BA (Hons) Politics and Philosophy

Course Handbook 2018-19

UNIVERSITY OF SUSSEX

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Introduction

This handbook summarises the most important aspects of practice and procedure in the management of the Politics Single Honours Undergraduate taught course, it includes;

- A clear outline of what you should expect in the management of your degree course
- A clear indication of what is expected of you during your time in Politics
- Information about the administrative procedures from admission to examination.

Message from Head of Department of Politics

Welcome to the Politics Department at the University of Sussex which will be your home department for the next three years.

Studying Politics at Sussex brings you into one of the most vibrant and successful departments in the country. We are known for our expertise in European politics, international comparative politics, and the study of corruption.

You will be taught by talented and prizewinning faculty members who are passionate about politics and who are looking forward to meeting you. Make sure you talk to us after lectures, join in as much as possible in seminars, knock on our doors during our Office Hours and take part in Politics Wednesday. And always let us know if you need help.

Remember, too, that your degree offers many opportunities to develop your political knowledge and skills beyond the classroom, preparing you for the career path you choose. You can blog for us, learn about political photography, or get involved in our very active Politics Society which helps organise Politics Wednesday. You can work with an MP on our Westminster internship scheme, or spend time studying abroad or join us on our Berlin or Paris trips.

Most importantly, make the most of every moment you spend here with us. Trust me when I say your time at Sussex will be over before you know it.

Dan Hough

Professor and Head of Politics

Message from Head of Department of Philosophy

The Philosophy Department at Sussex has a long tradition of examining and engaging with radical ideas, from a variety of philosophical traditions and perspectives, and often from an interdisciplinary perspective. In a supportive environment, students intensively engage with important thinkers and big theories, ancient and modern, challenging received dogma and coming to their own considered views. In the process, they learn how to think and write more clearly and independently. Many of our Faculty are experts in social and political philosophy, and the department hosts the Centre of Social and Political Thought.

Tony Booth, Philosophy HOD

Key Contacts

Name	Contact Details	What you can contact them about.
James Dowling Politics Course Co-ordinator	J.Dowling@sussex.ac.uk 01273 678578, Freeman G41	Course administration, timetables, seminar groups, assessment feedback.
Gavin Osbourne, Philosophy Course Co-ordinator	g.osbourne@sussex.ac.uk 01273 678797, Arts A A07	Course administration, timetables, seminar groups, assessment feedback.
Dr James Hampshire Course Convenor	J.A.Hampshire@sussex.ac.uk 01273 876806, Freeman F04	Queries about the course, feedback on lectures, seminars.
Prof Michael Morris Course Convenor (Philosophy Dept)	m.r.morris@sussex.ac.uk 01273 678247, Arts A A034	Queries about the course, feedback on lectures, seminars.
Academic Advisor	You can find details of your Academic Advisor on Sussex Direct.	Feedback, module choices, study skills, references, personal development.
Prof Claire Annesley Head of Department Politics	d.t.hough@sussex.ac.uk, 01273 872933, Freeman F08	To provide your feedback about the Department or your course and student experience.
Tony Booth Head of Department of Philosophy	a.r.booth@sussex.ac.uk 01273 877221, Arts A A028	To provide your feedback about the Department or your course and student experience.
Student Representative	You can find details of your Student Representative in Sussex Direct.	Concerns about your module or course, student experience.
Student Mentor	You can find details of student mentors at http://www.sussex.ac.uk/lps/internal/students/studentmentors	Academic skills, getting to grips with your modules. S3 Study Skills.
Student Life Centre	http://www.sussex.ac.uk/studentlifecentre/ 01273 87 6767, studentlifecentre@sussex.ac.uk , Bramber House	Personal issues, money, counselling, progression and withdrawal information, drop ins for sexual health, drug and alcohol counselling.
Student Support Unit	http://www.sussex.ac.uk/studentsupport/ 01273	Support with long term condition such as specific

	877466, studentsupport@sussex.ac.uk , Bramber House	learning difficulties, disability support, mental health, autistic spectrum.

Course Overview

Combining politics and philosophy develops an in-depth appreciation of the ideas that attempt to explain political stability or encourage change. The analysis of what is meant by power has been as much a concern for philosophers as it has been for political scientists. While the two components of the degree have a common interest in theory, you are also able to link analysis of contemporary political issues with philosophical discourse. Furthermore, the interrelated interests and contrasting approaches to understanding the world allow you to examine aspects of each discipline from the perspective of the other.

During the first two years, you combine the core politics modules and philosophy modules, while in the final year you specialise, studying options in both subjects.

Course Aims

The Politics and Philosophy joint programme aims to:
Enable students to understand the importance of Politics and Philosophy in the contemporary world.
Ensure that students acquire knowledge and understanding in appropriate areas of theory and analysis.
Enable students to understand and use the concepts, approaches and methods of the disciplines and develop an understanding of the contested nature and problematic character of inquiry in the disciplines.
Provide students with the opportunity to combine the insights and methods of the two disciplines.
Develop student's capacities to critically analyse events, ideas, institutions and practices.
Provide students with opportunities to develop their intellectual, personal and interpersonal skills so as to enable them to participate meaningfully in their societies.
Provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate.
Provide students with a supportive and receptive learning environment.
For Philosophy, this means that graduates will be able to:
Demonstrate familiarity with the range of philosophical problems together with a sense of how variously they have been interpreted and treated throughout the history of philosophy;
Demonstrate familiarity with and understanding of elementary formal logic and awareness of the nature and significance of logic;
Demonstrate detailed knowledge and understanding of the principal ideas of at least one and up to three major philosophers through the study of original texts, albeit in translation in most cases;

Demonstrate a detailed knowledge and understanding of the principal theories in at least one and up to three fundamental fields of philosophy;
Demonstrate a critical appreciation of the nature and range of philosophical debate and of philosophy as itself a philosophical problem.
Bring the student to a critical understanding of the ideas and arguments of some of the major philosophers in the history of the subject, encountered in their own writings, both as living argument and as a challenge to contemporary modes of thinking.
Familiarise the student with some central theories and arguments in the fields of Metaphysics, Epistemology, or Philosophy of Mind, Aesthetics, Moral Philosophy, or Social and Political Philosophy broadly understood.
Enable the student to critically engage in major issues currently at the frontiers of philosophical debate and research.
Enable the student to identify and produce valid arguments, and to show knowledge of classic argumentative forms and methods of reasoning.

Learning outcomes

Identify and describe and illustrate key approaches to the study of politics and understand the contested nature of knowledge and understanding
Identify and understand the key normative ideas and concepts which serve as the foundations of politics
Describe and illustrate the structure and operation of different political systems
Describe and illustrate the key explanatory concepts and theories used in the study of politics
Develop a familiarity with major methods of data collection in politics, and their appropriate uses
Develop a knowledge of British politics and the key concepts and approaches used to explain British politics
Critically evaluate the nature of political change in a political system or with regard to a political issue
Ability to understand and critique political philosophical arguments made by political theorists
An ability to compare different political systems in order to develop a general understanding of the functioning of politics
Plan and carry out a research project relating to a political topic which sustains a line of argument and draws on a body of academic literature
Have acquired a range of core and personal attributes, cognitive, research, practical, and transferable skills (HAHP Core Transferable Skills)
Philosophical skills including detecting fallacies in arguments; articulacy in identifying underlying issues in debate; precision of thought and expression in analysing complex problems; sensitivity in interpretation of texts; the ability to use philosophical terminology; ability to abstract and analyse arguments
An appreciation of the nature and range of philosophical debate and of philosophy as itself a philosophical problem.
Detailed knowledge and understanding of the principal theories in at least one and up to three fundamental fields of philosophy.
Familiarity with and understanding of classical argumentative forms and methods of reasoning

Familiarity with the range of philosophical problems together with a sense of how variously they have been interpreted and treated throughout the history of philosophy.
Detailed knowledge and understanding of the principal ideas of at least one and up to three major philosophers through the study of original texts, albeit in translation in most cases.

Course Structure

As a joint honours degree student you take 120 credits per year, which is made up of a combination of core and optional modules across both of your major subjects.

		Politics Major		Philosophy Major	
	Term	Module	Credit	Module	Credit
Year One	Autumn	British Political History (Core)	15	Paradox & Argument (Core)	15
		Explanatory Concepts in Political Science (Core)	15	Philosophy Module (Option)	
	Spring/ Summer	Foundations of Politics (Core)	15	Early Modern Philosophy (Core)	15
		Research Skills & Methods in Political Science (Core)	15	Philosophy Module (Option)	15
Year Two	Autumn	Modern Political Thought (Core)	15	Kant (Core)	15
		European Politics (Core)	15	Philosophy Module (Option)	15
	Spring/ Summer	Politics of Governance Module (Option)	15	Philosophy Module (Option)	15
		Politics of Governance Module (Option)	15	Philosophy Module (Option)	15
Final Year	Autumn	Politics Module (Option)	30	Philosophy Module (Option)	30
	Spring/ Summer	Politics Module (Option)	30	Philosophy Module (Option)	30

Modules

Note: Not all options are available each year.
The main factors determining availability of options are student demand and Faculty research leave. Additionally, our module structure is subject to development and change over time. At the appropriate time, you will be invited to select the option(s) you wish to take from the range of modules on offer. Please see the link below for modules currently available:

http://www.sussex.ac.uk/lps/internal/departments/politics/ugcourses/2018/LV252U

Choosing options and electives

Options and electives are chosen online at Sussex Direct, usually at the beginning of the Spring Term. More information will be given to you in advance of you making your choices.

Study Abroad

As part of your degree you have the opportunity to apply to study for an additional year spent studying abroad. Some students taking a three year undergraduate degree at Sussex can apply to take a voluntary term abroad. Please speak to colleagues in the Sussex Abroad office to check if this is an option for your subject. Students are not allowed to go away in the first year of their degree or the third/final year of their degree. All students studying abroad will be required to pass the modules taken abroad. Marks may count towards their overall degree classification. For more information contact the International Study Abroad Office; http://www.sussex.ac.uk/students/support/studyabroad/

Placements

All undergraduate students are able to choose a placement option (for one full academic year) via Sussex Choice. You can apply for placements once you have started your course here. Normally, full-year placements occur between the second and final year of a course. It is University policy that students on a year-long placement (usually 40 weeks) should normally receive payment for their work. For professional placements, the University organises and manages the process through which students apply for and undertake placements. For more information contact the Placements Office in Careers and Employability Centre http://www.sussex.ac.uk/careers/gettingexperience/placements

Transferring course

Transferring course may be possible, it will depend on whether your preferred course is full or whether you satisfy the normal entry conditions for it. You may also have to transfer course; some courses such as those with a placement, integrated study abroad or have an integrated masters course have higher progression thresholds. If you do not meet these requirements you will be transferred to an associated

bachelors course. For more information speak to the Curriculum and Assessment Office in the Law, Politics and Sociology School Office (Freeman G51).

Teaching and Learning

There are many different types of teaching and learning at Sussex at you will encounter some or all of these throughout different stages of your study.

Seminars

The seminar compromises a tutor and a group of students. The group discusses a topic drawn from the readings for the module or the topic of a lecture. You are expected to prepare for each seminar and the tutor will try to ensure that everyone has a full part to play in discussions.

Lectures

The lecture is led by an academic member of staff and should provide you with an overview of the different perspectives for the topic under consideration.

Self –Directed Learning

The seminars and lectures will provide you with the resources to develop your skills as self-directed, independent learner. Your engagement with your subject will develop and you will take more responsibility for choosing what you read, the topics that interest you and the development of your own academic skills.

Academic Advisor

Your Advisor can provide you with advice and assistance on academic matters, discuss feedback and will supervise your general progress. You may also need someone to provide you with a reference, your Advisor will be able to do this- make sure they get to know you! You should ensure you make arrangements to see your Advisor during the last week of the Spring Term to discuss your work to date. Details of your Advisor are found on Sussex Direct along with office hours and contact information, if you wish to see them outside of these times, email them for an appointment.

Lecture Capture

The recording of lectures is a valuable resource and can be used:

- to aid students who have particular accessibility requirements or educational needs;
- as an aid for revision or post lecture review;
- to enable complex ideas/concepts to be revisited and reflected upon;
- to support students for whom English is not a first language.

The University strongly encourages all staff to record lectures and appropriate learning and teaching activities where recording facilities are available.

Information as to whether lecture capture is available for your modules will be provided by module convenors.

Lecture recording is provided to supplement and enhance the student learning experience and **not** as a replacement for student contact hours. You are still expected to attend all timetabled teaching sessions.

Canvas

The virtual learning environment used for all your modules, you will be able to find module information and resources such as module handbooks, lecture notes, readings etc. Some staff may also use this for forums or online quizzes. http://www.sussex.ac.uk/tel/learningtechnologies/canvas

Sussex Direct

The administrative hub for all students and staff, you will be able to find information on timetables, exams and assessments, module marks etc. https://direct.sussex.ac.uk/login.php

The Library

In addition to the books, documents, official publications and audio-visual items held in the Library building, you can access Library information and collections, including eBooks, online journals via the internet. You will need your University ID card, which doubles as your library card for your time at University. Find out more information at www.sussex.ac.uk/library

Skills Hub

The Skills Hub Website (www.sussex.ac.uk/skillshub) brings together all the resources available to you at Sussex to help you develop your skills in these key areas:

- Writing and referencing
- Library and research
- IT Skills
- Exams and assessments
- Employability
- Personal Development

S3: Study Success at Sussex

The S3 (www.sussex.ac.uk/s3) website designed to bring together a range of key things you need to know to make a success of studying at university. It includes:

- Advice on preparing for study
- How to get the most from teaching and learning at University
- Tips from Sussex Staff and students
- Online study skills tutorials
- Dates for workshops, tutorials and other student support available at Sussex.

Assessment

Types of Assessment

There are a number of different types of assessment used at Sussex, and you will encounter them at all stages of your course. You can find a full list of all the assessment modes used at Sussex online at http://www.sussex.ac.uk/adqe/documents/modes-of-assessment.docx . **Note** that not all of these will be appropriate to your course.

How your work is marked

Any work you submit for formal assessment is marked by a team of internal academic staff, who have all received training on the marking scheme and providing feedback. In addition following marking a process of moderation takes place, this checks that the marking has been carried out consistently and according to approved marking criteria. Moderation is carried out internally by someone independent of the module and z sample of assessments are seen by an external examiner.

Marking Criteria Department of Politics

Mark %	Degree Class	Comment
85-100	First	Work of exceptional quality that shows an excellent command of the subject in question and originality in thought and extent of knowledge required.
70-84	First	Work that shows an excellent, though not necessarily faultless, command of the subject in questions, together with elements of originality in thought and in the extent of the knowledge acquired.
60-69	Upper second (2i)	Work that shows an above average command of the subject in question, possessing qualities of thoroughness, conscientiousness, and insight.
50-59	Lower second (2ii)	Work that reveals the student has acquired a basic command of the material covered in the module.
40-49	Third	Work that shows some understanding of the material covered in the module, but of a poor quality and with elements of misunderstanding and lack of thoroughness.
0-39	Fail	Work that fails to come up to the standard expected of university students admitted to an honours degree.

Guidelines distributed to tutors to assist in marking written work, Department of Politics

Marks between 85% and 100%
A mark in this range is indicative of outstanding work. Marks in this range will be awarded for work that exhibits all the attributes of excellent work but has very substantial elements of originality and flair. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard.

Marks between 70% and 84%
A mark in this range is indicative that the work is of an excellent standard for the current level of your degree course. The work will exhibit excellent levels of knowledge and understanding compromising all the qualities of good work stated above, with additional elements of originality and flair. The work will demonstrate a range of critical reading that goes well beyond that provided on reading lists. Answers or essays will be fluently written and include independent argument that demonstrates and awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.
Marks between 60% and 69%
A mark in this range is indicative of good to very good work that holds great promise for future standards. Work of this quality shows a good level of knowledge and understanding of relevant module material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills with well organised, accurate footnotes and or a bibliography that follows the accepted 'style' of the subject. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analysed. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.
Marks between 50% and 59%
A mark in this range is indicative that the work is satisfactory to very satisfactory. Work of this quality will show clear knowledge and understanding of relevant module material. It will focus on the essay title or the question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes and/or a bibliography and in more quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached. Arguments and issues should be discussed and illustrated by reference to examples, but these may not be fully documented or detailed.
Marks between 40% and 49%
A mark in this range is indicative that the work is of an acceptable standard. Work of this type will show limited knowledge and understanding of relevant module material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly presented without properly laid out footnotes and/or a bibliography, or in the case of quantitative work, it may not be possible to follow the several steps in the logic and reasoning leading to the results obtained and the conclusions reached.
Marks below 40%
20-39% A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required to pass. It indicates weak work that is below the standard required. This will be because either the work is too short, is very poorly organized, or is poorly directed at the essay title or question asked. It will

show very limited knowledge or understanding of the relevant module material and display weak writing and/or analytical skills. Essay work will exhibit no clear argument, may have very weak spelling and grammar, very inadequate or absent reference and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions. 0-19% A mark in this range is indicative that the work is far below the standard required. It indicates that the work is extremely weak and well below degree standard. This will be because either the work is far too short, is badly jumbled and incoherent in content, or fails to address the essay title or question asked. It will show very little evidence of knowledge or understanding of the relevant module material and may exhibit very weak writing and/or analytical skills.

Marking Criteria Department of Philosophy

Mark %	Degree Class	Comment
90-100%	First	Truly exceptional work.
80-90%	First	(i)The arguments are outstandingly clear and convincing. (ii)The work is extremely well-structured and coherent. (iii)The research shows strong evidence of intensive engagement with the primary material and also with an appropriate range of secondary resources. (iv)The writing is superlative. (v)The presentation conforms to the accepted conventions of good academic practice. (vi)Overall, the work demonstrates an outstanding ability for independent thought.
70-80%	First	(i)The arguments are clear and convincing. (ii)The work is well-structured and coherent. (iii)The research shows strong evidence of full and critical engagement with the primary material and also with an appropriate range of secondary resources. (iv)The writing is articulate, organised, highly literate and grammatically sound. (v)The presentation conforms to the accepted conventions of good academic practice. (vi)Overall, the work demonstrates independent thought.
60-69%	Upper second (2i)	(i)The arguments are generally clear and plausible. (ii)The work is generally well-structured and coherent. (iii)The research shows evidence of critical engagement with the primary material and familiarity with a range of secondary resources. (iv)The writing is generally articulate, organised, literate and grammatically sound.

		(v)The presentation generally conforms to the accepted conventions of good academic practice. (vi)Overall, the work demonstrates a sound understanding of and reflective engagement with the topic/area of enquiry.
50-59%	Lower second (2ii)	(i)Some attempt has been made to present arguments that are relevant to the topic. (ii)The work is somewhat well-structured and coherent. (iii)The research shows some evidence of engagement with the primary material and some familiarity with secondary sources. (iv)The writing is basically literate and on the whole grammatically sound. (v)The presentation shows some understanding of the accepted conventions of good academic practice. (vi)Overall the work demonstrates some basic understanding of philosophical enquiry.
40-49%	Third	(i)Some attempt has been made to state basic positions. (ii)Some structure is discernible in the work. (iii)The research shows some evidence of familiarity with primary sources. (iv)The writing is intelligible. (v)The presentation is not entirely out of line with the accepted conventions of good academic practice. (vi)Overall the work demonstrates some minimal understanding of philosophical enquiry.
0-39%	Fail	The work fails to meet one or more of the criteria needed for 40-49%
Plagiarised work will receive a ‘0’ and may incur further penalties such as lowering the final degree classification.		

External Examiners

External examiners provide an important and independent input into the assessment process helping to ensure that quality and standards are maintained are in line with practice across the sector.

Politics

Name	Institution
Prof Peter Dorey	School of Law and Politics, Cardiff University
Dr Charles Dannreuther	School of Politics and International Studies, University of Leeds
Dr Richard Whitaker	Dept of Politics and International Relations, University of Leicester

Philosophy

Name	Institution
Dr Komarine Romenh-Romluc	Department of Philosophy, University of Sheffield

Feedback

What is Feedback?

Feedback is an essential part of your learning at university and should help you to understand the areas in which you are doing well and what you can do to improve and progress. Feedback:

- Helps you to assess your own learning and reflect on your development
- Allows you to discuss your learning with your tutors
- Helps you to understand what is expected of you and what good performance is
- Gives you the opportunity to progress
- Provides you with information about your learning
- Motivates you and encourages you to think positively about your learning

What feedback is not…

- **A justification for your mark.** For some pieces of work you will receive a grade and feedback comments. The comments are not a justification for your mark. Your mark will reflect your achievement for that particular piece of work, whilst the feedback can provide you with much more, including suggestions to consider for your next piece of work.
- **Every aspect of your assessment**. In providing feedback your tutors will select and comment on the most important areas that you've done well at and where you can improve (e.g. if it doesn't mention spelling mistakes that's not to say that you didn't make any or if it doesn't mention that you showed a good understanding of a primary text - that is not to say that you didn't demonstrate this). Tutor's carefully select their feedback in order to best help your learning.
- **The end of a process.** Often you will receive feedback some time after completing a piece of work, when you may be more focussed on your next assignment. However, good feedback at university is designed to contribute to your ongoing development and you should think about how you can make best use of feedback on previous work to help you improve the next piece.

What does feedback look like?

There are lots of different types of feedback, and you should expect to receive different types during your time at Sussex. It is not always linked to assessment so

- **Written Feedback** Perhaps the most obvious type of feedback you will receive will be the marks and comments which your tutors will give for your submitted work. You may get this feedback online, via Sussex Direct, or as comments written on your work.
- **Verbal Feedback** You may receive verbal feedback during seminars or other teaching sessions. You may also receive recorded verbal assessment feedback where assignments have been submitted electronically. Be proactive, ask for a meeting with staff to discuss your feedback. Feedback

may also be given directly after a presentation or discussion, it's important to capture this feedback, take notes or ask if it can be recorded.

- **Peer Feedback** Discussing ideas with other people on your course can be a good way of developing your ideas. If you are struggling with concepts, other students may be able to explain them to you in a way that you understand. They may also be able to suggest readings that they found useful or relevant.

You can find out lots more about the types of feedback and to use it effectively at the Study Success at Sussex Website **http://www.sussex.ac.uk/s3/?id=58**

Academic Integrity

Academic Misconduct

The University takes academic misconduct very seriously, full details of the regulations along with the penalties for any misconduct can be found in the University Examination and Assessment Regulations, available online at: http://www.sussex.ac.uk/adqe/standards/examsandassessment

Examples of Academic Misconduct include:

- Collusion- working with others on tasks that should be carried out individually.
- Plagiarism- taking and using the intellectual work of other people without acknowledgement.
- Personation- getting another person to prepare your assessments or sit an exam for you.
- Misconduct in unseen exams accessing or attempting to gain access to unauthorised material, or communicating with others in the exam room.
- Fabrication of results- making up the results of experiments and other research.

All students should refer to the Study Success at Sussex web pages http://www.sussex.ac.uk/s3/) for more information and guidance on good academic referencing skills or speak to their Academic Advisors when in any doubt.

Plagiarism

All the work you produce must be entirely your own work, though of course this will be informed by what you have read, heard and discussed. It is very important that you avoid plagiarism: the presentation of another person's thoughts or words as if they were your own.

Plagiarism is defined in the Examination and Assessment Regulations as:

'Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrasing has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.'

Plagiarism is a serious examination offence, your mark may be reduced (possibly to zero) if you are found to have plagiarised. To avoid plagiarism, intentional or unintentional be careful to record all sources in your notes and make sure you provide accurate references in all your written assignments.

Referencing in Department of Politics

All ideas that are not your own must be properly acknowledged. Readers must be able to identify the source of an idea you have written down, and they must be able to locate the idea in its original source (including page numbers).

References should be given for:

- Direct quotations
- Figures/statistics
- Showing where your argument comes from

In references: *titles of books are always given in italics*, 'titles of articles are always given in inverted commas', and titles of academic journals, official reports and newspapers are always given in italics. See the following examples:

Patrick Dunleavy and Brendan O'Leary, *Theories of the State* (London; Macmillan, 1987)

Ivor Crewe, 'Voting and the Electorate,' in Patrick Dunleavy, Andrew Gamble, Ian Holliday and Gillian Peele (eds.) *Developments in British Politics 4* (London: Macmillan, 1993)

G. Debraum, 'Adversary Politics Revisited,' *Parliamentary Affairs*, Vol. 47 1994, pp. 420-33

Apart from these basic rules, there are different conventions that may be used. While there are several styles of references, we outline two below. For Politics modules, you may use whatever style you are most comfortable with, but it is crucial that you **use a consistent style throughout each piece of work**.

The Harvard System

This relies on a short citation included in brackets in the actual text and a full bibliography at the end. When you refer to a work in the body of your text, you should include only:

- Surname of the author
- Year of publication
- Page numbers

For example (Debraum 1994, pp 421-2) or (Debraum 1994: 421-2

The bibliography should be listed in alphabetical order and consist of the author's surname, first name, date of publication, title of work, place of publication and publisher's name.

Example of the Harvard System

Sample text

There was substantial change under Thatcher in the NHS including an increase in spending on health from £20 billion in 1979 to £28 billion in 1990, and with an even greater increase in demand (Hills 1990: 130). Despite this increase in resources, the Conservative government actually decreased resources relative to demand (1990: 132). In addition, in 1982 the structure of the NHS was reorganised (Lowe 1993; Ham 1992). In 1983 management reforms were implemented and in 1988 the Department of Health and Social Services was split into two (Hills 1990).

Bibliography

Ham, Christopher. 1992 *Health Policy in Britain: The Politics and Organisation of the National Health Service*, third edition (Basingstoke: Macmillan)

Hills, John (ed.) 1990. *The Sate of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press)

Lowe, Rodney. 1993 *The Welfare State in Britain since 1945* (Basingstoke: Macmillan)

The Cambridge (or London) System

This is a system of footnotes or endnotes. When you want to refer to a work, you type a number in the text (using your computer's footnote function) and give full details of the reference in numerical order at the bottom of the pages (in the case of footnotes) or the end of the essay (in the case of endnotes). On the first occasion you refer to a book or article, you must record the full publication details. Subsequent references to the same work can then be restricted to ibid. (if the reference is the same as the one before it) or the author's name followed by a short title, together with any page references. This system does not require a separate bibliography although for longer essays and dissertations a bibliography would be necessary.

Example of the Cambridge system

Sample text

There was substantial change under Thatcher in the NHS including an increase in spending on health from £20 billion in 1979 to £28 billion in 1990, and with an even greater increase in demand. Despite this increase in resources, the Conservative government actually decreased resources relative to demand. In addition, in 1982 the structure of the NHS was reorganised). In 1983 management reforms were implemented and in 1988 the Department of Health and Social Services was split into two.

Footnotes

[1] John Hills (ed.), *The State of Welfare: The Welfare Stare in Britain since 1974* (Oxford: Clarendon Press, 1990), p130.
[2] Ibid, p. 132

[3] Rodney Lowe, *The Welfare State in Britain since 1945* (Basingstoke: Macmillan, 1993; and Christopher Ham, *Health Policy in Britain: The Politics and Organisation of the National Health Service*, third edition (Basingstoke: Macmillan, 1992).

[4] Hills, *The State of Welfare*.

Bibliography

Christopher Ham, *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan, 1992)

John Hills (ed.), *The State of Welfare*: The Welfare State in Britain since 1974 (Oxford: Clarendon Press, 1990)

Rodney Lowe, *The Welfare State in Britain since 1945* (Basingstoke: Macmillan, 1996)

Note that the way references are presented in the bibliography are slightly different for each method:

The Harvard system

Surname, First Name(s) or Initials. Date. Title of Book (Place of Publication: Publisher's Name).

Surname, First Name(s) or Initials. Date. 'Title of Article' in Name of Editor (ed.), Title of Book (Place of Publication: Publisher's Name).

Surname, First Name(s) or Initials. Date. 'Title of Article', Title of Journal, Volume number of journal.

The Cambridge system

First Name(s) or Initials followed by Surname, Title of Book (Place of Publication: Publisher's Name, date).

First Name(s) or Initials followed by Surname, 'Title of Article' in Name of Editor (ed.), Title of Book (Place of Publication: Publisher's Name, date).

First Name(s) or Initials followed by Surname, 'Title of Article', Title of Journal, Volume number of journal, date.

Other conventions are used – for example, putting the date outside the

brackets, or not using brackets.

The only hard and fast rules are:

- Titles of books are always given in italics.
- 'Titles of articles are always given in inverted commas'.
- Titles of academic journals, official reports and newspapers are always given in italics.

Whatever convention you use, be consistent.

Referencing websites

There various ways of doing this, but it is important to give the full address and the date when you accessed the site. For example: A selection from Norman Angell, The Great Illusion (from the synopsis and concluding chapter) on the website: World War I Document Archive, Brigham Young University Library, http://www.lib.byu.edu/~rdh/wwi/1914m/illusion.html (accessed 31 August 2005).

English Abbreviations Used in References

p. ‘page’, as in p. 27 for page 27.
pp. ‘pages’, as in pp. 27–9 for pages 27 to 29.
ed. ‘editor’, as in John Hills (ed.)
eds. ‘editors’, as in Karl Marx and Friedrich Engels (eds.)

Latin Words and Abbreviations Used in References

ff Despite being derived from Latin, this should not be written in italics. It is not followed by a full-stop (unless it comes at the end of a sentence). It stands for ‘and following pages’ as in: (1993: 33 ff).
ibid. Short for ibidem (hence full-stop after ibid.): ‘in the same place’. Use only if the reference is the same as the one before.
loc. cit. Short for loco citato: ‘in the passage or place just cited’. Very unfashionable nowadays; avoid; use short titles instead.
op. cit. Short for opere citato: ‘in the work cited’. Unfashionable nowadays; avoid; use short titles instead. passim Not an abbreviation, so no full-stop. It means ‘everywhere’, i.e. throughout a cited article or book.

Referencing in Department of Philosophy

References

You should give a reference for every passage which you quote, paraphrase, or discuss, describing as exactly as possible the location of the passage in its text. You can use any major referencing style, for example the MHRA style described here or the MLA or Harvard style described on the Infosuss site, as long as you are consistent.

References are given in footnotes or endnotes. For the first reference to a particular text, give full bibliographical details. For all later references, just use the author's surname and a shortened version of the title. In either case, include at the very end of your reference the chapter, section or page of the text you are referring to.

The format for first references is:

G.W.F. Hegel, *The Philosophy of Right*, ed. and trans. by T.M. Knox (Oxford: Oxford University Press, 1946), p. 156.

Michael Dummett, 'An Unsuccessful Dig', *Philosophical Quarterly*, 34.2 (1984), pp. 194-226 (p. 198).

Robert Fogelin, 'Wittgenstein's Critique of Philosophy', in *The Cambridge Companion to Wittgenstein*, ed. by H. Sluga and D. Stern (Cambridge: Cambridge University Press, 1996), pp. 34-58 (p. 36).

NB in the second and third examples above, the page number at the end of the reference is that of the particular passage to which you are referring, while the page range just before is that of the whole article or essay.

The format for later references to the same works would be:

Hegel, *Philosophy of Right*, p. 179.

Dummett, 'An Unsuccessful Dig', p. 220.

Fogelin, 'Wittgenstein's Critique', pp. 36-37.

For online resources the format for a first reference should be:

Kent Bach, 'Performatives', in *Routledge Encyclopedia of Philosophy*, 1998 <http://www.rep.routledge.com/article/U027> [accessed 15 March 2007] (section 2).

Benedict de Spinoza, *The Ethics*, trans. by R. Elwes, Project Gutenberg, 2003 <http://www.gutenberg.org/dirs/etext03/ethic10.txt> [accessed 20 March 2007] (book 1 proposition 13).

and for later references:

Bach, 'Performatives', section 3

Spinoza, *Ethics*, book 2 proposition 5

If you access a printed article by JSTOR then it is not necessary to give the full URL:

Patricia Kitcher, 'Kant on Self-Identity', *Philosophical Review*, 91.1 (1982), pp. 41-72 <http://www.jstor.org> [accessed 12 February 2007] (p. 46).

NB Internet resources do not normally include page numbers. If there are none then try to indicate the part of the text to which you are referring as accurately as possible by using section numbers.

Abbreviations in references

Use 'Ibid.' to indicate that the reference is identical to one in the last footnote (or identical except for the page number, in which case write, for example, 'Ibid. p. 46.'). Only use this abbreviation if the two references are in consecutive footnotes and if the preceding note consists of a single reference, as otherwise it can lead to ambiguity.

Do not use the abbreviations 'op. cit.', 'loc. cit.', 'art. cit.', 'idem', 'f.' or 'ff.', as they are too vague.

Bibliography

At the end of an essay or dissertation you should give a bibliography listing all the works you have referred to in your text or used in writing it, with full bibliographical details. For some research projects, compiling a bibliography is itself an important part of the research, which can be useful for other scholars and students.

In general, make the bibliography a single list of works including both primary and secondary texts. Entries should appear*alphabetically* by author, and within each author's list *chronologically* in order of writing.

The bibliography entry for each work should be identical to the first reference, except that the author's surname should come before the first name. For example:

Hegel, G.W.F., *The Philosophy of Right*, ed. and trans. by T.M. Knox (Oxford: Oxford University Press, 1946).

Dummett, Michael, 'An Unsuccessful Dig', *The Philosophical Quarterly*, 34.2 (1984), pp. 194-226.

Fogelin, Robert, 'Wittgenstein's Critique of Philosophy', in *The Cambridge Companion to Wittgenstein*, ed. by H. Sluga and D. Stern (Cambridge: Cambridge University Press, 1996), pp. 34-58.

Bach, Kent, 'Performatives', in *Routledge Encyclopedia of Philosophy* <http://www.rep.routledge.com> [accessed 15 March 2006].

The MHRA reference system is described in full in section 10 of the *MHRA Style Guide* (2002), which is available athttp://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml. Older editions are available in the Sussex library under the title *MHRA Style Book*.

Student Feedback

The Department really values your input on what is working well and your suggestions as to how things could be improved. There are a number of opportunities for you to provide feedback throughout your time at Sussex so do make the most of them!

Student Representatives

Student Representatives serve a vital connection and communication channel between staff and students. Anyone can stand for the position so it may be something you would want to consider. It's important to know who your representatives are in case you have any difficulties or suggestions which need to be passed on to staff. Undergraduate Representatives are elected for one year terms, and there are two positions per year.

Student Representatives attend the Board of Study which is where the formal running of the Departments takes place. These meetings are Chaired by the Head of Department and attended by teaching staff and the course co-ordinator and take place once in each term.

All Student Representatives also attend the School Student Experience Group meetings, which take place once every term. These meetings provide an opportunity for representatives from across the school to come together to discuss issues affecting teaching and learning and other aspects of the student experience which need to be addressed at School level. The meeting also provides the opportunity for both staff and students to share good practice.

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Do talk to members of staff about your modules, seminars and lectures throughout the year. Provide feedback on things that have been successful but also suggest were you think improvements can be made.

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Regular feedback from students helps to improve both our modules and our teaching. A 'Module Evaluation Questionnaire' is filled in by you anonymously. Do take these seriously as they can be of great assistance in identifying strengths and weaknesses. A report on all questionnaires from modules is discussed regularly by the Department. Members of staff look at their own results to see where improvements can be made.

National Student Survey

The National Student Survey (NSS) is a valuable source of feedback for the University, but more specifically the NSS is externally published. You will be invited to complete the survey at the end of your final year, where you can reflect on your

experience overall at Sussex. The results of the survey are used by the Department to make improvements to the course and overall student experience.