Introduction

This paper consists of two Long Essays on topics chosen to pursue your particular interests in politics and international relations. The first essay is started in Michaelmas Term, and should be submitted by noon on Monday 24th January 2022. The second essay is started in Lent term, and has to be submitted by noon on Tuesday 3rd May 2022.

The aim of this paper is to enable you to develop further your skills in diverse areas of research in the fields of politics and international relations, in critical engagement with key texts, and in the presentation of arguments and writing on varied topics related to debates in these fields.

As the list below shows, your approach to these topics may be primarily theoretical or empirical. Many of the questions are generally phrased in order to allow you to decide, in discussion with your supervisor, whether to answer them in a general way or to concentrate on particular aspects or examples of the issue at hand. In doing so, you should consider conceptual issues, although not to the exclusion of relevant facts or specific arguments. Some of the questions relate to and cover similar issues as material covered in your other papers this year. You may use this paper to extend your work for another paper or prepare the ground for further studies.

In choosing a topic and preparing the essays, a balance should be struck between extending work done for other papers, and taking care that there is not too much overlap between your essay and an exam answer in your other papers. This may be avoided by
referring to different examples and readings than in other papers or exams; if in doubt, your supervisors or Directors of Studies will be able to advise further.

**Lecture, selection dates, deadlines**

There is an introductory session at the start of Michaelmas Term where Dr Christopher Brooke will discuss how the paper is going to work this year and offer advice. This will be on Wednesday **6th October 2021 at 10am** (at a venue to be confirmed). This presentation will outline approaches to research, reading, and writing for the Long Essay, and offer opportunities to ask questions about the paper.

At the start of both Michaelmas and Lent Terms, you will be asked for your essay choices: a first choice, and a reserve choice. These choices will need to be received by **noon on Friday 8th October 2021** for the Michaelmas Term choice and **noon on Wednesday 26th January 2022** for the Lent Term choice. In advance of those dates, you will receive a link by email asking you to make your choices, and please select your first and second choice via that link. We will then be in touch with you directly to notify you of your supervisor. While we try to give you supervision on your first choice questions, you may be asked to write on your reserve choice if there is high demand for certain questions. (In 2020-21 we were able to meet almost 90% of first preferences.) If you didn’t receive your first choice in Michaelmas, you will be given priority in Lent; conversely, choices submitted late will be given lowest priority. You can’t choose the same question number for your second essay that you took for your first essay.

The deadline for the submission of your first essay is **noon on Monday, 24th January 2022**. The deadline for your second essay is **noon on Tuesday, 3rd May 2022**. (The deadline falls on a Tuesday in Lent Term in order to avoid the May Day Bank Holiday.) The deadline is firm, and work that is submitted after these deadlines will receive penalties. If you have good reason to request an extension (such as a serious health problem, or a major family difficulty), you should contact your College as soon as possible; all requests must be sent from your Director of Studies or your Tutor to Dr Christopher Bickerton (**cb799@cam.ac.uk**), the Senior Examiner of Politics and International Relations Part II. All requests must be accompanied by appropriate evidence, and should be submitted at least 48 hours before the deadline if at all possible. Each essay should be submitted as a **pdf document**, along with a cover sheet that will be circulated to you by email. The essay and the cover sheet should be uploaded on Moodle. You will be enrolled in a Moodle course (‘POL5 and POL19 essay submissions’) and you upload it to that course by the deadline.

**The questions**

You make your selection from the list below. The subheadings that group questions together are purely to help you navigate the list, and are not intended to restrict your essays thematically. Note that some questions can only be taken in Michaelmas (MT) or Lent (LT) due to availability of supervisors. Below each question are some initial ideas on where you might start your reading for each essay.
GENERAL POLITICAL SCIENCE

1. Is it fair to say that political science is a waste of time?

2. How much of a problem is it that our knowledge of comparative politics is disproportionately based on the analysis of postwar data from western industrialised democracies?
   • Joseph Henrich, Steven J. Heine, and Ara Norenzayan. ‘The weirdest people in the world?’, *Behavioral and Brain Sciences*, vol. 33, nos. 2-3 (2010), pp. 61-83.

3. (a) Have we entered an era of ‘post-populism’?

   (b) To what extent does global populism capture contemporary political dynamics? [NB MT only]
4. What, if anything, can the concept of political culture explain?

5. How was the process of state formation in non-Europe different from that in Europe?

6. Why has religion remained a powerful force in a secular world?

7. Is the ranking of political constitutions defensible?
- Comparative Constitutions Project: [https://comparativeconstitutionsproject.org/ccp-rankings/](https://comparativeconstitutionsproject.org/ccp-rankings/)

8. Does state sovereignty enhance freedom?

9. **Can regime adaptation kill a revolution?**

10. **What is national decline, and what are its consequences?**

11. **Can there be such a thing as too much information?**

12. **What is regulatory capture, and why is it politically important?**
13. How does the education cleavage shape 21st century politics?


14. How can Behavioural Insights improve public health policies?


15. Why do some countries redistribute more than others?


16. To what extent does homeownership influence politics? [NB: MT only]


17. Are the political barriers to universal basic income insuperable?

BRITISH POLITICS

18. Why has the Anglo-Scottish union been a disruptive force in British politics since the 1970s?

19. Is English devolution politically feasible?
• Michael Kenny, Philip Rycroft, and Jack Sheldon, Union at the Crossroads (Cambridge: Bennett Institute 2021), https://www.bennettsstitute.cam.ac.uk/publications/union-crossroads/.

20. To what extent has the British prime ministership become ‘presidentialized’?
21. Has the United Kingdom Civil Service become politicized?


22. To what extent did Black Power movements in Britain and America share common aims?


POLITICS IN OTHER COUNTRIES

23. (a) Is the form of competitive or electoral authoritarianism found in many Middle Eastern countries a durable political arrangement?


- Steven Levitsky and Lucan A. Way, Competitive Authoritarianism: Hybrid Regimes after the Cold War (Cambridge: Cambridge University Press, 2010).


(b) Why did the 2010-11 Arab uprisings fail?


24. Are strong social movements a solution to the failures and inequalities of interest representation in Latin America?


25. Is Latin America part of the ‘West’?


26. What does the Covid crisis tell us about the strengths and weaknesses of the European Union?


27. Assess the legacy of Angela Merkel as Chancellor of Germany.

28. What is the legacy of authoritarianism in Russian politics?

29. What effect does local state experimentation have on Chinese politics and governance overall?

30. Whither the Chinese working class?

31. Does the Liberal Party still dominate Canadian politics, and if so, why?

**INTERNATIONAL POLITICS AND ORGANISATION**

32. Did the Liberal International Order ever exist?
• Jeff D. Colgan and Robert O. Keohane, ‘The liberal order is rigged: fix it now or watch it wither’, *Foreign Affairs* vol. 96, no. 3 (May/June 2017), pp. 36-44.

33. How have 19th century international politics conditioned 21st century international order?

34. Has Britain historically always been one of the ordering powers in Europe, or has it been one of the ordered?

35. How do great powers fall?

36. Why do international actors seek status?
37. What are the most important sources of legitimacy for international organizations?


38. How has international organisation undergone reform to accommodate the views of global South states?


39. Is the global NGO movement simply ‘the modern analogue of the Western missionary movements of the past’, as some critics claim?


40. How important are small states to the development of international institutions?


41. What role, if any, does ‘race’ play in international politics?

42. What does energy explain about international politics?

43. (a) How useful is covert action as a tool of foreign policy?

(b) Is a robust culture of secrecy essential for effective foreign policy?

44. Does China’s rise mean another ‘cold war’?
• Shiping Tang, ‘China and the future of international order(s)’, *Ethics and International Affairs*, vol. 31, no. 1 (2018), pp. 31-43.

**DIASPORAS, MIGRATION, AND REFUGEES**

**45. (a) How do diasporas matter for the politics of their countries of origin?**
• Nicole Hirt and Abdulkader Saleh Mohammad, ‘By way of patriotism, coercion, or instrumentalization: how the Eritrean regime makes use of the diaspora to stabilize its rule’, *Globalizations*, vol.15, no. 2 (2018), pp. 232-47.

(b) Which role(s), if any, do diaspora communities as transnational actors play in international politics?
• Fiona B. Adamson and Madeleine Demetriou, ‘Remapping the boundaries of “state” and “national identity”: incorporating diasporas into IR theorizing’, *European Journal of International Relations*, vol. 13, no. 4 (2007), pp. 489-526.
• Marie-Laure Djelic and Sigrid Quack, eds. *Transnational Communities* (Cambridge: Cambridge University Press, 2010).

**46. Can refugees be helped through a framework of trauma?**

**47. Has the migration crisis caused the populist upsurge in Europe?**

**WAR AND PEACE**

48. Is war an institution in crisis?

49. Can international law induce restraint in war?

50. Is peace a violent ideal?

51. (a) What are the implications of women’s participation in armed conflict?
• Carol Cohn, ed. *Women and Wars* (Cambridge: Polity Press, 2013), chs 1 (Cohn) and 10 (Jacobsen).

(b) How should decolonial thought change pervasive understandings of gender and war?

• Sylvia Tamale, *Decolonization and Afro-Feminism* (Ottawa, ON: Daraja Press, 2020).

(c) How should we understand sexual violence in war?


52. To what extent do war memorials contribute to post-war reconciliation?


53. Does the rise of 'drones' change the nature of war?


• Kevin McSorley, ‘Predatory war, drones and torture: remapping the body in pain’, *Body and Society*, vol. 25, no. 3 (September 2019), pp. 73–99.


54. What role does the stationing of military personnel overseas play in foreign policy?


55. ‘Humanitarian intervention risks permanent instability and abuse. The doctrine cannot be accepted if international law is meant to retain its meaning as a real legal order to attracts habitual compliance and that sanctions breaches of its key rules.’ Discuss with reference to international practice, precedent and doctrine.


**POLITICAL ECONOMY AND DEVELOPMENT**

56. Does capitalism still come in distinct, national varieties?


57. What’s the ‘neo-’ in neoliberalism?


58. Can political violence be good for development?

• Christopher Blattman, ‘From violence to voting: war and political participation in Uganda’, *American Political Science Review*, vol. 102, no. 2 (2009), pp. 231-47.

59. (a) How do NGOs shape development in Africa?


(b) Has the World Trade Organization helped or hindered economic development in the Global South?


ENVIRONMENTAL POLITICS

60. How do the technologies of climate science shape climate politics?


61. (a) How useful is Keynesian political economy as a guide to green economic transition?


(b) Is there a persuasive case for de-growth?


62. To what extent is the ‘Great Acceleration’ of global resource use from the 1950s a product of post-war US hegemony?


63. Can carbon forestry in Africa be environmentally just?

• Melissa Leach and Ian Scoones, eds. *Carbon Conflicts and Forest Landscapes in Africa* (New York, NY: Routledge, 2015).


TECHNOLOGY

64. Does on-line activism work?


• Deen Freelon, Alice Marwick, and Daniel Kreiss, ‘False equivalences: online activism from left to right’, *Science*, vol. 369, no. 6508 (4 September 2020), pp. 1197-1201.


65. Are computing algorithms political?


• Langdon Winner, ‘Do artifacts have politics?’ *Daedalus*, vol. 109, no. 1 (1980), pp. 121-36.


66. (a) To what extent is social media reshaping the political landscape at the domestic and international level?


(b) What forms of democracy might thrive in a digital age?
• David Runciman, *How Democracy Ends* (London: Profile, 2018), esp. ch. 3 (pp. 120-64).
• Lincoln Dahlberg, ‘Rethinking the fragmentation of the cyberpublic: from consensus to contestation’, *New Media and Society*, vol. 9, no. 5 (2007), pp. 827-47.

67. Has the internet democratised Islam?

68. How will digital automation technologies impact the global labour force?

69. Are genetically modified crops necessary to feed the future?
DEMOCRACY

70. When does a collection of persons constitute ‘a people’?

71. Is the principle of popular sovereignty realizable in modern democracies?

72. Does faith in democracy require faith in progress?

73. Are referendums good for democracy?
- Julie Smith, ed. The Palgrave Handbook of European Referendums (Cham: Palgrave Macmillan, 2021), Introduction and Part 1, esp. the chs. by Norton and Qvortrup (plus any others of interest).
- Matt Qvortrup, Government by Referendum (Manchester: Manchester University Press, 2018), inc. a ch. on referendums in the UK and another on the Brexit campaign.
- Matt Qvortrup, ed. Referendums Around the World (Cham: Palgrave Macmillan, 2018) (as the title suggests, this vol. has a global focus, so useful for those interested in referendums beyond Europe).

74. Are mini-publics the answer to improving democratic politics?
75. Does citizen dissatisfaction with the performance of democratic institutions represent a threat to democracy, given levels of public support for the ideals of democratic governance?


76. (a) Should children be entitled to vote?


(b) Should non-human animals be enfranchised?

- Janneke Vink, *The Open Society and Its Animals* (Cham, Palgrave Macmillan, 2020) (see in particular ‘Enfranchising animals in political institutions’).

77. Does oil hinder democracy?

FROM EMPIRE TO DECOLONISATION

78. Are theories of empire grounded in views about cultural autonomy?

79. How far is the modern republican tradition an imperial ideology?

80. ‘To colonise the state, first colonise the family.’ Discuss.

81. Will decolonisation ever be complete?
• Albert Memmi, *Decolonization and the Decolonized* (Minneapolis, MN: University of Minnesota Press, 2006).

CONCEPTS, THEORIES, AND IDEOLOGIES

82. Is government inevitable?


83. Does the idea of the ‘avant-garde’ retain any political force?


84. Should the state regulate ‘sex’?


• Alex Sharpe, ‘Will gender self-declaration undermine women’s rights and lead to an increase in harms?’ *Modern Law Review*, vol. 83, no. 3 (May 2020), pp. 539–57.


85. Does dystopian fiction necessarily imply political pessimism?


86. Are there ‘good’ and ‘bad’ nationalisms?


• Meghan Tinsley, ‘Decolonizing the civic / ethnic binary’, *Current Sociology*, vol. 67, no. 3 (2019), pp. 347-64.

87. Does Third Wave Feminism challenge the notion of ‘global sisterhood’?
• Naila Kabeer, Reversed Realities: Gender Hierarchies in Development Thought (London: Verso, 1994).

88. Is the current attack on meritocracy a symptom of the privileged devouring themselves?

89. What is politically at stake in the arguments about whether the decisive decade for human rights is the 1770s, the 1790s, the 1940s, the 1970s, or the 1990s?

Supervisions
The paper is primarily taught by supervision, three for each essay. The first supervision will consider the nature and scope of the question, and your approach to it. The second will discuss progress normally on the basis of a written outline or plan. The third will review a first draft. Supervisors will not read more than one draft of the essay, and will not offer more than three supervisions. You are expected to work for the essay during term time and supervisors will expect to give you each of the three supervisions during term time. Other than in exceptional circumstances, where your Director of Studies has provided evidence that you have been unable to work for some period of the term, supervisors can—and often will—refuse to read drafts during the vacation.
Writing and researching the essay

Essays must answer the question, and they must make an argument in doing so. The Examiners expect an argument in answer to the question, evidence of having read the important literature, and independent thinking. They have no fixed expectations for the nature, direction, or conclusion of answers to any of the questions set; you should approach them in a way that particularly interests you. More is needed than a straightforward review of the literature. Assertion and rhetorical flourishes cannot substitute for argument. Polemical writing will be penalised by the Examiners. Many essays will deploy detailed examples from past or contemporary politics and international relations, or theoretical arguments or texts, and will build their argument through these. If you do use a particular example or theoretical argument (or set of examples or theoretical arguments) to answer a general question, you will need to explain at the beginning of the essay why these examples or arguments are pertinent to the question. When you make arguments, you will need to explain your judgements, and you will need to engage with counter-arguments to the arguments you are making. Argue against the strongest claims of counter-arguments, not their weakest points. You also should avoid grand generalisations. These almost always fail to stand up to empirical or theoretical scrutiny and do not advance arguments.

For this paper, you are expected to learn how to use bibliographical searches, if you have not done so already, and not to rely solely upon your supervisor to provide a full reading list. It will also be useful to familiarise yourself with the University Library, as it is likely that some of the sources for your essay will only be available there. Many of the most useful databases are listed in the library guide to research in Politics https://libguides.cam.ac.uk/POLIS. One of the most useful databases is JSTOR http://www.jstor.org/, and, to search across a broader range, Google Scholar http://scholar.google.co.uk/

It is important to be aware that work that is poorly written and presented cannot be marked above a 2.2. This includes work that contains a significant number of typographical errors, has many grammatical mistakes, or does not have a proper system of referencing and a bibliography. It is therefore crucial that you proofread your essay carefully before submitting it. It may also be useful to recruit a friend to do so as well.

Examiners’ reports from previous Long Essay papers are available on Moodle, and are well worth consulting.

Presentation, length, layout, references and bibliographies

Developing your ability to write in an accurate, focussed, and compelling way is an important part of this paper. You are expected to write clearly, to punctuate carefully, and to proofread your essays before submitting them. Casualness in presentation of essays and syntactical and grammatical confusion will be penalised by the Examiners. As mentioned above, essays in which there are a significant number of typographical errors and syntactical and grammatical mistakes cannot receive a mark higher than a Lower Second.

Students and supervisors should note that the word limit is 5,000 words for Long Essays. There is no leeway. Students exceeding the word limit will be penalised. The word count must be included on the coversheet for your essay at submission and the Department
will carry out checks. At the final Examiners’ meeting in June, the Examiners will discuss all cases of over-length work and impose penalties.

The word limit will include all text except the Bibliography. This means that the main text, essay title, all data in tables or figures, appendices, captions, the table of contents, footnotes, endnotes and all prefatory material at the start of the essay will be counted against the word limit. As a general rule, any content that the Examiners must read in order to assess your work should be included in the main body and not in an appendix. Overuse of appendices or footnotes may be penalised if it impairs the understanding of your work. History and Politics students should note that the History Faculty has different rules about what counts against the word limit for submitted work, and should make sure that for these essays they follow these POLIS rules.

Students are also expected to use the 5,000 words available to them. Essays that fall more than 200 words short may also be penalised.

Long essays must be word-processed, use double line-spacing, have a font size of 11 or 12, have right and left margins of at least 2.5 cm, include page numbers and a Bibliography, and provide references for all quotations.

You must use the formal title from the list of questions, and put this at the top of the first page. Do not create your own essay title.

For a Long Essay, it is often useful to use sub-sections marked by sub-titles. It is generally best not to use too many; any more than four or five would be unusual. It would also usually be excessive to go beyond two levels of subsections (so, sub-sub-headings may be justifiable, but not more). If you use a considerable number of specialist acronyms, abbreviations, or non-English terms, a list of these at the start may also be helpful. It’s worth repeating that these items are all included in the word count, as is everything except the Bibliography.

You should NOT include your name or College anywhere on your Long Essay. The Department will supply a coversheet for completion that will include a declaration on plagiarism (see the section on this, below).

References and bibliographies

There are two common conventions for references: (1) full references in notes at the foot of the page or the end of the document, with a Bibliography at the end of the work; or (2) ‘author-date’ citations in the text, with a Bibliography at the end of the work. Follow just one of these, and, whichever one you use, make sure that your referencing is complete and consistent.

1. The full referencing convention. If using this approach, references are included in the notes, which should be numbered serially from 1 from the start of the essay. For references in notes, give full details at the first mention in the chapter; for subsequent mentions in the essay, a brief citation will do. Notwithstanding their widespread use, avoid op. cit., loc. cit., and ibid.; these can confuse. The Bibliography should include the full references in alphabetical order.
Examples:

For books -


For journals -


For chapters in edited volumes -


For corporate authors (where there is no individual author) -


For edited and/or translated volumes -


*Thereafter:* Nietzsche, ‘On the uses and disadvantages’, pp. 57-123.

For internet links -


*Thereafter:* *ODNB*, ‘Keynes, John Maynard’.

2. **The author-date system.** Footnotes and endnotes, including the references in such notes, count towards the total number of words in Long Essays and dissertations in Politics & International Relations; references in a Bibliography at the end of the work do not. For this reason, you may prefer to adopt the second convention—the ‘author-date’ style, or the ‘Harvard’ style, as it is sometimes known. In this, references are included in the text or the notes. There should then be a complete Bibliography at the end of the Long Essay, in which all the items cited should be arranged alphabetically by author’s surname (or where there is no author listed, by corporate author).
Examples:

For books -

*In text:* ...elite political culture in Italy changed dramatically over the course of the 1970s (Putnam 1993: 33) ... or: Putnam (1993: 33) argues that elite political culture in Italy changed dramatically over the course of the 1970s...


For journals -

*In text:* ...although others have questioned his measurements of institutional performance (e.g., Tarrow 1996: 389-98) or: Tarrow (1996: 389-98) is critical of the measurements of institutional performance that are used...


For chapters in edited volumes -

*In text:* ...whereas in Sweden, female parliamentarians had a significant role in raising the profile of distinctively women’s issues in debates about legislation (Eduards 1981)...


For corporate authors -

*In text:* *(Economist* 1999: 39-40)*


For edited and/or translated volumes -

*In text:* *(Nietzsche 1994: 176-86)*


For internet links –

*In text:* *(Oxford Dictionary of National Biography 2004)*


With the full referencing system (1), it may be useful to have separate lists of primary (archival and unpublished texts, interviews) and secondary (including those on the web, which are counted as ‘publications’) sources in the Bibliography. With the author-date system (2), a single Bibliography is usually to be preferred. It is never advisable to divide Bibliographies between types of secondary sources (e.g. separate list of books, articles, items on the web, etc.).
Your Bibliography should only include works cited in the main text, and should not be a list of everything you’ve read that is relevant to the essay.

**Plagiarism and unfair practice**

Plagiarism is presenting, as your own, words and thoughts that are not your own. Plagiarism is a form of cheating and regarded as such by the University’s Ordinances. At the beginning of each academic year you must sign a form saying that you have read the Faculty’s document on the matter and fully understand what plagiarism is. If you are in any doubt at all on this subject, ask your Director of Studies to talk you through the issue.

Below, three different forms of plagiarism are explained. Most students will be aware that the first two are wrong. The third form, involving copying text that is otherwise referenced from a book or article, still generates confusion, and therefore it is important to read this section, even if you are confident that you know what plagiarism is.

**What Constitutes Plagiarism**

1. **Copying text from unpublished sources.**

   Submitting essays that have been obtained in whole or in part from websites or from other students is plagiarism. There are no grey lines. This always constitutes a deliberate attempt to deceive and shows a wilful disregard for the point of a university education. Each piece of work is expected to be the original, independent work of the student, and so if this is not the case it must be declared in the essay.

   Proofreading, reading drafts, and suggesting general improvements to other students’ essays—and receiving such help from others—is not collusion, and is often helpful. If, however, another student were to carry out detailed redrafting of the entire conclusion of an essay, this would be considered collusion. If this is not acknowledged in the essay, it is considered a form of plagiarism.

   Reproducing the thoughts of lecturers and the advice from a supervisor is not regarded as plagiarism. Merely reproducing lecture notes, however, is always obvious and takes away the purpose of writing essays.

2. **Copying from published literature without acknowledgement.**

   This applies, without distinction, to material from the internet and from printed sources. Work that is drawn upon in your essays must be referenced appropriately. If you quote from a source, or draw from a particular section of a text, you should reference the relevant page numbers. Avoiding plagiarism means getting into the habit of careful referencing, and it is useful to start developing this habit, if you haven’t already, throughout your supervisions as well as in the final submitted work.

3. **Copying text without using quotation marks.**

   This is a form of plagiarism, even if you acknowledge the source of the text. That is, if you are including text that is not in quotation marks, you are asserting that you have written these words yourself; if this is not so, it is passing off someone else’s words as your own.
This is the most common form of plagiarism found in this university, and so requires a few more words of explanation.

Take the following passage from the *Oxford Dictionary of National Biography* (ODNB):

For two years from the autumn of 1941 Keynes was mainly occupied with proposals for the post-war international monetary system. In the immediate post-war years the existing system of exchange controls and bilateral payments agreements would have to continue, but in the long term these arrangements should be superseded by a multilateral scheme with currencies freely convertible. Keynes prepared a plan for an international clearing union to supersede the gold standard and put forward a set of rules for balance of payments adjustment that required creditor countries to take the main initiative. His plan underwent many revisions before being submitted to the Americans, who had prepared a plan of their own—the White plan—for a stabilization fund and (in the initial version) an international bank for reconstruction and development.

If you quote from any part of this, you must put it in quotation marks and attribute it as: *Oxford Dictionary of National Biography*, www.oxforddnb.com/view/article/34310. If you paraphrase any part, you must reference it in the same way.

To write something like what follows is plagiarism:

From 1941 to 1943 Keynes was mainly occupied with proposals for the post-war international monetary system (*Oxford Dictionary of National Biography* 2004). Immediately after the Second World War, the existing system of exchange controls and bilateral payments agreements by necessity had to endure, but ultimately these arrangements would be superseded by a multilateral scheme with currencies freely convertible. The *Oxford Dictionary of National Biography* (2004) relates how Keynes’ plan underwent many revisions before being given to Washington, where White had devised his own plan for a stabilization fund and in the initial version an international bank for reconstruction and development.

In this text, there are five phrases that are repeated word-for-word from the original source, or with only tiny amendments: ‘Keynes was mainly occupied…’, ‘the existing system of exchange controls and bilateral payments agreements’, ‘superseded by a multilateral scheme…’, ‘underwent many revisions before’, and ‘for a stabilization fund and in the initial version…’. Even though the *ODNB* is referred to twice in the text, these words are not in quotation marks, and therefore this would constitute plagiarism. One could put each of these phrases in quotation marks. Much better though would be to put the text in your own words, so that you are not just repeating someone else’s words.

This form of plagiarism may sometimes occur due to poor note-taking. If you are reading a book or article and taking notes on paper, or on your computer, you may sometimes find yourself copying out apt sentences or paragraphs mechanically. When it comes to turning your reading into an essay, students in a hurry may string their notes together into an essay. The result is an unintentional—but still serious—form of plagiarism. It is important to guard against this, and to develop a way to distinguish in your own notes...
the legitimate paraphrase from the quotation, for example by including quotation marks in your own notes or by highlighting such text.

This form of plagiarism is often from texts that have technical language, and students may take someone else’s words because they are unsure of their precise meaning. In the hypothetical example above, students who are not quite sure what exactly is meant by ‘the existing system of exchange controls and bilateral payments agreements’ in the ODNB entry may be tempted just to copy the entire phrase. Again, this is something to guard yourself against. If you are reading a book or article with language in it that continues to mystify, it is worthwhile to read around the topic, to make an effort to put it into your own words, and to use part of a supervision to discuss the terms themselves until you are satisfied that your understanding is solid.

Use of originality checking software

All POL5/19 Long Essays will be run through ‘Turnitin’. This is a service to which the University subscribes that provides an electronic means of checking student work against a very large database of material from the internet, published sources, and other student essays. ‘Turnitin’ also helps to protect the work submitted by students from future plagiarism and thereby to maintain the integrity of any qualifications you are awarded by the University. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

Consequences of plagiarism

Any Examiner who finds evidence of plagiarism in a Long Essay will contact the Chair of Examiners, who will follow the University’s guidance as to how to handle such cases. There may be an investigative meeting, which will seek to establish how any plagiarised material was generated. Some cases can be investigated and dealt with by the Examiners themselves. Other cases will be reported to the University Proctors. In very serious cases of plagiarism, the Senior Proctor will inform the University Advocate, who can take the student before the University’s Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it.

Marking criteria

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<td>80+</td>
<td>A wholly clear, powerful, sophisticated and persuasive argument focused on the question, supported throughout by relevant texts and/or evidence, dealing decisively with the most important counter-arguments, containing some original thought or insight, sustained over the length of the essay, displaying a very high degree of accuracy, and faultlessly written and presented. To fall into this range, essays have to display all of these qualities.</td>
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<td>70-79</td>
<td>A wholly clear and persuasive argument, supported throughout, as the case may be, by relevant texts and/or evidence, which deals effectively with the more important counterarguments, shows clear independence of mind, is sustained over the length of the essay, displays a high degree of accuracy, and is well written and presented. To fall into this range, an essay has to display all of these qualities.</td>
</tr>
<tr>
<td>60-69</td>
<td>A generally clear and persuasive argument focused on the question, generally well supported by relevant texts and/or evidence, that pays due attention to the important counter-arguments, , sustained over the length of the answer/essay, displaying a good level of accuracy, and well written and presented. To fall into this range, an essay has to display all of these qualities, and should not decisively show any of the negative qualities listed under the criteria for 50-59. Essays where there is some evidence of the negative qualities listed under the criteria for 50-59 will receive a mark between 60 and 64.</td>
</tr>
<tr>
<td>50-59</td>
<td>A moderately clear argument, reasonably well supported by relevant texts and/or evidence, but that shows some mistakes or accuracy, or weakness in its reasoning or textual and/or evidential support, or is not focused on the question, or is not well sustained over the length of the answer/essay, or fails to address counter-arguments, or is in whole or in part not well written and presented. To fall into this range, essays have to display both positive qualities and should not show any of the negative qualities listed under the criteria for a 40-49. An essay that is in whole or in part not well written or presented will receive a mark in this range regardless of its positive qualities or the absence of other negative features.</td>
</tr>
<tr>
<td>40-49</td>
<td>A discernible argument that receives modest support from relevant texts and/or evidence, but which is seriously problematic in its reasoning or textual and/or evidential support, or disregards the question, or makes a significant number mistakes of fact, or is not sustained over anywhere near the length of the essay, or is in significant part poorly written and presented. To fall into this range, essays have to display both positive qualities and should not show any of the negative qualities listed under the criteria for a 21-39.</td>
</tr>
<tr>
<td>21-39</td>
<td>A barely discernible argument on the subject of the question, that is either thinly supported, ignoring the evidence and/or texts in its argument, or makes a large number of mistakes of fact, or is poorly structured throughout the essay, or is poorly written and presented throughout.</td>
</tr>
<tr>
<td>1-20</td>
<td>An essay that is irrelevant to the subject of the question, or shows a complete failure of understanding of the subject, or that is radically incomplete.</td>
</tr>
<tr>
<td>0</td>
<td>No essay submitted, or submitted more than ten days after the deadline.</td>
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