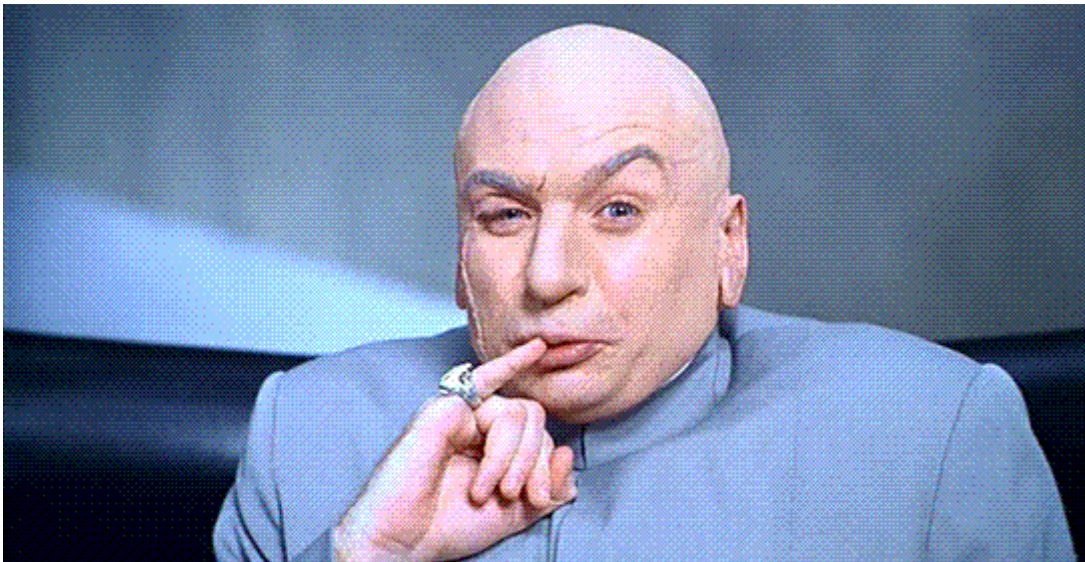


**IRD3037**

*Global Ethics and Identity*



# 2016-17

## Global Ethics and Identity

### Lecturer Contact Details

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**Office Hours:** You will find details of staff office hours posted on the NILE website. Please note that office hours may change during term time to accommodate changing teaching commitments. If in doubt, or if you cannot make any of the scheduled office hours, all members of the module team can be contacted by e-mail (or phone) to make alternative arrangements.

**Introduction:** In an age of globalisation can we speak of a corresponding global ethics? What, for example, do we mean by 'human rights'? Who should enforce these rights? Does multiculturalism and the increasing pluralisation of identities render impossible the idea of a universal ethics? Do we have an ethical responsibility to the Other and, if so, what form and/or direction should it take? Drawing from such examples as the holocaust, the 'clash of civilizations', contemporary culture, political economy and new (bio-genetic) advances in science and technology, this module explores the relationship between ethics, religion, ideology and politics.

The module will be taught through a programme of weekly lectures and seminars.

Teaching Arrangements: The module is taught over 24 weeks, two hours per week and is timetabled as follows: **Thursdays 4- 6pm in C304**

Teaching is through a combination of lectures, seminars and tutorials. Seminar activities will include discussions of specified reading, themes and topics

The general purpose of the lectures is to present and provide you with the basic outlines of particular issues and debates within the field, and to draw your attention to questions and issues which you will pursue further in seminar discussions, reading groups and in self-guided research outside class. Seminars are there to allow you to discuss issues raised in the lectures or in your preparatory reading/research in more depth. Discussions in seminars should be student-led, with the tutor acting mainly as a facilitator. How much you get out of seminars depends very much on your preparation and willingness to enter into discussion with your colleagues.

While lectures and seminars are essential elements of the module, your success will depend largely on how much reading and research you do around the subject. You should allow around two to three hours per week for self-directed study, in addition to the two hours per week in class for this module. In order to become an efficient researcher, it is important that you familiarise yourself with the services and facilities offered by the library, especially the availability of electronic and on-line sources as well as the short loan section.

**Tutorials** may be arranged during office hours or at other times by mutual agreement.

### *Attendance*

Regular attendance is essential, and attendance registers will be taken for each session. If you cannot attend a particular session, you should inform the relevant tutor in advance. Combined Honours students who repeatedly miss sessions without having or offering a valid reason, may be reported as a 'cause for concern' to the CH programme director. If you are found to be 'in neglect of your academic obligations' (non-attendance, non-submission of coursework), you may have your right to re-sit failed assessments withdrawn, or in extreme cases be asked to leave the course. Copies of 'cause for concern' records will be kept on your student file, which in turn will be used by all tutors you nominate as referees when applying for jobs during and after your time at the University of Northampton.

### **Autumn Term**

Week 1 (06/10/16)	Introduction (GD)
Week 2 (13/10/16)	Aristotle and the Ethics of Balance (GD)
Week 3 (20/10/16)	Kant and the Cosmopolitan Tradition (GD)

Week 4 (27/10/16)	Consequentialism & Utilitarianism (GD)
Week 5 (03/11/16)	Global Ethics vs Cultural Relativism (GD)
Week 6 (10/11/16)	Virtue Ethics and Complexity (GMc
Week 7 (17/11/16)	Skills/Tutorial Week
Week 8 (24/11/16)	Ethics and religion (GMcB)
Week 9 (01/12/16)	Ethics of Comedy (GD)
Week 10 (08/12/16)	Just War? (GD)
Week 11 (15/12/16)	Assignment Preparation/Tutorials

### **Spring Term**

Week 13 (12/01/17)	Postmodern Ethics: Difference and Tolerance (GD)
Week 14 (19/01/17)	Extremity and morality (GMcB)
Week 15 (26/01/17)	Ethics as Radical Evil? (GD)
Week 16 (02/02/17)	Obligations to future generations (GMcB)
Week 17 (09/02/17)	Review and reflection wk
Week 18 (16/02/17)	Obligations to past generations (GMcB)
Week 19 (23/02/17)	Welfare and Ethics (GMcB)
Week 20 (02/03/17)	Ethics as Real? (GD)
Week 21 (09/03/17)	Do Bytes have Rights? (GMcB)
Week 22 (16/03/17)	Assignment preparation
Week 23 (23/03/17)	Human Rights (GD)

### **Reading**

While there is no textbook for this module the following books represent a useful introduction to contemporary global ethics:

Widows, H. (2011), *Global Ethics: An Introduction*, Durham: Acumen.

Dower, N. (1998) *World Ethics*, Edinburgh: Edinburgh University Press.

Valls, A. & V. Held (2000), *Ethics in International Affairs*, Maryland: Rowman & Littlefield.

**Useful overviews can also be found in the following:**

MacIntyre, A. (2007), *After Virtue: A Study in Moral Theory*, London: Duckworth.

MacIntyre, A. (2002), *A Short History of Ethics*, London: Routledge.

**Indicative reading and other learning resources:**

General

Aristotle (2000), *Nicomachean Ethics*, Cambridge: CUP.

Bauman, Z. (1989), *Modernity and the Holocaust*, Cambridge: Polity.

Bauman, Z. (1993), *Postmodern Ethics*, Oxford: Blackwell.

Bauman, Z. (1995), *Life in Fragments: essays in postmodern morality*, Oxford: Blackwell.

Blackburn, S. (2001), *Being Good: A Short Introduction to Ethics*, OUP.

Booth, Ken & Steve Smith [eds.] (1995) *International Relations Theory Today*

Bottomore, T. (1983), *A Dictionary of Marxist Thought*, Oxford: Blackwell.

Brown, Chris (2005), *Understanding International Relations*

Bull, Hedley (2002), *The Anarchical Society*

Carr, E.H. (1946), *The Twenty Years Crisis*

Chan, Stephen and Cerwyn Moor (2006), *Theories of International Relations*

(Multivolume Set – especially Vols.I, II, IV)

Crick, B. (1962), *In Defence of Politics*

Critchley, S. (1999), *Ethics – Politics – Subjectivity*, London: Verso.

Critchley, S. (1992), *The Ethics of Deconstruction*, Oxford: Blackwell.

Dower, N. (2008), *The Ethics of Peacebuilding*, Edinburgh: Edinburgh University Press.

Dower, N. (1998), *World Ethics*, Edinburgh University Press.

Dobson, A. (1995), *Green Political Thought*, London: Routledge.

Dupre, B. (2013), *50 Ethics Ideas You Really Need to Know*, London: Quercus.

Eatwell, R. and A. Wright (eds.) (2000), *Contemporary Political Ideologies*, London: Continuum.

Eckersley, R. (1992), *Environmentalism and Political Theory*, London: UCL Press.

Eccleshall, R. et al (eds.) (1994), *Political Ideologies*, London: Routledge.

Foot, Rosemary [ed.] (2002), *Order and Justice in International Relations*

Fukuyama, Francis (1992), *The End of History and the Last Man*

Gray, J. (1991), *Liberalisms*,

Gregg, Robert (1998), *International Relations on Film*

Halliday, Fred (1994), *Rethinking International Relations*

Hoffman, J. (2006), *Introduction to Political Ideologies*, Harlow: Pearson Longman.

Hoffman, J. (2006), *Introduction to Political Concepts*, Harlow: Pearson Longman.

Huntington, Samuel (1996), *The Clash of Civilisations and the Remaking of World Order*

Jones, C. (1999), *Global Justice*, OUP.

Kaldor, Mary (2003), *Global Civil Society*

Kegley, Charles (1999), *World Politics*

Kegley, Charles [ed.] (1995), *The Global Agenda*

Knutsen, Torbjorn (1997), *A History of International Relations Theory*

MacIntyre, A. (1981), *After Virtue: A Study in Moral Theory*, Duckworth.

Macintyre, A. (1966), *A Short History of Ethics*, London: MacMillan.

Mann, M. (2005), *The Dark Side of Democracy*, CUP

Mingst, Karen (2004), *Essentials of International Relations*

Mouffe, C. (ed.) (1992), *Dimensions of Radical Democracy*, London: Verso.

Morgan, April [ed.] (2004), *Ethics and Global Politics*

- Nye, Joseph (2003), *Understanding International Conflict*
- Parkinson, Fred (1997), *The Philosophy of International Relations*
- Porter, B.F. (1980), *The Good Life: Alternatives in Ethics*, Macmillan.
- Rorty, R. (1989), *Contingency, Irony and Solidarity*, Cambridge: Cambridge University Press.
- Rorty, R. (1982), *Consequences of Pragmatism*, Brighton: Harvester.
- Rosenthal, Joel [ed.] (1999), *Ethics and International Affairs*
- Singer, P. (1986), *Applied Ethics*, OUP.
- Singer, P. & H. Kuhse (1999), *Bioethics*, Cambridge: Cambridge University Press.
- Singer, P. (1993), *Practical Ethics*, OUP.
- Taylor, C. (1991), *The Ethics of Authenticity*, Cambridge Mass.: Harvard UP
- Thompson, J. (1992), *Justice and World Order*, Routledge.
- Viotti, Paul [ed.] (1999), *International Relations Theory*
- Weber, Cynthia (2006), *Imaging America at War: Morality, Politics and Film*
- Williams, Michael (2005), *The Realist Tradition and the Limits of International Relations*
- Wilson, J. (1970), *Moral Thinking: A Guide for Students*, Heinemann Educational.
- Zupančič, A. (2000), *Ethics of the Real*, London: Verso.

### **Just War Literature**

- Chesterman, Simon (2001), *Just War or Just Peace?*
- Elshtain, Jean Bethke (2003), *Just War Against Terror*
- Nardin, Terry (ed.), *The Ethics of War and Peace: Religious and Secular Perspectives*
- Ramsey, Paul, *The Just War: Force and Political Responsibility*
- Regan, Richard (1996), *Just War Principles and Causes*
- Walzer, Michael (2006), *Just and Unjust Wars: A Moral Argument with Historical Illustrations*
- Walzer, Michael (2005), *Arguing About War*

Weissman, Fabrice (ed.), *In the Shadow of Just Wars: Violence, Politics, and Humanitarian Action*

### **Journals**

*Ethics : an international journal of social, political and legal philosophy*

*Journal of ethics*

*Ethics and information technology*

There are many other relevant titles apart from those listed and students should register for an ATHENS account as early as possible. This will help you to discover ways of accessing relevant sources of electronic information.

### **Internet Resources**

The library's learning resources homepage holds a number of subject specific resources:  
<http://www.northampton.ac.uk/lrs/subjects>.

Useful sites for Global Ethics and Identity are:

<http://www.globalethics.org/>

<http://www.bbc.co.uk/religion/ethics/>

<http://www.guardian.co.uk/science/ethicsofscience>

### **Assessment**

**There are three units of assessment:**

- (i) Short Assignment (20%).**
- (ii) 2000 word essay (40%).**
- (iii) 2000 word essay (40%),**

Students will be expected to demonstrate knowledge and understanding of the central concepts and ideas. They will be expected to do so in the form of clear and reasoned argument and critical analysis should be in evidence. The ability to construct a sustained evaluation of the theoretical foundations, and empirical scope, of key perspectives will be



central to the assessment criteria as will the ability to communicate in a succinct and lucid fashion. Evidence of a wide and varied background research and appropriate skills of referencing and acknowledgement of sources are also vital.

*All assignments must be submitted electronically through Turnitin*

### **Submission Dates**

**Short Assignment                      Tuesday 22/11/16**

**2000 word Essay                      Tuesday 17/01/17**

**2000 word Essay                      Tuesday 21/03/17**

### **Referrals and Deferrals**

Rather than resubmitting work after the end of the academic year, you will be given an opportunity to resubmit the assessment before the end of the module. If you are granted a referral or deferral, the deadline for the essay assignment will be as follows:

### **Initial and referral assessment deadlines**

<b>Assessment Item</b>	<b>Deadline</b>	<b>Referral / Deferral deadline</b>
Seminar Short Assignment	22/11/16	Friday 28 <sup>th</sup> April 2017
2000 word Essay	17/01/17	Friday 14 <sup>th</sup> July 2017
2000 word Essay	21/03/17	Friday 14 <sup>th</sup> July 2017

### ***Alternative (referral and deferral) assessments***

Assessment 1: Short Assignment due Friday 28<sup>th</sup> April 2017 - as described below but, if necessary, an alternative assignment will be set.

Assessment 2: 2000 word essay due Friday 14<sup>th</sup> July 2017 - as described below but if previously attempted then a new topic should be chosen.

Assessment 3: 2000-word essay due Friday 14<sup>th</sup> July 2017 - as described below but if previously attempted then a new topic should be chosen.

Assessment Guidance

**Assignment One** Short Assignment (1500 words)

This is an individual written assignment to be submitted through turnitin. Drawing on relevant literature and seminar discussions, please answer the following question:

**1) Is a global ethics possible/desirable? Explain and illustrate your answer.**

**Assignment Two** – 2000 Word Essay

Choose one of the following:

1 (i) ‘Aristotle is an ethical conservative’. Discuss.

Or

(ii) ‘Aristotle’s great advance was to show the link between collective needs and individual responsibility’. Discuss.

2. Should we be more Kantian in our approach to ethical issues? Justify your answer.
3. ‘Today, more than ever, we need a sense of virtue’. Discuss.
- 4 ‘The single-most important ethical objective is happiness’. Discuss.
5. Compare and contrast utilitarian and consequentialist approach to ethics.
6. ‘Ethics always depends on cultural context’. Discuss
7. ‘Ethics is ultimately a matter of personal judgement’. Discuss
8. Does ethics/morality require a belief in God? Explain your answer.
9. Do we have the right to be offended? Justify your answer.
10. Is there a relationship between comedy and ethics? Explain and illustrate your answer.
11. Can comedy be ethical? Explain your answer
12. On what grounds might ‘whistleblowing’ be justified? Explain your answer.

**Please Note** - You may also devise your own essay title **on condition that you discuss it with the relevant tutor.**

**Assignment 3** - 2000 Word Essay

## Essay Titles

Choose one of the following:

1. What is a war crime? By what standard should we judge?
  
2. (i) Can 'pre-emptive strikes' be justified?  
Or  
(ii) Do the ends justify the means? Justify your answer.
  
3. Explain and explore the idea of tolerance? Is tolerance a good thing?
  
4. What, if any, is our ethical obligation towards the Other?
  
5. (i) Should limits be placed on cultural diversity? If so, where should they be placed?  
Or  
(ii) 'Universal ethics is opposed to cultural identity'. Discuss.
  
6. 'Philanthropy is a way of avoiding ethical responsibility'. Discuss.
  
7. Is ethics the same as morality? Explain your answer.
  
8. Can ethics be considered to be evil? Explain and illustrate your answer.
  
9. What is meant by an ethics of the Real?
  
10. To what extent can ethics be separated from politics? Explain and illustrate your answer.

11. Do we have obligations to past and/or future generations? Explain and illustrate your answer.

12. Do bytes have rights? Explain and illustrate your answer

**Please Note** - You may also devise your own essay title **on condition that you discuss it with the relevant tutor.**

### Essay assignments advice

The essay assignments are designed to test the student's ability to conduct in-depth research, to synthesise information from a range of sources and to advance well-organized expositions in an articulate, rigorous and creative manner.

Points to remember:

- The essay assignments should be 2000 words in length.
- Choose a question that interests you, and spend some time 'unpacking' the question or quotation that you are going to address in the essay.
- You should consult **at least** five or six relevant sources in preparing your assignment and these should be listed in your bibliography. Use a range of academic sources and **do not rely on internet resources.**
- In writing your essay, try and develop a clear line of **argument** in response to the question set. Your essay should come with a brief introduction outlining the argument you are going to take, and some concluding comments summarising your position. It is important to develop an analytical rather than a merely descriptive approach to the topic under review.
- Use relevant evidence and examples to support your arguments.

- Make sure your sources are properly referenced in the text. Quotations should be attributed and ideas used in the text should be referenced in a clear and consistent fashion. Students are advised to use the **Harvard system** of referencing (Appendix 3).
- Avoid plagiarism like the plague! There are serious penalties for plagiarism – the copying or close paraphrasing of published or unpublished work – which is regarded as a serious breach of academic standards by the University (see University Statement on Plagiarism).
- Your essay should be typed or word-processed, double spaced, printed in font of readable size and with margins for comments on both sides.

Additional things to consider

**Research and Preparation** – engagement with relevant literature; summaries of arguments/perspectives; the formulation of pertinent questions and ideas for discussion.

**Critical reflection and reflexive engagement** – identification of key debates and points of contention; critical analysis of the issues at hand; the ability to make connections with central concepts, themes and perspectives explored in the module.

**Marking Procedures for Written Work:** All written work is moderated internally and may later be submitted to an external examiner. After the first marker has looked at your essay and assigned it a provisional grade, s/he will then pass it on to a second member of the module team for moderation (to ensure that the essay has been marked accurately and fairly). After both markers have agreed on a grade for your essay, you will be able to collect the essay from the first marker, who will also give you feedback and explain the comments s/he made on your work. We endeavour to have written assignments turned around and returned to you within three working weeks from the deadline. Each year, samples of coursework are sent to an external examiner to ensure that our marking standards are comparable to those of other Higher Education Institutions. The external may suggest that a particular mark be moved upwards or downwards. Please note that all marks are provisional until confirmed by the exam board at the end of the academic year.

**Problems Affecting Study:** If a problem arises which may affect your studies, you are encouraged to discuss this in the first instance with one of the module tutors, or if the problem is likely to affect more than one module, with your personal tutor. Alternatively, if you do not wish to discuss the problem with a member of the teaching staff, you might contact the Dean of Students, or the Student Support Team. If you are experiencing medical or other personal problems that may prevent you from submitting an assignment on time, you should request a Mitigating Circumstances Form, available from the Frameworks Office:

<http://www.northampton.ac.uk/students/about-your-studies/assessment/mitigating-circumstances>

For support with study skills, you are strongly encouraged to visit the University's Skills Hub: <http://skillshub.northampton.ac.uk/> and to make use of the very useful services and facilities available in the Centre for Achievement and Performance (CfAP): <http://skillshub.northampton.ac.uk/centre-for-achievement-and-performance-cfap/>

## **Student Feedback**

The course team believes in the importance of student feedback as a means of ensuring and improving quality of provision. We invite you to make your views known or raise issues through the following formal channels:

**Student Representatives:** their role is raise any issues affecting the experience of students on a particular course with the module co-ordinator(s) concerned or, where that seems more appropriate, with the relevant subject course leader. They also represent students at the subject board of study which meets termly and is the formal forum in which issues relating to the subject are discussed. Elected student representatives are invited to attend training sessions on their role. It is up to the student body to brief their representatives on any issues they ought to raise with tutors or at the board of studies.

**Feedback Sessions:** at the end of the autumn term, one seminar session will be set aside for students to discuss the module amongst themselves and with the module tutors. Students will be asked to produce a brief written summary of their discussions and any suggestions for future improvements.

**Feedback Questionnaire:** a Module Evaluation Questionnaire is included at the end of this module guide. The questionnaire is completed and submitted at the end of the spring term. In the questionnaire, you will be asked to comment on the quality of the teaching. You will also be invited to make constructive suggestions as to how the quality of provision could be improved. The questionnaires will be collated and analysed by the module team, who will present their analysis and response to the issues raised for discussion at the relevant subject boards. A summary of the feedback and the module team response will be posted on the module noticeboard and included in the end-of-year Module Review.

**Individual feedback:** above and beyond these formal feedback mechanisms, you are encouraged to approach your module tutors and lecturers directly with any questions or concerns relating to the module (or particular aspects of it). This is a good way of giving feedback to us privately and allows us to respond directly to your concerns. Alternatively, if you do not wish to approach your module tutors or lecturers directly, you can communicate any concerns you have to your personal tutor.

## **Appendices**

### **1) IRD3037 Module Specifications**

- 2) **How to reference**
- 3) **CAF Assessment regulations and re-submission dates**
- 4) **Feedback Questionnaire**

## Appendix 1

### UNIVERSITY COLLEGE NORTHAMPTON

### COMMON ACADEMIC FRAMEWORK

### MODULE SPECIFICATION

The module specification represents a formal definitive statement which is kept updated and used for the purposes of approval, delivery and reference.

\* indicates that the information under this heading is definitive and can only be amended through the change of approval procedure.

Guidance on completing the module specification is contained in 'Guide to Writing Learning Outcomes and Drafting Module Specifications'

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<b>SCHOOL</b>	International Relations & Politics
<b>FIELD*</b>	Law and Business School
<b>MODULE TITLE*</b>	GLOBAL ETHICS AND IDENTITY

<b>Module Code</b>	<b>Level*</b>	<b>Credit Value*</b>	<b>Leader</b>
IRD3037	3	20	G. Daly

**Pre-requisites\*:**



None

**Co-requisites\*:**

None

**Restrictions\*:**

None

**Context/rationale:**

This module will explore and analyse the nature of global ethics by identifying different ways of thinking about ethics and surveying different ways of thinking ethically about global relationships. It considers several theories of world ethics in the context of various specific issues such as war and peace, world poverty, the environment and the United Nations.

**Learning Outcomes\*:**

**On successful completion of the module students will be able to:**

**Knowledge and Understanding**

- a) Critically assess dominant assumptions about the role and norms of nation-states.

- b) Demonstrate a level of understanding of complex ethical debates.
- c) Demonstrate the distinction between a global ethic as a theory and a global ethic as a social reality.

### **Subject - specific Skills**

- d) Articulate the various positions and the arguments for a 'cosmopolitan' attitude or approach to global ethics that can be adopted towards the ethics of the relations of states and more generally ethical relations between people worldwide.
- e) Indicate how different responses to global ethics tend to reflect different theoretical stands.
- f) To make a case for social responsibility and mutual tolerance in the twenty-first century.

### **Key Skills**

- g) Organise ideas and arguments effectively.
- h) Communicate complex ideas in both oral and written form.
- i) Be aware of the different ways of tackling issues and conflicts, both intellectual and practical.

### **Indicative Content:**

This module is split into two main sections. Part I is largely theoretical. Here the main positions taken in ethical debate are discussed and compared. Three main approaches to international relations are introduced – sceptical realism, internationalism, cosmopolitanism – as well as three main approaches towards ethical relations between individuals worldwide – relativism/global scepticism, communitarianism and cosmopolitanism. In Part II specific case studies in world affairs (e.g. war and peace, world poverty, the environment, the United Nations) are used to illustrate the main theories introduced in Part I.

**Teaching and Learning Strategy:**

<b>TEACHING, LEARNING + ASSESSMENT ACTIVITIES</b>	<b>STUDY HOURS</b>
24 x 1 Hr Lectures	24
24 x 1 Hr Seminars	24
24 x 3 Hrs Preparation and Reading	72
1 x 2000 Word Assignment	30
1 x 2000 Word Assignment	30
1 x Seminar short assignment	20
Tutorials and Skills Development	10
Total	200

**ASSESSMENT STRUCTURE**

<b>Assessment Items</b>		<b>Units</b>	<b>Weighting</b>	<b>Learning Outcomes</b>
AS1-Seminar Contribution	1.0	20	g,h,i	
ES1-1 x 2,000 Word Essay a,b,c,d,e,f,g,h,i			2.0	40
ES1-1 x 2,000 Word Essay a,b,c,d,e,f,g,h,i			2.0	40

## **Appendix 2**

### How to reference

Students are required to use the 'Harvard system' of referencing

The 'Harvard' system uses brackets in the text and is one of the easiest referencing systems to use. It is also widely employed in academic publications, both journals and books. The list of references at the end of the essay should be arranged alphabetically in the form of a **BIBLIOGRAPHY**. The alphabetical list should include all the references that have been used (books, articles, websites, reports, government publications, theses, *etc.*). The references in the alphabetical list should contain the name of the author, the date of publication, the title of publication, the place of publication and the publisher, set out as follows:

for books:

Heywood, A. (2012), *Politics*, London: MacMillan.

for articles:

Marx, K. (2014), 'The Rise and Fall of the Bourgeoisie', *New Left Review*, 4  
(September/October), pp. 49-68.

for chapters in edited volumes:

Putin, V. (1997), 'If I Ruled the World' in Burke, A. and Hare, J. (1997), *The Body Politic*, London and New York: Routledge, pp. 91-111.

for government reports or other publications where there is no author's name:

World Bank (2001), *World Development Report*, New York: Oxford University Press.

for newspaper articles:

Campbell, D. (1991) 'The British Nuclear Industry', *The Guardian*, 22nd October, p.5.

for internet sources you should include, where possible, the author or organisation, year of publication, title and web address. Finally, you need to include the date that you consulted the internet:

Heywood, A. (2013), *Politics*, <http://www.politics.org> (consulted on 14<sup>th</sup> July 2014)

The references in the text of your assignment should always refer to the sources listed in your **Bibliography**. Following the Harvard system, this is done by placing the author's surname and date of publication in brackets at the relevant point in the text: for example, (Eccleshall, 1994). When quoting directly from a source you should also include the relevant page number(s): for example, (Eatwell and Wright, 2000: 272).

## Footnotes

Footnotes may be used in conjunction with the Harvard system when you have a piece of information to give but it is inconvenient to break up the text to give it. Traditionally footnotes appear at the bottom of the relevant page in a smaller font: most word-processing packages will create them for you. Alternatively, you may put all 'notes' at the end and signal them in the text by a superscript or number in brackets.

Primary referencing: You should cite the source, including page number (s) of a work that has provided you with detailed information such as: -

-

- ♣ factual material
- ♣ statistical data
- ♣ technical data

-

OR when a work has strongly influenced your thinking, as in: -

-

- ♣ a line of inquiry
- ♣ a line of analysis
- ♣ an interpretation of material

When using the Harvard system you should give the author's name and the date of publication. Depending on the particular sentence construction you adopt, this information might appear as: -

- ‘Smith in 1995 carried out a study of class and suggested...’
- ‘Smith (1995) in a study of class points out....’
- ‘A study measuring class (Smith, 1995) found....’
- ‘In a recent study Smith (1995) argued that ...’
- ‘In a recent study (Smith, 1995) it was argued that ...’

If you need to be more exact about where you derived your information – if, for example, you quote directly from a book – you should note the page numbers as well: -

- (Smith, 1996: 112)

For publications by two authors, both are given: -

- (Smith and Jones, 1996: 78)

The convention where more than two authors are involved is to use ‘et al’: -

- (Smith *et al*, 1995: 105)

If your source is an extract or chapter taken from either a collection of readings or a book with a number of different contributors published as an edited collection, you need to make clear only the immediate source of the reference:-

- (Smith, 1995)

You are citing Smith as the author of the article not the editor of the book.

### **Secondary Referencing**

There will also be occasions when you will refer to a book or piece of information that you have not read at first hand, but which has been commented on or referred to by another author. This situation is particularly common where you are using a general text of some kind. This is called secondary referencing and it is important that you signal clearly that you have not read the original text but have relied on the author you have read to give a fair reflection of the original work.

In these cases you must show **the author of the primary text as well as the author and date of the secondary text you have used**. This is done by giving the name of the primary text followed by “cited in” followed by the name and date of the secondary reference. You will need to refer to the bibliography of the secondary text to obtain the detail you need.

The format here would be: -

- (Smith, cited in Marsh 1997: 26)
- (Smith, cited in Marsh *et al* (eds) 1997: 26)



## **Quotations**

If you are actually quoting from a publication rather than discussing/describing it in your own words, then after the quote (which should always be in **single quotation marks**) you should give the author (s), date and the page number from the text. For example:

As Marx and Engels put it, ‘all history is the history of the class struggle’ (Marx & Engels, 2014: 14).

If the quote is longer it needs to be set out below your narrative and indented. This indentation clearly separates the words of the author from the words of the person being quoted. For example:

What defines the modern economy is the emergence of a dynamic system based on a characteristic relational configuration:

‘Thus capital presupposes wage labour; wage labour presupposes capital. They reciprocally condition the existence of each other; they reciprocally bring forth each other’ (Marx, 2014: 209-210).

## **Bibliography at the end of an essay/assignment**

The purpose of the information given in the text is to refer the reader to your list of references at the end of the essay where s/he will be able to find: -

- the full name of the author (s) or editor (s) with their initials
- the full title of the book/essay/journal which you have consulted
- the publishers name as well as place and date of publication

### **Final Points**

- Under the Harvard System, the Bibliography is always set out in alphabetical order by author.
- Consistency is a very important aspect of referencing. You must use exactly the same format (layout, type-face and even down to punctuation) throughout the body of your work and in compiling the Bibliography at the end.

For further information on referencing (such as referencing websites and electronic sources) please consult the following library web-page (and look after Harvey the cat!):

<http://library.northampton.ac.uk/liberation/>

### **Appendix 3**

#### **CAF assessment regulations and submission dates**

#### Submission

All written items of assessment (assignments) should be handed in to the Student Assessment Office in the Student Centre, by the specified deadline.

### Extensions

Extensions are given at the discretion of tutors and evidence of genuine hardship is likely to be required. Extensions must be requested at least two days before the assessment deadline and can only be given for a maximum of two weeks.

### Late submission

Assessments submitted after the deadline, where an extension has **NOT** been agreed, are subject to the following penalties:

Submitted within one week of the deadline – the maximum grade is ‘capped’ at D-

Submitted later than one week after the deadline – ‘referred’ (see below) and graded G.

### Referral and Deferral

An item of assessment is said to be ‘referred’ (i.e. failed) when:

a grade of F+ or below is awarded at the first attempt;

the assignment is submitted more than one week after the deadline, and no extension has been given (G grade);

the assignment is not submitted at all (G grade).

Students have the right to re-submit the referred item of assessment for a second attempt. The maximum grade for this second attempt is ‘capped’ at the lowest passing grade (D-). No third attempt is permitted.

‘Deferred’ assessments are those where a student is permitted to submit an item of assessment for the module at a later date, without penalty. In these circumstances, the grade is not ‘capped’. If the deferred item of assessment is awarded a grade of F+ or worse, it then becomes a referred item (see above). No third attempt is permitted. Note that deferral comes into play only where an extension of two weeks is insufficient to resolve the problem, and it applies only to exceptional cases. If you have long-term problem with your studies, you **must** advise your tutors **and** the CAF Office as soon as possible. You should also be aware of the Mitigating Circumstances procedure, **which does not operate retrospectively**.

## Appendix 4

### Feedback Questionnaire

**Module:**

**Date:** \_\_\_\_\_

**Are you a:**  CH Third World Development  CH Sociology  
 CH Politics or  BA (Hons) Sociology **student?**

**What is/are your other subject(s)?** \_\_\_\_\_  
\_\_\_\_\_

**1) In the table below, you will find some general statements about general aspects of the module. Please indicate how you 'rate' this module by ticking the box which best reflects your view of the course:**

**A** (very good)

**B** (good)

**C** (satisfactory)

**D** (requires improvements)

<b>How do you rate:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Your overall level of satisfaction with the module				
The organisation of lectures				
The pitch of lectures				
The delivery (pace, structure) of lectures				
The teaching aids/materials used in lectures				
The usefulness of module guides				
The overall course content				
Help and support from module tutors				
Our response(s) to suggestions and problems				

The organisation/structure of seminars				
The size of seminar groups				
The purpose of seminars				
The range of activities in the seminars				
The range of materials used in seminars				
The availability of resources for the module				

If your ratings included any Cs or Ds (or if you are happy in general, but have some specific suggestions), please explain in a few words why you were less than satisfied with this/these aspects of the course and what we could do to make improvements:

**2) Are there any aspects of the module which you particularly enjoyed (e.g. activities, teaching styles, etc.) and would like to see adopted more widely?**

**3) How do you rate your experience on this module in comparison to your other subjects?**

**A** (Much better overall) **B** (Better in parts) **C** (About the same) **D** (Not as good as)

<b>How do you rate:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
The overall level of satisfaction with the module				
The organisation of lectures				
The pitch of lectures				
The delivery (pace, structure) of lectures				
The teaching aids/materials used in lectures				
The usefulness of module guides				
The overall course content				
Help and support from module tutors				
Our response(s) to problems and suggestions				

The organisation/structure of seminars				
The purpose of seminars				
The size of the seminars				
The range of activities in the seminars				
The range of materials used in seminars				
The availability of resources for the module				

**Please indicate in a few words what you think we could learn from your other subject(s) and what they could learn from us:**

**4) Are there any parts or aspects of the module that you struggled or had difficulties with? (If so, please elaborate)**

**5) Please evaluate your own performance and that of your colleagues on this module.**

<b>Satisfaction</b>	<b>Definitely</b>	<b>Yes</b>	<b>In parts</b>	<b>No</b>
Are you happy with our own performance in this module?				
Do you think you personally got the most out of this course?				
Are you happy with the performance of your colleagues in seminars and/or group work?				

**If you are not happy with your performance, please indicate what you think stops you from performing to your best ability:**

<b>Study time</b>	<b>4 or more</b>	<b>2-4 hrs.</b>	<b>1-2 hrs.</b>	<b>up to 1</b>
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				<b>hr.</b>
How many hours a week (on average) did you spend to prepare for this module?				
Do you think you spend enough time preparing for this module?	<b>Yes</b>		<b>No</b>	

**If you spend less than two hours a week preparing for this module, please explain why you do not/cannot spend more time:**

<b>Preparation</b>	<b>10 or more</b>	<b>5-10</b>	<b>1-5</b>	<b>None</b>
How many of the recommended readings have you read?				
On average, how many of the recommended readings do you read for other courses?				
How many of the sessions did you prepare for properly?				

**Please indicate briefly your views on the recommended readings/sources:**

<b>Participation:</b>	<b>All the</b>	<b>Most of</b>	<b>Some-</b>	<b>Rarely</b>
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	time	the time	times	
Do you actively participate in seminar discussions?				
Do you feel you are getting something out of seminar discussions?				
Do you feel that your colleagues in seminars are adequately prepared?				

**If you feel that you and/or your colleagues do not participate as much as you/they could, please indicate what we could do to change this and what you could do to change this:**