutorials complement each other. Tutorials are structured around a variety of activities. These include, e.g., group discussions; simulations; tasks and exercises relevant to the weekly themes. As such, what students get out of the tutorials is what they put in and students are expected to attend, be prepared and to contribute.

All students should read the Essential and Discussion Readings for every lecture. These Readings are necessary to create a thorough understanding of the topic. Further readings listed for each topic are intended to allow students to explore and consolidate their knowledge of particular themes. We have given extensive references in order to help students explore the wider literature if they so wish: we would not expect any student to read all the references for all of these weeks. However, if you are intending to write an essay on a particular topic, you *must* demonstrate that you have read many, if not all, the different readings suggested for that topic.

Discussion Readings (plus much Essential Readings) can also be obtained electronically via LEARN or the links in the main library catalogue. If you have any difficulty getting hold of any of the readings, contact the course organisers.

Lecture Summary

Week	Date	Lecture
1	15 th Jan. 2019	Theorising Migration (Pontus Odmalm)
2	22 nd Jan. 2019	Labour Migration in Post-War Europe (and Today) (PO)
3	29 th Jan. 2019	Asylum and Refugees – History and State-level Responses (Saskia Smellie)
4	5 th Feb. 2019	The EU Dimension of Asylum and Immigration (PO)
5	12 th Feb. 2019	Citizenship and Philosophies of Integration (PO)
	18 - 22 nd Feb. 2019	FLEXIBLE LEARNING WEEK
6	26 th Feb. 2019	The Return of Assimilation? (PO)
7	5 th Mar. 2019	Patterns of Political Integration (PO)
8	12 th Mar. 2019	The Mainstream Politics of Immigration (PO)
9	19 th Mar. 2019	The Populist/Radical/Extreme Right Politics of Immigration (PO)
10	26 th Mar. 2019	Policy exercise: 'Immigration Policies Post-Brexit' (PO & SS)

Course Lectures and Readings

1. Theorising Migration (PO)

What is 'immigration'? A key issue has been to agree on what 'immigration' means, and what the appropriate methods are for measuring the movement of people. Conversely, how can the movement of individuals be explained? Traditionally, two *economic* theories have been put forward for this 'puzzle'; the (neo) classical and the Marxist perspectives. While the former suggests that migration is a simple equilibrating mechanism that benefits all concerned, the latter points to how migrants are seen as a 'reserve army of labour' available to (capitalist) employers in core regions to draw upon at will. Both views offer important insights into the migration process but also inhabit certain limitations when applied to different types of migrants.

Essential readings

DeWaard, J., Keuntau, K. and Raymer, J. (2012) 'Migration Systems in Europe: evidence from harmonized flow data', *Demography* 49(4): 1307-1333.

Favell, A. (2014) 'The fourth freedom; theories of migration and mobilities in 'neo-liberal' Europe', *European Journal of Social Theory* 17(3): 275-289.

Kupiszewski, M., Bijak, J. and Kicinger, A. (2013) 'The use of international migration theories in migration forecasting --- a practical approach' in Kupiszewski, M. (ed.) *International Migration and the Future of Populations and Labour Force Resources in Europe* (Springer: Dordrecht): 35-57

Further readings

Blotevogel, H.H. and King, R. (1996) 'European economic restructuring: demographic responses and feedbacks', *European Urban and Regional Studies*, 3(2): 133-159.

Fielding, A.J. (1993) 'Mass migration and economic restructuring' in King, R. (ed) *Mass Migration in Europe: the Legacy and the Future* (London: Belhaven): 7-18.

Kindleberger, C.P. (1967) *Europe's Postwar Growth: the Role of Labour Supply*. (New York: Oxford University Press).

King, R.L. (1990) 'The social and economic geography of labour migration: from guestworkers to immigrants' in Pinder, D.A. (ed) *Western Europe: Challenge and Change* (London: Belhaven): 156-172.

Krane, R.E. (ed.) (1979) *International Labor Migration in Europe* (New York: Praeger).

Massey, D.S, Arango, J, Hugo, G., Kouaouci, A., Pellegrino, A. and Taylor, E.J (1993) 'Theories of international migration: a review and appraisal', *Population and Development Review* 19(3): 431-466.

Molho, I. (1986) 'Theories of migration: a review', *Scottish Journal of Political Economy* 33(4): 396-419.

Power, J. (1979) *Migrant Workers in Western Europe* (Oxford: Pergamon).

Salt, J. and Clout, H. (eds) (1976) *Migration in Postwar Europe: Geographical Essays*. (London: Oxford University Press).

Salt, J. (2005) *Current Trends in International Migration in Europe*, (Strasbourg: Council of Europe) (Chs. 3-6).

2. Labour Migration in Post-War Europe (and today) (PO)

The migration of guest-workers was one of the major sources of newcomers in the post-war era, and often considered to be temporary rather than long-term or permanent. Although many did in fact in return, a large number decided to stay. This settlement has had a number of effects on the receiving societies, such as the formation of ethnic communities, ethnic entrepreneurship and diversity, but it has also given rise to various forms of societal exclusion prompting a variety of responses across Europe. In recent years, or pre-recession at least, many governments have also revisited the idea of bringing in a foreign labour force.

Essential readings

Danzer, A.M. and Dietz, B. (2014) 'Labour migration from Eastern Europe and the EU's quest for talents', *Journal of Common Market Studies* 52(2): 183-199.

Paul, R. (2013) 'Strategic contextualisation: free movement, labour migration policies and the governance of foreign workers in Europe', *Policy Studies* 34(2): 122-141.

Ruhs, M. Labor immigration policies in high-income countries: variations across political regimes and varieties of capitalism, *Journal of Legal Studies* 47(S1): S89-S127.

Vertovec, S. (2007) *Circular Migration: the Way Forward in Global Policy?* Working Paper 4 (Oxford: International Migration Institute).

Further readings

Böhning, W.R. (1984) *Studies in International Labour Migration* (London: Macmillan).

Castles, S., Booth, H. and Wallace, T. (1984) *Here for Good: Western Europe's New Ethnic Minorities* (London: Pluto Press).

Castles, S. and Miller, M. (2000), *The Age of Migration*, (Basingstoke: Palgrave), (Chapter 4).

Castles, S. (2006) 'Guestworkers in Europe: a resurrection?', *International Migration Review* 40(4): 741-766.

Cohen, R. (1978) *The New Helots: Migrants in the International Division of Labour*. (Aldershot: Avebury).

Fielding, A.J. (1993) 'Mass migration and economic restructuring', in King, R. (ed) *Mass Migration in Europe: the Legacy and the Future* (London: Belhaven): 7-18.

Flynn, D. (2005) 'New borders, new management: the dilemmas of modern immigration policies', *Ethnic and Racial Studies* 28(3): 463-490.

Journal of Ethnic and Migration Studies, 1998 (24:2) (special issue) on 'Migration and the informal economy of Europe'.

Kindleberger, C.P. (1967) *Europe's Postwar Growth: the Role of Labour Supply*. (New York: Oxford University Press).

King, R.L. (1990) 'The social and economic geography of labour migration: from guestworkers to immigrants' in Pinder, D.A. (ed) *Western Europe: Challenge and Change* (London: Belhaven): 156-172.

Krane, R.E. ed. (1979) *International Labor Migration in Europe* (New York: Praeger).

Ogden, P.E. and White, P.E. (eds.) (1989) *Migrants in Modern France* (London: Unwin Hyman).

Phizacklea, A. (ed.) (1983) *One Way Ticket: Migration and Female Labour* (London: Routledge and Kegan Paul).

Piore, M.J. (1979) *Birds of Passage: Migrant Labor and Industrial Societies* (New York: Cambridge University Press).

Power, J. (1979) *Migrant Workers in Western Europe* (Oxford: Pergamon).

Salt, J. and Clout, H. (eds.) (1976) *Migration in Postwar Europe: Geographical Essays*. (London: Oxford University Press).

Salt, J. (2005) *Current Trends in International Migration in Europe*, (Strasbourg: Council of Europe) (Chs. 3-6).

Spencer, S. ed. (1994) *Immigration as an Economic Asset: the German Experience* (London: IPPR/Trentham Books).

Werbner, P. (1999) 'What colour success? Distorting value in studies of ethnic entrepreneurship', *Sociological Review*, 47(3): 548-79.

3. Asylum and Refugees – History and State-level Responses (Saskia Smellie)

This week we focus on asylum seekers and refugees. The readings are selected to develop an understanding of the development of a 'right of asylum' in international law, and how this has been codified and implemented in national (state) policy. We will explore the definitions of 'refugee' and 'asylum seeker' and chart how the international framework for refugee protection has developed and changed. In particular, we examine how state policies towards people fleeing persecution have evolved in Western Europe since the late 1980s, with a latter focus on the ongoing migration and refugee crisis in Europe since 2015. Under increasing pressure of rising applications and a declining willingness to take on said applicants, state-level discourses on refugees have turned away from the refugee as a 'deserving' figure to increasingly focusing on the 'bogus' asylum seeker. Furthermore, despite the deteriorating human rights situation of refugees, the emphasis continues to be on the escalating costs of the asylum process.

Essential readings

Bloch, A. and L. Schuster (2005) 'At the extremes of exclusion: Deportation, detention and dispersal', *Ethnic and Racial Studies*, 28(3), pp. 491-512.

Saunders, N. (2014) 'Paradigm Shift or Business as Usual? An historical reappraisal of the "shift" to securitisation of refugee protection', *Refugee Survey Quarterly*, 33(3): 69–92.

Schuster, L. (2000) 'A comparative analysis of the asylum policy of seven European governments', *Journal of Refugee Studies* 13(1): 118-132.

Thielemann, E.R. (2003) 'Between Interests and Norms: Explaining Burden-Sharing in the European Union', *Journal of Refugee Studies* 16(3): 253 - 273.

Further readings

Boswell, C. and Geddes, A. (2011) *Migration and Mobility in the European Union*, chapter 7 (Basingtoke: Palgrave MacMillan).

Bloch, A. and L. Schuster (2002) 'Asylum and welfare: contemporary debates', *Critical Social Policy*, 22(3): 393-414.

Bowstead, J.C. (2015) 'Forced migration in the United Kingdom: women's journeys to escape domestic violence', *Transactions of the Institute of British Geographers*, 40: 307-320.

Gibney, M. (2004) *The Ethics and Politics of Asylum: Liberal Democracy and the Response to Refugees* (Cambridge: Cambridge University Press).

Goodwin-Gill, G (1995), *The Refugee in International Law* (Oxford: Clarendon Press)

Hatton, T. J. (2009) 'The rise and fall of asylum: what happened and why?', *The Economic Journal* 119(535): F183–F213.

Hatton, T.J. (2016), 'Refugees and Asylum Seekers: the Crisis in Europe and the Future of Policy', Centre for Economic Policy Research, Discussion Paper 11271. Available at: http://cepr.org/sites/default/files/news/CEPR_FreeDP_220516.pdf.

Loescher, G. (1993) *Beyond charity: international cooperation and the global refugee crisis* (New York: O.U.P).

Morris, L. (2002) 'Britain's asylum and immigration regime: the shifting contours of rights', *Journal of Ethnic and Migration Studies* 28(3): 409-425.

Mulvey, G. (2010) When Policy Creates Politics: the Problematizing of Immigration and the Consequences for Refugee Integration in the UK. *Journal of Refugee Studies* 23, 437-462.

Neumayer, E. (2005) 'Bogus Refugees? The determinants of asylum migration to Western Europe', *International Studies Quarterly*, 49: 389-409.

Nicholson, F. and Twomey, P. (1999) *Refugee Rights and Realities* (Cambridge: Cambridge University Press).

Schuster, L. (2005) A Sledgehammer to Crack a Nut: Deportation, Detention and Dispersal in Europe. *Social Policy and Administration* 39: 606-621.

Thielemann, E. (2003) *Does Policy Matter? On Governments' Attempts to Control Unwanted Migration*, IIS Discussion Paper No. 09.

Valenta, M. and BN. Bunar (2010) 'State Assisted Integration. Refugee Integration Policies in Scandinavian Welfare States: the Swedish and Norwegian Experience', *Journal of Refugee Studies*, 23(4): 463-483.

4. The EU Dimension of Immigration and Asylum (PO)

Immigration and asylum is one of the most rapidly growing, but also most controversial, areas of cooperation in the European Union (EU). EU cooperation on these issues first emerged in the 1980s as a corollary to the new right to free movement of workers, which was codified in the 1993 Maastricht Treaty. Since then, European countries have been adopting common policies and standards on diverse aspects of immigration and asylum, including combating irregular migration, rights of long-term residents, non-discrimination and the development of a common European asylum policy. There have also been gradual (though controversial) moves to develop common EU approaches to migrant integration, which, as we shall see next week, is an area that is increasingly devolved to the substate levels. What explains the willingness of EU member-states to cede competences in such a core area of national sovereignty up to the EU (and down to the substate regions)? Are we seeing the development of a multi-level governance of immigration and asylum in Europe? Or have the multiple crises of the EU in recent years – including the post-2008 financial crisis, the post-2015 refugee crisis and Brexit – put a halt to any future EU policy development in these areas?

Essential readings

Boswell, C. (2003) 'The "external dimension" of EU immigration and asylum policy', *International Affairs* 79(3): 619–638.

Carmel, E and Paul, R. (2010) 'The struggle for coherence in EU migration governance', *La Revista delle Politiche Sociali/Italian Journal of Social Policy* (1): 209-230.

Givens, T. and Luedtke, A. (2004) 'The politics of European Union immigration policy: institutions, salience and harmonization', *Policy Studies Journal* 32(1): 145-165.

Trauner, F. (2016) 'Asylum policy: the EU's "crises" and the looming policy regime failure', *Journal of European Integration*, 38(3): 311-325.

Further readings

Boswell, C. and Geddes, A. (2011) *Migration and Mobility in the European Union* (Basingstoke: Palgrave).

Desmond, A. (2016) 'The development of a common EU migration policy and the rights of irregular migrants: a progress narrative?', *Human Rights Law Review*, 16(2): 247-272.

Geddes, A. (2003) *The Politics of Migration and Immigration in Europe* (London. Sage) (Ch. 6 especially).

Geddes, A. (2003) 'Still beyond Fortress Europe? Patterns and pathways in EU migration policy', *Queen's Papers on Europeanisation*, No. 4/2003.

Guild, E. (2006) 'The Europeanisation of Europe's asylum policy', *International Journal of Refugee Law* 18(3-4): 630-651.

Guiraudon, V. (2002) 'European integration and migration policy: vertical policy-making as venue shopping', *Journal of Common Market Studies*, 38(2): 251-271.

Guiraudon, V. (2003) 'The constitution of a European immigration policy domain: a political sociology approach', *Journal of European Public Policy* 10(2): 263-282.

Hatton, T.J. (2015) 'Asylum Policy in the EU: the case for deeper integration', *CESifo Economic Studies*: ifv002.

Joly, D. (1996) *Haven or Hell?: asylum policies and refugees in Europe* (New York, NY: MacMillan Press).

Kaunert, C. and S. Léonard (2012) 'The European Union Asylum Policy after the Treaty of Lisbon and the Stockholm Programme: Towards Supranational Governance in a Common Area of Protection?' *Refugee Survey Quarterly* 31(4): 1-20.

Luedtke, A. (2011) 'Uncovering European Union immigration legislation: policy dynamics and outcomes', *International Migration* 49(2): 1-27.

Lavenex, S. (2006) 'Shifting up and out: the foreign policy of European immigration control', *West European Politics* (29)2: 329 – 350.

Thielemann, E. (2003) 'Between interests and norms: explaining burden-sharing in the European Union', *Journal of Refugee Studies* 16(3): 253 – 273.

Thouez, C. (2000) 'Towards a common European immigration and asylum policy? *New Issues in Refugee Research*, UNHCR Working Paper Series 27. Available from the UNHCR website.

Toshkov, D. and de Haan, L. (2013) 'The Europeanization of asylum policy: an assessment of the EU impact on asylum applications and recognitions rates, *Journal of European Public Policy* 20(5): 661-683.

5. Citizenship and Philosophies of Integration (PO)

An area where immigration has had a clear impact is within the realm of citizenship. The debates on assimilation and 'the death of multiculturalism' have in one way or the other been linked back to the revival of 'citizenship', and to the renewed interest in what it means to be a citizen. A key legal issue where this is always manifest is over questions of naturalisation. Should migrants become nationals by birth on the territory (*jus soli*), by blood lineage (*jus sanguinis*), by residence (*jus dimicili*), or through a combination of all three? A number of authors have generalised this top-down approach to speak of there being a variety of 'models', or 'philosophies of integration', in Europe. How far can these approaches be used to understand and/or explain comparative differences in policy on and treatment of migrants and ethnic minorities in Europe? What has been the impact of anti-immigration politics?

Recent debates (especially in the UK) suggest that citizenship is currently a very hot topic. It is often argued that there is a link between 'successful' integration and migrants sharing common values which is then said to manifest itself through the citizenry status. Why is this link made? And what can explain this renewed interest in citizenship as a concept and as a status?

Essential readings

Finotelli, C. and Michalowski, I. (2012) 'The heuristic potential of models of citizenship and immigrant integration reviewed', *Journal of Immigrant & Refugee Studies* 10(3): 231-240.

Goodman, S. (2015) 'Conceptualizing and measuring citizenship and integration policy: past lessons and new approaches', *Comparative Political Studies* 48(14): 1905-1941.

Heater, D. (1999) *What is Citizenship?* (Cambridge: Polity Press) (Ch. 3).

Odmalm, P. (2007) 'One size fits all? European citizenship, national citizenship policies and integration requirements', *Representation*, 43(1): 19-34.

Further readings

Alund, A and Shierup, C-U. (1991) *Paradoxes of Multiculturalism*. (Aldershot: Avebury).

Cesarini, D. and Fulbrook, M. (eds.) (2001), *Citizenship, Nationality and Migration in Europe*. (London: Routledge).

Dealanty, G. (1997) 'Models of citizenship: defining European identity and citizenship', *Citizenship Studies* 1(3): 285-303.

Favell, A. (1998) *Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain*. (London: MacMillan).

Grillo, R. (1998) *Pluralism and the Politics of Difference*. (Oxford: OUP).

Jacobs, D. (1998) 'Discourse, politics and policy: the Dutch parliamentary debate about voting rights for foreign residents', *International Migration Review* 32(2): 350-73.

Joppke, C. (1998) 'Immigration challenges the nation state' in Joppke, C (ed) *Challenge to the Nation State: Immigration in Western Europe and the United States*. (Oxford: OUP): 5-46.

Karatani, R. (2003) *Defining British Citizenship: Empire, Commonwealth and Modern Britain*. (London: Frank Cass) (Ch. 5).

Kymlicka, W. (1995) *Multicultural Citizenship*. (Oxford: OUP).

Kymlica, W. and Norman, W. (eds.) (2000) *Citizenship in Diverse Societies*. (Oxford: OUP).

Marshall, T.H. (1950) *Citizenship and Social Class*. (Cambridge University Press: London).

- Miller, D. (1995) *On Citizenship*. (Oxford: Oxford University Press).
- Miller, D. (2000) *Citizenship and National Identity*. (Cambridge: Polity Press).
- Oliver, D. and Heater, D. (1994) *The Foundations of Citizenship*. (Hemel Hempstead: Harvester Wheatsheaf).
- Oommen, T.K. (1997) *Citizenship, Nationality and Ethnicity: Reconciling Competing Identities*. (Oxford: Polity Press).
- Prior, D., Stewart, J. and Walsh, K. (1995) *Citizenship: Rights, Community and Participation*. (London: Pitman Publishing).
- Riesenberg, P. (1992) *Citizenship in the Western Tradition: Plato to Rousseau*. (Chapel Hill: University of North Carolina Press).

6. The Return of Assimilation? (PO)

From the 1960s, multiculturalism emerged as the dominant model across Western Europe for the integration of migrants and ethnic minorities, thereby replacing the older forms of ethnic and racial hierarchy based on assimilation. Integration according to multicultural aims was considered to be more in tune with liberal values, democratic citizenship and human rights. As such it was perceived to be the ‘right’ way to achieve a harmonious and cohesive society. Since the late 1990s, however, migration scholars have begun to notice a new trend characterised by its turn *away* from multicultural and pluralist perspectives. Recognition of diversity has been replaced with a model of ‘civic integration’ that stresses the importance of compulsory integration requirements and adopting the ‘shared values’ of the host society. Many scholars have thus described this development as a (re)turn to assimilation. Another development can be seen within multicultural policies themselves. Some critics have suggested that these have ‘failed’ and that they have led to increased levels of exclusion and societal fragmentation. Yet others have argued that the backlash against multiculturalism remains at the level of political (party) rhetoric; and that actual government policies continue to reflect multicultural principles, though these are often hidden or ‘layered’ underneath civic integration policies.

Essential readings

Baldi, G. and Wallace Goodman, S. (2015) ‘Migrants into members: social rights, civic requirements, and citizenship in Western Europe’, *West European Politics* 38(6): 112-1173.

Banting, K. and Kymlicka, W. (2013) 'Is there really a retreat from multiculturalism policies? New evidence from the multiculturalism policy index', *Comparative European Politics* 11(5): 577-598.

Brubaker, R. (2001) 'The Return of assimilation?', *Ethnic and Racial Studies* 24(4): 531-548.

Joppke, C. (2007) 'Beyond National Models: Civic Integration Policies for Immigrants in Western Europe', *West European Politics*, 30(1): 1-22.

Further readings

Alba, R. and Nee, V. (1997) 'Rethinking assimilation theory for a new era of immigration', *International Migration Review* 31(4): 826-874.

Goodman, S. (2010) 'Integration requirements for integration's sake? Identifying, categorising and comparing civic integration policies', *Journal of Ethnic and Migration Studies* 36(5): 753-772.

Joppke, C and Morawska, E. (eds.) (2003) *Toward Assimilation and Citizenship: Immigrants in Liberal Nation-States*. (Basingstoke: Palgrave MacMillan).

Joppke, C. (2004) 'The retreat of multiculturalism in the liberal state: theory and policy', *British Journal of Sociology*, 55(2): 237-257.

Gradstein, M. and Schiff, M. (2005) 'The political economy of social exclusion, with implications for immigration policy', *Journal of Population Economics* 19(2): 0933-1433.

Gans, H. (1997) 'Toward a reconciliation of 'assimilation' and 'pluralism': the interplay of acculturation and ethnic retention'. *International Migration Review*, 31(4): 875-93.

Hepburn, E. (2011) 'Citizens of the region: party conceptions of regional citizenship and immigrant integration', *European Journal of Political Research* 50(4); 504-529.

Geddes, A. and Favell, A. (1999) (eds.) *The Politics of Belonging: Migrants and Minorities in Contemporary Europe*. (Aldershot: Ashgate).

Heckmann, F. (1999) *Integration Policies in Europe: National differences or convergence?* EFMS Paper Nr: 33.

Rumbaut, R. (1997) 'Assimilation and its discontents: between rhetoric and reality', *International Migration Review* 31(4): 923-60.

Waters, M.C. and Jimenez, T.R. (2005) 'Assessing immigrant assimilation: new empirical and theoretical challenges', *Annual Review of Sociology* 31: 105-25.

7. Patterns of Political Integration (PO)

Issues of political participation, and the representation of migrants in the host societies, were for a long time not considered to be important topics. Migrants were simply expected to return, not to settle and participate in the host society. However, once settlement became a reality, many European countries were faced with the dilemma of how to make these migrants into full citizens, enjoying both rights and responsibilities. Political participation is furthermore the *active* aspect of citizenship and entails the ways in which individuals can take part in society. One distinguishing feature between citizens and non-citizens is e.g. the right to vote in national elections, and to occupy certain public office positions. In that sense, the state can exercise control over who has access to deciding on political matters by having a more inclusive or a more exclusive understanding of citizenship. However, there are a number of political acts that resident non-nationals can engage in and that are available *regardless* of their citizenship status. The increasingly looser connection between being a citizen and participation raises several questions relating to state, society and citizen relationships.

Essential readings

de Rooij, E.A. (2012) 'Patterns of immigrant political participation: explaining differences in types of political participation between immigrants and the majority population in Western Europe', *European Sociological Review* 28(4): 455-481.

Fennema, M. and Tillie, J. (1999) 'Political participation and political trust in Amsterdam: civic communities and ethnic networks', *Journal of Ethnic and Migration Studies*, 35(4): 703-726.

Just, A. and Anderson, C.J. (2012) 'Immigrants, citizenship and political action in Europe', *British Journal of Political Science* 42(3): 481-509.

Voicu, B. and Tufis, C.D. (2016) 'Migrating trust: contextual determinants of international migrants' confidence in political institutions', *European Political Science Review*, 9(3): 351-373.

Further readings

Bobo, L. and Gilliam, F.D. Jr. (1990) 'Sociopolitical participation, and black empowerment', *American Political Science Review* 84(2): 377-93.

Bousetta, H. (1997) 'Citizenship and political participation in France and the Netherlands', *New Community* 23(2): 215-231.

Bäck, H. and Soininen, M. (1993) 'Electoral participation among immigrants in Sweden: integration, culture and participation', *New Community* 20(1): 111-130.

Ireland, P. (1994) *The Policy Challenges of Ethnic Diversity: Immigrant Politics in France and Switzerland* (Cambridge, MA: Harvard University Press).

Joppke, C. and Lukes, S. (1999) (eds.) *Multicultural Questions* (Oxford: Oxford University Press).

Joppke, C. (2000) 'Mobilization of culture and the reform of citizenship law: Germany and the United States', in Koopmans, R. and Statham, P. (eds) *Challenging Immigration and Ethnic Relations Politics* (Oxford: Oxford University Press): 145-161.

Koopmans, R. and Statham, P. (2000) *Challenging Immigration and Ethnic Relations Politics* (Oxford: Oxford University Press).

Lien, P. (1994) 'Ethnicity and political participation: a comparison between Asian and Mexican Americans', *Political Behaviour* 16(2):237-264.

Rex, J. and Drury, B. (1994) *Ethnic Mobilisation in a Multi-cultural Europe* (Ashgate: Aldershot).

Statham, P. (1999) 'Political mobilisation by minorities in Britain: a negative feedback of race relations', *Journal of Ethnic and Migration Studies* 25(4): 597-626.

Solomos, J. (3rd edition, 2003) *Race and Racism in Britain*. Basingstoke: Palgrave MacMillan (Chs. 9 and 10).

8. The Mainstream Politics of Immigration (PO)

Immigration has developed into one of the key issues of contestation in contemporary European politics. Anti-immigrant parties have more or less successfully mobilised around it, some parts of the media are similarly obsessed with it, and many voters feel just as strongly. Yet the extent to which immigration plays a part in electoral

competition varies considerably, especially when it comes to the use made of the issue by parties generally considered as mainstream rather than as radical or extreme. But when, and why, does the immigration issue become an 'issue'? And what can explain the seemingly contradictory nature of immigration's high level of saliency and the increasing success of anti-immigrant parties yet the *low* levels of mainstream party interest?

Essential readings

Bale, T., Green-Pedersen, C., Krouwel, A., Luther, K-R and Sitter, N. (2010) 'If you can't beat them, join them? Explaining social democratic responses to the challenge from the populist radical right in Western Europe', *Political Studies* 58(3): 410-426.

Meguid, B. (2005) 'Competition between unequals: the role of mainstream party strategy in niche party success', *American Political Science Review* 90(3): 347-359.

Odmalm, P. and Super, B. (2014) 'Getting the balance right? Party competition on immigration and conflicting ideological 'pulls'', *Scandinavian Political Studies*, 37(3): 301-322.

Rooduijn, M. (2014) 'Vox populismus: a populist radical right attitude among the public?', *Nations and Nationalism* 20(1): 80-92.

Further readings

Boswell, C. (2006) 'Migration in Europe' in Marshall, B. (ed.) *The Politics of Migration: A Survey* (London: Routledge): 91-111.

Charteris-Black, J (2006) 'Britain as a container: immigration metaphors in the 2005 election campaign', *Discourse and Society* 17(5); 563-581.

Green-Pedersen, C. and Krogstrup, J. (2008) 'Immigration as a political issue in Denmark and Sweden', *European Journal of Political Research* 47(5): 610-634.

Hunger, U. (2001) 'Party Competition and inclusion of immigrants in Germany', *German Policy Studies* 1(3): 302-330.

Koopmans, R. and Statham, P. (2000) 'Migration and ethnic relations as a field of political contention: an opportunity structure approach' in Koopmans, R. and Statham, P. (eds.) *Challenging Immigration and Ethnic Relations Politics: Comparative European Perspectives* (Oxford: Oxford University Press): 13-56.

Odmalm, P. (2011) 'Political parties and 'the immigration issue': issue ownership in Swedish parliamentary elections 1991-2010', *West European Politics* 34(5): 1070-1091.

Pellikaan, H., de Lange, S. L., and van der Meer, T., (2007) 'Fortuyn's legacy: party system change in the Netherlands', *Comparative European Politics* 5(3): 282-302.

Thränhardt, D. (1995) 'The political uses of xenophobia in England, France and Germany', *Party Politics* 1(3): 323-345.

Van Spanje, J. (2010) 'Contagious parties: anti-immigration parties and their impact on other parties' immigration stances in contemporary Western Europe', *Party Politics* 16(5): 563-586.

9. The Populist/Radical/Extreme Right Politics of Immigration (PO)

The days when certain non-mainstream parties were identified by a mix of biological racism and ethnic understandings of belonging now seem a thing of the past. On-going attempts to *mainstream* their electoral appeal have not only impacted on coalition dynamics, on the 'health' of democracy, and on party – electorate linkages. They also have implications for how we conceptualise and understand parties typically classified as extreme, radical, or one-issue. This week we'll look at how this particular party family has developed over time and at some of the challenges involved in trying to place them on 'the right'.

Essential readings

Mudde, C. (2004) 'The populist zeitgeist', *Government and Opposition* 39(4): 541-563.

Odmalm, P. and Rydgren, J. (2018) 'Introduction: comparing and reconceptualising the (populist) radical right', *European Political Science*, First Online: 02 May 2018 : 1-6.

Rydgren, J. (2005) 'Is extreme right-wing populism contagious? Explaining the emergence of a new party family', *European Journal of Political Research* 44(3): 413-437.

Wagner, M. and Meyer, T.M. (2016) 'The radical right as niche parties? The ideological landscape of party systems in Western Europe, 1980 – 2014', *Political Studies* 65 (IS): 84-107.

Further readings

Adams, J., Clark, M., Ezrow, L. and Glasgow, G. (2006) 'Are niche parties fundamentally different from mainstream parties? The causes and the electoral consequences of Western European parties' policy shifts, 1976 – 1998', *American Journal of Political Science* 50(3): 513-529.

Betz, H-G (1994) *Radical right-wing populism in Western Europe* (New York: St. Martin's Press).

Dahlström, C. and Sundell, A (2012) 'A losing gamble. How mainstream parties facilitate anti-immigrant party success', *Electoral Studies* 31(2): 353 – 363.

De Lange, S (2007) 'A new winning formula? The programmatic appeal of the radical right', *Party Politics* 13(4): 411-435.

Halikiopoulou, D. and Vasilopoulou, S. (2010) 'Towards a 'civic' narrative: British national identity and the transformation of the British National Party', *The Political Quarterly* 81(4): 583 – 592.

Hayton, R. 2010. 'Towards the mainstream? UKIP and the 2009 elections to the European Parliament', *Politics* 30(1): 26-35.

Kitschelt, H. and McGann, A.J. (1995) *The Radical Right in Western Europe. A Comparative Analysis* (Ann Arbor, MI: University of Michigan Press.).

Norris, Pippa (1995) *Radical Right: Voters and Parties in the Electoral Market* (Cambridge: Cambridge University Press).

Rooduijn, M., Burgoon, B. (2017) 'The paradox of wellbeing: do unfavourable socioeconomic and sociocultural contexts deepen or dampen radical left and right voting among the less well-off?', *Comparative Political Studies*, first published online: July 26, 2017; DOI: <https://doi.org/10.1177/0010414017720707>.

Rooduijn, M., Burgoon, B., van Elsas, E.J. and van de Werfhost, H.G. (2017) 'Radical distinction: support for radical left and radical right parties in Europe', *European Union Politics*, DOI: 10.1177/1465116517718091 | First Published July 11, 2017.

10. Policy exercise: 'Immigration and Integration Policies Post-Brexit'.

Appendix 1 – General Information

Students with Disabilities

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

Discussing Sensitive Topics

The discipline of migration studies addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, <http://www.ed.ac.uk/schools-departments/student-counselling>

Honours Tutorial Sign- up

You will be automatically assigned to a Tutorial group by the beginning of week 1. This allocation is done using Student Allocator, a tool which will randomly assign you to a suitable tutorial group based on your timetable. The benefits of this system are that students will be able to instantly view their tutorial group on their personal timetable and timetable clashes will be more easily avoided.

Please check your timetable regularly in week 1 to see which group you have been assigned. Guidance on how to view your personal timetable can be found at <https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables>

Please note that there are limited spaces in tutorial groups and there will be little room for movement. If you are unable to attend the tutorial group you have been allocated for a valid reason, you can submit a change request by completing the online Group Change Request form. You can access the form via the Timetabling webpages [here](#)

External Examiner

The External Examiner for the PIR Honours programme is: Dr Jaremy McMullin of University of St. Andrews

Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**
If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.
- **Word Count Penalty**
Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

The penalty for excessive word length in coursework is a 5-mark penalty. These 5 marks will be deducted regardless of how many words over the limit the work is (whether it is by 1 words or by 500!). In exceptional circumstances, a marker may also decide that any text beyond the word limit will be excluded from the assignment and it will be marked only on the text up to the word limit. In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count. Again, check the course handbook for this information and if you are unsure, contact the Course Organiser to check.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

Extensions

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

Plagiarism Guidance for Students: Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and can be punished severely.

Copying part of one of your own assignments previously submitted for credit for the same or another course is **self-plagiarism**, which is also not allowed. This is an important consideration if you are retaking a course; an assignment submitted the previous year cannot be resubmitted the next, even for the same course.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'TurnItIn', our plagiarism detection software. TurnItIn compares every essay against a constantly-updated database, which highlights all plagiarised work. Students who are found to have included plagiarised (including self-plagiarised) material in their work will be reported to an Academic Misconduct Officer for further investigation, and grade penalties can be applied. In extreme cases, assignment grades can be reduced to zero.

For further details on plagiarism see the Academic Services' website:

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>

FEEDBACK FORM – ECONOMIST-STYLE ARTICLE

SPS Student Cover Sheet/ Feedback Sheet

*Indicated fields MUST be completed by student.

*Exam number	
*Course	
*Essay title	
*Word Count	
Marker's name	

NOTE: Marks are reviewed by another member of staff prior to being returned to students

This section is for office use.

Initial Mark	
Penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
Critical/conceptual analysis					
Strength/cohesion of argument					
Clarity of expression and presentation					

Major advice to student

Main strength(s)	
Main weakness(es)	
This and future Economist-style articles could be improved by...	

Specific advice/comments: please see comment boxes and track-changes in article.

FEEDBACK FORM - ESSAY

SPS Student Cover Sheet/ Feedback Sheet

*Indicated fields MUST be completed by student.

*Exam number	
*Course	
*Essay title	
*Word Count	
Marker's name	

NOTE: Essay marks are reviewed by another member of staff prior to being returned to students

This section is for office use.

Initial Mark	
Penalties	
Adjusted Mark	

Overview

Aspect of performance	+		Avg		-
Thinking skills (criticism, analysis, interpretation, logic, argumentation, evaluation, anticipating counter-arguments, etc.)					
Comprehension (accuracy in facts, attention to detail; representation of author's views, breadth of reading, grasp of major issues, etc.)					
Writing skills (structure; organisation, clarity, precision, grammar/spelling, referencing, readability, etc.)					

Major advice to student

Main strength(s) of the essay	
Main weakness(es) of the essay	
This and future essays could be improved by...	

--	--

Specific advice/comments: please see comment boxes and track-changes in essay
FEEDBACK FORM - BACKGROUND PREPERATION AT POLICY EXERCISE

	1	2.1	2.2	3	Fail
'Nuts and Bolts'?					
Feasibility?					

Names:

Further comments:

FEEDBACK FORM - PRESENTATION AT POLICY EXERCISE

	1	2.1	2.2	3	Fail
Presentational style and clarity?					
Handling of questions?					

Names:

Further comments: