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 23rd January 2023. The second essay is started in Lent term, and has to be submitted by noon on Tuesday 2nd May 2023.

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 **5th October 2022 at 10am** in the Cockcroft Lecture Theatre on the New Museums Site. 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 **7th October 2021** for the Michaelmas Term essay and **noon** on Wednesday **25th January 2022** for the Lent Term essay. 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 (and it is possible, though unlikely, that you may be asked for an additional choice, in case that neither of your preferences can be met). 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, and if you are a third-year student taking POL19, you should avoid choosing essay titles that substantially overlap with any essays you wrote for POL5 in your second year.

The deadline for the submission of your first essay is **noon on Monday, 23rd January 2023**. The deadline for your second essay is **noon on Tuesday, 2nd May 2023**. (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 require an extension (such as a serious health problem, or a major family emergency), you should contact your College as soon as possible; all applications go through the University’s Examination Access and Mitigation Committee, which will require supporting evidence. There is more information about this here: [https://www.student-registry.admin.cam.ac.uk/about-us/EAMC](https://www.student-registry.admin.cam.ac.uk/about-us/EAMC). 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 the realm of political studies is replete with bullshit?


2. Is ‘centrism’ a meaningful political concept?


3. What explains why citizens of Western societies are or are not more politically polarised than ever before?


Pew Research Centre, ‘The Partisan Divide on Political Values Grows Even Wider’ https://www.pewresearch.org/politics/2017/10/05/the-partisan-divide-on-political-values-grows-even-wider/
4. Why has the rise in economic inequality since the 1980s not pushed voters to the left in the way we might have expected?


5. Why have western governments struggled to tackle regional inequalities in the last twenty years?


6. Does education undermine the politics of redistribution?


7. Has the pandemic left the authoritarian nationalists firmly in charge?


8. **Is migration an effective instrument of state coercion?**


9. **How does memory shape political identity?**


10. **Does writing make states? [NB: MT ONLY]**


11. **Are companies now more powerful than states?**


**GOVERNMENT AND POLICYMAKING**

12. **Does the concept of collective responsibility in cabinet government encourage groupthink?**


Michelangelo Vercesi, ‘Cabinets and decision-making processes: re-assessing the literature’, *Journal of Comparative Politics*, vol. 5, no. 2 (2021), pp. 4-27.

13. **Are ‘blame games’ an inevitable part of the politics of policymaking?**


14. **Are interest groups detrimental to public policymaking?**


Susanne Lohmann, ‘Representative Government and Special Interest Politics (We Have Met the Enemy and He Is Us)’, *Journal of Theoretical Politics*, vol. 15, no. 3 (2003) pp. 299-319.


15. **Why do government officials release secret information to the public?**


**VIOLENCE, PROTEST, RESISTANCE, AND REVOLUTION**

16. Are violent protests more effective than peaceful ones?


17. Why do armed groups engage in violence against civilians?


18. Can there be politics without violence?


19. Can everyday resistance bring about significant political change?


20. Can regime adaptation kill a revolution?


21. How do international forces explain the widespread violence across the Middle East since the early 2000s?


**BRITISH POLITICS**

22. Is Britain a great power today?


23. Why has the UK government found it so difficult to ‘get Brexit done’?


**24. Does British politics since 2016 illustrate the strengths or weaknesses of the UK’s ‘political constitution’?**


**25. EITHER (a) How far is the politics of Englishness a source of instability for the territorial politics of the UK state? [NB: MT ONLY]**


**OR (b) Will the UK union make it to 2030?**


**26. To what extent did Black Power groups in Britain share a common approach to politics?**


**POLITICS IN EUROPE**

27. Is the European Union a neoliberal conspiracy?


28. Does the Ukraine crisis mean that the EU’s long-standing reluctance to enlarge is over?


29. What impact did Angela Merkel’s time as Chancellor of Germany have on EITHER domestic German politics OR international affairs?


**UKRAINE, etc.**
30. What does Russia’s war against Ukraine reveal about the nature of the post-Cold War international order? [NB: MT ONLY]


32. Was the enlargement of NATO after the Cold War a mistake?

John J. Mearsheimer, ‘Why the Ukraine Crisis is the West’s Fault’, Foreign Affairs, vol. 93, no. 5 (September/October 2014).


33. Is the war in Ukraine the start of an energy revolution?


**34. What are the most important obstacles to ending the war in Ukraine?**


**CHINA**

**35. EITHER (a) Does China-led globalisation differ from established patterns of Western-led globalisation? [NB: LT ONLY]**


**OR (b) To what extent is China seeking to change the world order?**


36. Does China help or hinder economic development in Africa?


37. What effect does local state experimentation have on Chinese politics and government overall?


38. Whither the Chinese working class?


INTERNATIONAL POLITICS AND ORGANISATION

39. Is globalization creating a crisis of identity within the world order?


40. What explains the growing backlash against international organisations?


41. Do international institutions enhance or limit smaller states’ influence in world politics?


42. Is there such a thing as populist foreign policy?


43. How limited is intelligence in shaping foreign policy decision-making?


44. EITHER (a) Are international summits nothing more than theatrical performances?


OR (b) OR DOES digital diplomacy render international summity a costly anachronism?


45. Why do tax havens exist?


46. Is US hegemony in Latin America a thing of the past?


**WAR, etc.**

47. Do advanced technologies make war more humane?


48. What is the role of love in war and its aftermath?


49. In international law, is the NATO operation against the Federal Republic of Yugoslavia concerning Kosovo of 1999 a precedent for the use of force aimed at obtaining statehood through unilateral opposed secession?


**50. Has Israel now won its 70-year conflict with its regional neighbours, including the Palestinians?**


**DEMOCRACY**

**51. Are mass media a necessary condition for the functioning of democracy?**


Jürgen Habermas, *The Structural Transformation of the Public Sphere* (Cambridge: Polity Press, 1989), esp. ch. VI.


**52. What, if anything, could replace the political party as the organising institution of modern democracy?**


**53. Does authoritarian consolidation in countries such as Russia, China or the Arab Gulf States prove that democratic ideals are incapable of universalisation?**


Roberto Stefan Foa. ‘Modernization and Authoritarianism’ [http://www.roberto.foa.name/12_29.3_Foa_pp.%20129-140.pdf](http://www.roberto.foa.name/12_29.3_Foa_pp.%20129-140.pdf).

**TECHNOLOGY**

54. Why is the regulation of technology political? [NB: LT ONLY]


Neil Savage, ‘The race to the top among the world’s leaders in artificial intelligence’, *Nature*, vol. 588: S102-S104 (2020) [https://www.nature.com/articles/d41586-020-03409-8](https://www.nature.com/articles/d41586-020-03409-8).

55. How do digital technologies shape humanitarian interventions?


56. EITHER (a) Is social media the friend or foe of authoritarian regimes?


Zeynep Tufekci, ‘“Not This One”: Social Movements, the Attention Economy, and Microcelebrity Networked Activism’, *American Behavioral Scientist*, vol. 57, no. 7 (2013), pp. 848-70.

**OR (b) Can the metaverse be a public sphere? [NB: MT ONLY]**

Jodi Dean, ‘Why the Net is not a Public Sphere’, *Constellations*, vol. 10, no, 1 (2003), pp. 95-112.


57. Where the politics of Islam is concerned, can the promise of the internet outpace its perils?


*58. What impact will Brexit have on the governance of agricultural and food biotechnology in the UK?*


FROM EMPIRE TO DECOLONISATION

*59. How were Asian empires different from European empires, if at all? Explain by comparing one example of each.*


William T. Rowe, *China’s Last Empire: The Great Qing* (Cambridge MA: Belknap Press, 2012).

60. Can decolonisation efforts reshape the international order?


61. To what extent does anti-Eurocentrism reproduce Eurocentrism?


ENVIRONMENTAL POLITICS

62. EITHER (a) What explains comparative divergence in national pathways towards green economic transition?


OR (b) Is green industrial policy a contradiction?


63. How has the dollar’s international dominance shaped the post-war ‘Great Acceleration’ of global resource and energy consumption?


64. Does mass climate displacement pose a new challenge to the international order? [MT ONLY]


65. Must historians of political thought also be environmental historians?


66. How do social movements shape environmental politics in Africa?


**UTOPIAS**

67. EITHER (a) Is utopianism obsolete in the Anthropocene?


OR (b) Is hope alien to post-utopian fiction?


Robin Bunce, ‘A Modern Utopia?’, in Robin Bunce and Trip McCrossin, eds., *Blade Runner 2049 and Philosophy: This Breaks the World* (Chicago, IL: Open Court, 2019), pp. 197-204.


OR (c) OR Is China Miéville right to say that ‘we live in a utopia: it just isn’t ours’?


SEX AND GENDER

68. How do feminisms challenge what is meant by ‘freedom’ in liberal democracies?


69. How might the study of gender and sexuality in one context inform the politics of gender in another?


Oyeronke Oyèwùmí, Invention of Women: Making an African Sense of Western Gender Discourses (Minneapolis, MN: University of Minnesota Press, 1997), ch. 1.

70. Why are there so few women peace mediators?


71. Can the ‘business case’ for women’s empowerment achieve a win-win scenario?


72. Do Muslim women need saving?


CONCEPTS, THEORIES, AND IDEOLOGIES

73. Should national citizenship be abolished? [NB: MT ONLY]


74. Is there a coherent distinction between patriotism and nationalism?


George Orwell, “Notes on nationalism” (1945) [https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/notes-on-nationalism/](https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/notes-on-nationalism/)

75. In what sense, if any, is the writing of history a mode of political thought?


76. Does anarchist anthropology have anything to teach anarchist political theory?


77. In what ways are biomedical understandings of the immune system used as metaphors to conceptualize the body politic? [NB: LT ONLY]


78. What can the study of Manet’s art teach us about modern political ideals?

Catherine M. Soussloff, Foucault on Painting (Minneapolis, MI: University of Minnesota Press, 2017), esp. ch. 3 ‘Manet’s Painting’.


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](https://libguides.cam.ac.uk/POLIS). One of the most useful databases is JSTOR [http://www.jstor.org/](http://www.jstor.org/), and, to search across a broader range, Google Scholar [http://scholar.google.co.uk/](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.

**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 –


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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<tr>
<th>Mark</th>
<th>Quality of Answer</th>
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<tr>
<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,</td>
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<td>Score Range</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>
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<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, is 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>
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<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 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>
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<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 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>
</tr>
</tbody>
</table>