



**UNIVERSITY OF  
CAMBRIDGE**

Institute of Continuing Education

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# **Undergraduate Certificate in Politics**

**2021**

**Course code: 2021CCR877**

**COURSE GUIDE**

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Welcome to the **Undergraduate Certificate in Politics**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one calendar year. For further information about academic credit please see our website: [www.ice.cam.ac.uk/info/academic-credits-cats-points](http://www.ice.cam.ac.uk/info/academic-credits-cats-points)

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course guide.

The programme will be taught remotely, through pre-recorded lectures which students can access at times convenient to them in addition to scheduled live sessions where the tutor and students will gather for discussion. While attendance at the live sessions is encouraged, all sessions will be recorded and will be accessible via the Virtual Learning Environment (VLE). Discussion forums and suggestions for additional reading and resources will also be found on the VLE. There will be an opportunity for one-to-one tutorials with the Course Director, Dr Carina O'Reilly, to discuss feedback on written work.

The programme aims to:

1. Introduce students to key concepts and theories, as well as methods of analysis, within politics as a discipline
2. Promote knowledge and understanding of politics, including political theory, domestic politics and comparative politics
3. Enable students to identify and explore continuities and discontinuities in political thinking
4. Promote critical thinking and analysis, and enable students to interpret and evaluate evidence and construct scholarly arguments
5. Allow students the opportunity to progress to further studies in politics and related disciplines

### **Transferable skills for further study and employability**

- The capacity for independent thought and judgement
- The development of independent learning, study and time management skills
- The deployment of skills in critical reasoning
- The development of competence in using IT to support one's work
- The ability to work with others, productively and equitably
- The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study
- An ability to identify the strengths and limitations of concepts and theories pertaining to political thinking
- The capacity to evaluate and interpret evidence in order to develop an argument, synthesising evidence from a range of sources
- An ability to communicate clearly and appropriately, demonstrating a sense of audience, with structured and coherent arguments

### **Study hours**

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning<sup>1</sup>. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

<sup>1</sup> 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

## Teaching staff

### Academic Director

Dr Nigel Kettley is University Senior Lecturer and ICE's Academic Director for Education and Social Science. Nigel has had a wide-ranging teaching and research career in the fields of social science, educational studies, research methods and teacher training. Nigel teaches on a variety of courses for the Institute, supervises postgraduate students, and runs the MSt in Advanced Subject Teaching. His main published works are *Educational Attainment and Society* (2007, London: Continuum) and *Theory Building in Educational Research* (2012, London, Continuum). He is also a member of the editorial advisory board of the *British Journal of Sociology of Education*, a Fellow of Wolfson College and a Fellow of the Royal Society of the Arts.

### Course Director

Dr Carina O'Reilly teaches politics, sociology, policing and criminal justice at undergraduate and Masters level, and has developed two Masters degrees, in International Relations and in Contemporary Policing at Anglia Ruskin University, where she is currently acting Senior Lecturer and Course Leader. She has recently completed doctoral research on legitimacy and values in local policing.

Carina has an MA from Cambridge University in Social and Political Sciences and also holds a Masters in Strategic Studies from the University of Wales, Aberystwyth. She left IHS Jane's after seven years as a writer, editor and senior analyst on European security. She is a specialist on politics, policing and security issues in Europe, and until 2016 was Deputy Leader of Cambridge City Council.

### Tutors

TBC

## Administrative staff

<b>Arts and Sciences Enquiries</b>
e. <a href="mailto:artscience@ice.cam.ac.uk">artscience@ice.cam.ac.uk</a>
t. 01223 746418 / 746236

**Location:** Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ

## Institute of Continuing Education

The Institute of Continuing Education's administrative headquarters are at Madingley Hall, an elegant country house built in the 16th century and set in gardens of about seven acres, designed in the 18th century by Capability Brown. Please visit [www.ice.cam.ac.uk](http://www.ice.cam.ac.uk) and [www.madingleyhall.co.uk](http://www.madingleyhall.co.uk) for further information.

## Contact details of ICE

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*Please also refer to the 'information for students' section on our website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the 20/21 Student Handbook for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.*

*Information correct as at 10 September 2020*

Syllabus for first unit  
Lent term 2021

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# Power, politics and the modern state

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<b>Start date</b>	8 January 2021	<b>End date</b>	17 March 2021
<b>Day</b>	Various (see session list below)	<b>Time</b>	Various (see session list below)
<b>Venue</b>	Remote delivery		
<b>Tutors</b>	Dr Carina O'Reilly	<b>No of meetings</b>	Introduction and 6 live teaching/open sessions plus pre-recorded lectures.

## Aims

- To provide students with a comprehensive conceptual and theoretical grounding in politics
- To ensure students have a solid understanding of political ideologies and the liberal state
- To introduce students to a range of ideas about democracy

## Content

This unit provides an introduction to the key concepts, theories and methods of politics which have been used to analyse the relationship between power, authority, ideology and the state. The first part of the unit explores: the concepts of power and authority, drawing on a range of theorists; the nature and origin of the modern state from a variety of theoretical positions; and the notion and forms of political ideology. In particular, it seeks to explore the nature and origin of the modern state from a range of perspectives, and to underline the contingency of liberal democracy as the dominant mode of political organisation in the West. It also explores the limits of liberalism and liberty in ideological debates. The unit then moves on to examine theories of democracy and the relationship between modern democracy and capitalism, and finally, students will look at the concept of politics and its relationship with war, power and morality, and what this means in practical terms for how we understand politics, the meaning we give to political decisions, how we decide what falls within the realm of politics rather than outside it, and why it matters.

## Presentation of the unit

The unit will be taught in a series of pre-recorded lectures and 'live' teaching sessions via Zoom. Live teaching will involve directed discussion and reading, with short talks from tutors and small-group work in breakout rooms. There will be comfort breaks during each session and opportunities for general Q&A with the tutor.

Please also look at the VLE for each block's dedicated **discussions** and **forum activities** which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

## Teaching Sessions

For each block pre-recorded lectures will be available a week before the live teaching session. Live teaching sessions will be on **Saturdays between 13.00-15.00 and 16.00-18.00 pm GMT**. Please watch each lecture before the live sessions and follow the discussion forums on the VLE.

<b>Introduction</b>	Friday 8 January 2021 19.00-20.00	<b>Hello and welcome</b> A chance to meet your classmates and tutor and to become familiar with the online classroom environment.
<b>Block One</b>	Live session Saturday 9 January 2021	<b>The Nature and Origin of the Modern State</b> This block will take you through classical and modernist theories of the state, and ask you to think about the development of liberalism and its dominance today. You will also begin to consider the role of ideology in modern liberal democracies.
<b>Block Two</b>	Live session Saturday 30 January 2021	<b>The Limits of Liberty</b> The second block will look at challenges to liberalism and liberal democracy. In particular, you will focus on Marxism; nationalism and self-rule; the influence of religion on politics; and Nietzsche's ideas about the role of morality.
<b>Open Session</b>	Wednesday 3 February 2021	An open session for informal discussion, chat and questions about coursework.
<b>Block Three</b>	Saturday 20 February 2021	<b>Perspectives on Democracy</b> The third block of teaching will focus on the roots of representative democracy and how and why democracy facilitates – and is subject to – change. You will consider and critically assess theories of democracy, and the relationship between capitalism, democracy and prosperity.
<b>Block Four</b>	Saturday 13 March 2021	<b>The Persistence of Politics</b> The final block in this unit will focus on politics as an idea. It will examine politics as a concept and the persistence of political disagreement; the role of power and violence in politics, and whether morality can and should play a central role in modern pluralistic societies.

<b>Open Session</b>	Wednesday 17 March 2021	An open session for informal discussion, chat and questions about coursework
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### Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- (i) Demonstrate a solid grasp of classical and modern theories of the state
- (ii) Analyse and discuss a range of ideological approaches to modern politics
- (iii) Show a critical conceptual understanding of politics and democracy

### Student assessment

Students will be assessed through two essays reflecting the overall learning outcomes of the unit. The maximum word count for each of these is 2,000 words. Students will have the opportunity to submit an essay plan of no more than 500 words as part of their formative assessment for feedback from the unit tutor. The essays will be submitted through the ICE VLE.

Each essay will be worth 50% of the total mark for Unit One. Students may select any two of the following essays but will find the first four reflect the learning undertaken in the first half of the unit, and the last four reflect the learning in the second half.

Closing date for the submission of assignments:

Essay One: Wednesday 17 February 2021 by 12.00 noon GMT\*

Essay Two: Wednesday 31 March 2021 by 12.00 noon BST\*\*

\*Greenwich Mean Time

\*\*British Summer Time

### Essay titles

If students wish to create their own titles this **must be agreed in writing with the tutor first to ensure it meets the learning outcome of the unit.**

1. To what extent does authority always have to be legitimate? Discuss with reference to the works of at least one political theorist.
2. Why has the concept of sovereignty proved such a powerful political idea?
3. Why do the meanings of ideas like freedom, equality, and justice matter?
4. 'Marxism and fascism are irrelevant to twenty-first century political life.' Discuss.
5. Does democracy confer a unique right to legitimate authority, and if so, why?
6. Is representative democracy necessary for economic prosperity?
7. Is political disagreement inevitable?
8. Should the state be neutral between conceptions of the good?

### Reading and resource list

#### Core Texts

Acemoglu, D. and Robinson, J. 2013. *Why nations fail: the origins of power, prosperity and poverty*. London: Profile.

Adams, I., 2013. *Political Ideology Today*. Manchester: Manchester University Press.

Beetham, D., 2013. *The Legitimation of Power*. Basingstoke: Palgrave Macmillan.  
 Dunn, J., 1993. *Western political theory in the face of the future*, second ed. Cambridge: Cambridge University Press.  
 Jackson, R., 2007. *Sovereignty: The Evolution of an Idea*. Cambridge: Polity.  
 Leftwich, A., 2004. *What is politics?* New edition. Cambridge: Polity Press.  
 Weber, M., 1994. 'The profession and vocation of politics' in: P. Lassman and R. Speirs (eds.) *Weber: Political Writings*. Cambridge: Cambridge University Press. Pp.309-369.

### Supplementary reading

Caplan, B., 2008. *The myth of the rational voter: why democracies choose bad policies*, new edition. Princeton: Princeton University Press.  
 Chernilo, D., 2008, *A Social Theory of the Nation-state: The Political Forms of Modernity Beyond Methodological Nationalism*. Manchester: Manchester University Press.  
 Dunn, J., 1993. 'Conclusions,' in *Democracy: the unfinished journey 508 BC to AD 1993*, ed. John Dunn, Oxford: Oxford University Press. Pp. 239-266.  
 Dunn, J., 1993. 'Political obligation,' in: *The history of political theory and other essays*. Cambridge: Cambridge University Press.  
 Gilens, M., 2012. *Affluence and influence: economic inequality and political power in America*. Princeton, NJ: Princeton University Press.  
 Haidt, J., 2013. *Why good people are divided by politics and religion*. Harmondsworth: Penguin.  
 Lassman, P., 2000. 'The rule of man over man: politics, power and legitimation.' pp. 83-98 in: *The Cambridge Companion to Weber*, edited by Stephen P. Turner. Cambridge: Cambridge University Press.  
 Marx, K. and Engels, F., 2002. *The Communist Manifesto*, trans. Samuel Moore, ed. Gareth Stedman Jones. Harmondsworth: Penguin.  
 Nietzsche, F., 2007. *On the genealogy of morality*. Ed. Keith Ansell-Pearson. Cambridge: Cambridge University Press.  
 Pitkin, H., 1967. *The concept of representation*. Berkeley: University of California Press.  
 Powell, J. 2010. *The new Machiavelli: how to wield power in the modern world*. London: Bodley Head.  
 Runciman, D., 2017. *The Confidence Trap: A History of Democracy in Crisis from World War I to the Present*, 2<sup>nd</sup> Ed. Princeton: Princeton University Press.  
 Schmitt, C., 2008. *The concept of the political: Expanded edition*. Chicago: University of Chicago Press.  
 Singer, P., *Marx: a very short introduction*. Oxford: Oxford University Press.  
 Skinner, Q., 1989. 'The state,' in: Ross, D., Skinner, Q. and Tully, J., *Political innovation and conceptual change*. Cambridge: Cambridge University Press.  
 Sleat, M., 2018. *Politics recovered: realist thought in theory and practice*. New York: Columbia University Press.  
 Weber, M., 2002. *The Protestant ethic and the spirit of capitalism*. Harmondsworth: Penguin.



Syllabus for second unit  
Easter term 2021

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## States and regimes

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<b>Start date</b>	10 April 2021	<b>End date</b>	16 June 2021
<b>Day</b>	Various (see session list below)	<b>Time</b>	Various (see session list below)
<b>Venue</b>	Remote delivery		
<b>Tutor</b>	TBC	<b>No of meetings</b>	6 live teaching/open sessions plus pre-recorded lectures

### Aims

- To introduce students to the temporal nature of nations and states, and the processes of change
- To give students an appreciation of the layered nature of power and authority in modern states
- To develop students' comparative understanding of regimes and polities

### Content

This unit looks at the structure and formation of the state. It begins by examining the historical and political contingency of particular patterns of state formation, before turning its focus on the role of the nation state from a domestic perspective. It examines nationalism in depth; from the way in which non-European states have been shaped by such forces, to the role of nationalism in the formation of sub-national entities. The unit also explores the effects of factors such as supranational organisations and the expanding force of globalisation on the functioning of domestic polities. The unit then turns to the development of different political regimes, from democracy to authoritarianism, and what causes such regimes to collapse. It examines comparative regime types, constitutions, the separation of powers, and the implications of all of this for the resilience and legitimacy of particular types of regime – and of nation states themselves.

### Presentation of the unit

The unit will be taught in a series of pre-recorded lectures and 'live' teaching sessions via Zoom. Live teaching will involve directed discussion and reading, with short talks from tutors and small-group work in breakout rooms. There will be comfort breaks during each session and opportunities for general Q&As with the tutor.

Please also look at the VLE for each block's dedicated discussions and forum activities which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

### Teaching Sessions

For each block pre-recorded lectures will be available a week before the live teaching session. Live teaching sessions will be on **Saturdays between 13.00-15.00 and 16.00-18.00 pm BST**. Please watch each lecture before the live sessions and follow the discussion forums on the VLE.

	<b>'Live' teaching session dates</b>	<b>Content</b>
<b>Block One</b>	Saturday 10 April 2021	<p><b>The Formation of States</b></p> <p>The unit will begin by exploring theories of state formation, before looking at case studies of Western Europe and at the wider international community. You will also look at the way that states have been constructed from the outside, both in the shift away from empire and more recent state development, and the effects of these processes on internal politics.</p>
<b>Block Two</b>	Saturday 1 May 2021	<p><b>Nations and Nationalism</b></p> <p>The first block sets the scene for Block Two which looks at the nation-state as a particular entity and what this form means for domestic politics. You will also look beyond the nation-state: at globalisation; supranational entities such as the EU; and sub-national governments and systems and their effects on politics at a national level.</p>
<b>Open Session</b>	Wednesday 5 May 2021	An open session for informal discussion, chat and questions about coursework.
<b>Block Three</b>	Saturday 22 May 2021	<p><b>Political Regimes</b></p> <p>This block will look at the development of democracy as the dominant political regime not just in the West but increasingly in the developing world – and the indications that this dominance may have stalled. It will examine the processes of democratisation, the resilience of authoritarianism, and how regimes of all types come to collapse.</p>
<b>Block Four</b>	Saturday 12 June 2021	<p><b>Comparative Regimes</b></p> <p>Your final block will take a more granular look at particular types of regimes. It will compare constitutional structures, and institutional details such as the separation of powers. Finally, you will consider the implications of this analysis for the legitimacy and resilience of political regimes more generally.</p>

<b>Open Session</b>	Wednesday 16 June 2021	An open session for informal discussion, chat and questions about coursework.
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### Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to demonstrate:

- (i) Comprehension of theories of state formation, along with practical examples
- (ii) Appreciation of the processes involved in the rise and fall of particular regimes
- (iii) Understanding of different domestic political structures and their effects on resilience and legitimacy

### Student assessment

Students will be assessed through two essays reflecting the overall learning outcomes of the unit. The maximum word count for each of these is 2,000 words. Students will have the opportunity to submit an essay plan of no more than 500 words as part of their formative assessment for feedback from the unit tutor. The essays will be submitted through the ICE VLE.

Each essay will be worth 50% of the total mark for Unit Two. Students may select any two of the following essays but will find the first four reflect the learning undertaken in the first half of the unit, and the last four reflect the learning in the second half.

Closing date for the submission of assignments:

Essay One: Wednesday 19 May 2021 by 12.00 noon BST\*

Essay Two: Wednesday 30 June 2021 by 12.00 (noon) BST\*

\*British Summer Time

### Essay titles

If students wish to create their own titles this **must be agreed in writing with the tutor first to ensure it meets the learning outcome of the unit.**

1. What is the role of ideas and ideology in the formation of states?
2. Can states be built from the outside? Answer with reference to at least two examples
3. Has globalisation eroded the distinction between domestic and international politics?
4. How far has the modern nation-state had to surrender powers to supranational systems and/or societies? Answer with reference to at least one international political organisation
5. How do democracies emerge? Discuss with reference to at least one example
6. What explains the persistence of authoritarian regimes?
7. Are some democratic regime types better than others?
8. What are the implications of the constitutional structure of a democratic state for its resilience and legitimacy?

### Reading and resource list

#### Core texts

Baylis, J., Smith, S. and Owens, P. (eds.), 2014. *The Globalization of World Politics: An Introduction to Politics and International Relations*. Sixth Edition. Oxford: OUP.

Fukuyama, F., 2012. *The Origins of Political Order; From Prehuman Times to the French Revolution*. London: Profile.

Hague, R. and Harrop, M., 2004. *Comparative government and politics*. New York: Palgrave Macmillan.

Held, D., 1995. *Democracy and the Global Order: From the Modern State to Cosmopolitan Democracy*. Cambridge: Polity.  
Sisk, T., 2014. *Statebuilding*. Cambridge: Polity.  
Tilly, C., 2007. *Democracy*. Cambridge: Cambridge University Press.

### **Supplementary reading**

Ashtdown, P., 2007. *Swords and Ploughshares: Bringing Peace to the 21st Century*. London: Orion.  
Brooker, P., 2014. *Non-Democratic Regimes*. London: Palgrave.  
Chandler, D. and Sisk, T. (eds.), 2013. *Routledge Handbook of International Statebuilding*. London: Routledge. Chapters 12-15.  
Fukuyama, F., 2004. *State-building: governance and world order in the 21st century*. London: Profile.  
Gandhi, J., 2008. *Political Institutions under Dictatorship*. Cambridge: Cambridge University Press.  
Grugel, J. and Bishop, M. L., 2014. *Democratization: A Critical Introduction*. Second edition. London: Palgrave.  
Holton, R. J., 2011. *Globalization and the Nation-State*. London: Macmillan.  
Jackson, R., 1996. *Quasi-States: Sovereignty, International Relations and the Third World*. Cambridge: Cambridge University Press.  
Lachmann, R., 2010. *States and Power*. Cambridge: Polity.  
Mann, M., 2012. *Sources of Social Power, Vol. 1*. Cambridge: Cambridge University Press.  
Milward, A. S., 1992. *The European Rescue of the Nation-State*. London: Routledge.

Syllabus for third unit  
Michaelmas term 2021

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# Liberal Democracy in Practice

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<b>Start date</b>	11 September 2021	<b>End date</b>	17 November 2021
<b>Day</b>	Various (see session list below)	<b>Time</b>	Various (see session list below)
<b>Venue</b>	Remote delivery		
<b>Tutor</b>	TBC	<b>No of meetings</b>	6 live teaching/open sessions plus pre-recorded lectures

## Aims

This course aims to

- Encourage students to take a comparative perspective with regard to political systems
- Enhance students' understandings of the variety of actors in democratic polities and the institutions through which they act
- Develop students' critical evaluation of contemporary liberal democracy

## Content

This final unit explores the way that politics is practiced in contemporary nation states. A focus of the unit will be the operation of democracy through political parties, and the unit will take a comparative approach, looking particularly at the US and European experiences of various party systems. It will then turn to an examination of other actors that take part in the democratic process, including but not limited to civil society, trade unions, business interests and the media, embedding these practical examples in a range of contemporary theoretical perspectives. The unit will also take a comparative approach to democratic systems legislatures, elections, referenda, and patterns of voting. The unit will conclude with an examination of the arguments for a crisis of the liberal state, including immigration and the welfare state; the rise of populism; cultural and identity politics; and look at the current state of health of democracy in Western polities.

## Presentation of the unit

The unit will be taught in a series of pre-recorded lectures and 'live' teaching sessions via Zoom. Live teaching will involve directed discussion and reading, with short talks from tutors and small-group work in breakout rooms. There will be comfort breaks during each session and opportunities for general Q&As with the tutor.

Please also look at the VLE for each block's dedicated **discussions** and **forum activities** which are designed to guide your reading and to introduce you to relevant contextual and critical resources.

## Teaching Sessions

For each block pre-recorded lectures will be available a week before the live teaching session. Live teaching sessions will be on **Saturdays 13.00-15.00 and 16.00-18.00 pm BST/GMT**. Please watch each lecture before the live sessions and follow the discussion forums on the VLE.

	<b>'Live' teaching session dates</b>	<b>Content</b>
<b>Block One</b>	Saturday 11 September	<p><b>Politics in practice</b></p> <p>This week's session focuses on the practice of democracy: from democratic systems, to the structure and workings of legislatures, to elections and referenda. This session will also look at changing voting patterns in the West and will ask whether politics in developed countries is entering a new period of instability.</p>
<b>Block Two</b>	Saturday 2 October	<p><b>Political Parties</b></p> <p>The second session will pick up where the first left off, by looking at the development and operation of political parties in various political systems. It will focus on political parties within Europe and in the US, and compare the strengths and weaknesses of the systems and the parties within them. It will conclude by asking whether the traditional party system is under threat from disruptive populist outsiders.</p>
<b>Open Session</b>	Wednesday 6 October	An open session for informal discussion, chat and questions about coursework.
<b>Block Three</b>	Saturday 23 October	<p><b>Democracy outside the party system</b></p> <p>The election of representatives is not the only way in which democracy is expressed. This third block will explore the participation of other actors in the democratic process, including the workings of civil society, the influence of economic interests and trades unions, the role of the media in the democratic state. It will also look at theoretical perspectives on the role and importance of non-party organisations in a healthy democracy.</p>

<b>Block Four</b>	Saturday 13 November	<b>The crisis of the liberal state?</b>  We conclude the course by gathering many of the strands developed during this final unit. This last block focuses first on immigration, the welfare state and the effects of globalisation, and asks whether the growth of populism in the West represents an existential threat to these democracies. It focuses also on the development of cultural and identity politics as forces that threaten the theoretical and moral underpinnings of liberal democracies themselves, and asks if this is a survivable crisis for the liberal order.
<b>Open Session</b>	Wednesday 17 November	An open session for informal discussion, chat and questions about coursework.

### Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- Demonstrate comprehension of a variety of political systems and the effects of these structures on the workings of democracy
- Understand political themes and trends, and identify which elements of these are specific to given political systems
- Critically analyse specific challenges to the liberal order such as populism and identity politics

### Student assessment

Students will be assessed through two essays reflecting the overall learning outcomes of the unit. The maximum word count for each of these is 2,000 words. Students will have the opportunity to submit an essay plan of no more than 500 words as part of their formative assessment for feedback from the unit tutor. The essays will be submitted through the ICE VLE.

Each essay will be worth 50% of the total mark for Unit Three. Students may select any two of the following essays but will find the first four reflect the learning undertaken in the first half of the unit, and the last four reflect the learning in the second half.

Closing date for the submission of assignments:

Essay One: Wednesday 20 October by 12.00 (noon) BST\*

Essay Two: Wednesday 1 December by 12.00 (noon) GMT\*\*

\*British Summer Time

\*\*Greenwich Mean Time

### Essay titles

If students wish to create their own titles **this must be agreed in writing with the tutor first to ensure it meets the learning outcome of the unit.**

1. Is there such a thing as an ideal electoral system?
2. Should referenda be banned?
3. How important is the role that political parties play in modern liberal democracies?
4. How can mainstream political parties in the West respond to populism?
5. How dominant is the role of economic interests in Western liberal democracies?
6. Can groups other than political parties be legitimate and representative political actors?
7. What relevance do political culture and tradition have for the resilience and success of a modern democracy?
8. Is cultural diversity a problem for liberal democracies?

## Reading and resource list

### Core texts

- Dalton, R.J., Farrell, D.M., and McAllister, I., 2011. *Political parties and democratic linkage: How parties organize democracy*. Oxford: Oxford University Press.
- Flinders, M., Gamble, A., Hay, C., and Kenny, M., (eds.) 2009. *The Oxford Handbook of British Politics*. Oxford: Oxford University Press.
- Hague, R. and Harrop, M., 2004. *Comparative government and politics*. New York: Palgrave Macmillan.
- Katz, R. and Crotty, W., 2006. *Handbook of Party Politics*. London: Sage.
- Lang, S., 2012. *NGOs, Civil Society, and the Public Sphere*. Cambridge: Cambridge University Press.
- Mair, P., 2013. *Ruling the void: The hollowing of Western democracy*. London: Verso.

### Supplementary reading

- Boulding, C., 2014. *NGOs, political protest, and civil society*. Cambridge: Cambridge University Press.
- Dalton, R. and Wattenberg, M., 2000. *Parties Without Partisans: Political Parties in Advanced Industrial Democracies*. Oxford: Oxford University Press.
- Dalton, R.J. and Welzel, C. eds., 2014. *The civic culture transformed: From allegiant to assertive citizens*. Cambridge: Cambridge University Press.
- Fukuyama, F., 2018. *Identity: The demand for dignity and the politics of resentment*. New York: Farrar, Straus and Giroux.
- Mudde, C., 2007. *Populist Radical Right Parties in Europe*. Cambridge: Cambridge University Press.
- Putnam R. (ed), 2002. *Democracies in Flux: The Evolution of Social Capital in Contemporary Society*. Oxford: Oxford University Press.
- Uslaner, E.M. ed., 2018. *The Oxford handbook of social and political trust*. Oxford: Oxford University Press.
- Ware, A., 1996. *Political parties and party systems*. Oxford: Oxford University Press.
- Webb, P., Farrell, D. and Holliday, I. eds., 2002. *Political parties in advanced industrial democracies*. Oxford: Oxford University Press.
- Webb, P., Farrell, D. and Holliday, I. eds., 2002. *Political parties in advanced industrial democracies*. Oxford: Oxford University Press.
- Wiarda, H.J., 2014. *Political culture, political science, and identity politics: An uneasy alliance*. Farnham: Ashgate Publishing, Ltd.



## TIMETABLE

**All Saturday live sessions run from 13.00-15.00 and 16.00-18.00**

### Lent 2021: **Power, Politics and the Modern State**

Introduction Session	Friday 8 January 2021
Block One	Live session Saturday 9 January 2021
Block Two	Live session Saturday 30 January 2021
	Open session Wednesday 3 February 2021 19.00-20.00
Block Three	Live session Saturday 20 February 2021
Block Four	Live session Saturday 13 March 2021
	Open Session Wednesday 17 March 2021 19.00-20.00

### Easter 2021: **States and Regimes**

Block One	Live session Saturday 10 April 2021
Block Two	Live session Saturday 1 May 2021
	Open Session Wednesday 5 May 2021 19.00-20.00
Block Three	Live session Saturday 22 May 2021
Block Four	Live session Saturday 12 June 2021
Open Session	Wednesday 16 June 2021

### Michaelmas 2021: **Liberal Democracy in Practice**

Block One	Live session Saturday 11 September
Block Two	Live session Saturday 2 October
	Open Session Wednesday 6 October
Block Three	Live session Saturday 23 October
Block Four	Live session Saturday 13 November
	Open Session Wednesday 17 November

**Assignment submission dates are provided for each unit in the Course Guide (above).**

*Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.*

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