PHILOSOPHY JOINT HONOURS DEGREE
PHILOSOPHY MINOR DEGREE

STUDENT HANDBOOK 2010-11

1. Introduction
This Student Handbook gives you information about the undergraduate Philosophy programme at Royal Holloway.

2. Degree Programmes
At the College you can study Philosophy either as a Minor ('with' Philosophy) or as part of a Joint Honours degree ('and' Philosophy) with one other subject. If you're taking Philosophy as a Minor ('with' Philosophy) it means that one quarter (0.25) of your degree will be spent taking Philosophy courses and three quarters (0.75) taking courses taken from your Major subject. Since you take 12 units over the course of the three years, a Minor student in Philosophy will take 3 units in Philosophy during their time here. Here's a list of subjects that allow you to take the Philosophy Minor:

- BA Ancient History with Philosophy
- BA Classical Studies with Philosophy
- BA Classics with Philosophy
- BA Comparative Literature and Culture with Philosophy
- BA Drama with Philosophy
- BA English with Philosophy
- BA French with Philosophy
- BA German with Philosophy
- BA Italian with Philosophy
- BSc Mathematics with Philosophy
- BA Film and Television Studies with Philosophy
- BA Multilingual Studies with Philosophy
- BA Music with Philosophy
- BSc Physics with Philosophy
- BA Politics with Philosophy
- BA Spanish with Philosophy

If you're taking Philosophy as part of Joint Honours degree ('and' Philosophy), one half (0.5) of your degree will be spent taking philosophy courses and one half taking courses from your other subject; that is to say, 6 units in each subject over the three years. Here's a list of subjects that can be combined with Philosophy:

- BA Ancient History & Philosophy
- BA Classics & Philosophy
- BA Classical Studies & Philosophy
- BA Comparative Literature and Culture & Philosophy
- BA Drama & Philosophy
- BA English & Philosophy
- BA French & Philosophy
- BA German & Philosophy
- BA Italian & Philosophy
- BA Spanish & Philosophy
- BA Music & Philosophy
- BA Politics & Philosophy

3. Support

Joint Honours students

- All students are allocated a personal adviser, who meets with them regularly throughout the programme. The adviser's role is to advise on academic, pastoral and welfare issues.
- Representation on the Student-Staff Committee
- All teaching staff, course co-ordinators, seminar leaders and administrative staff provide a back-up system of academic, pastoral and welfare issues.
- All staff are available and accessible through a dedicated office hours system
- Students are able to make appointments to see the Philosophy Programme Director and Head of Department.
- Detailed student handbooks and course resources
- Extensive supporting materials and learning resources in College libraries and computer centre.
- College Careers Service and Departmental Careers Service liaison officer.
- A dedicated Information Consultant from the Library Services Academic Liaison is available to support Philosophy students in the use of the extensive range of print and online resources and services provided by the Library. The Library also offers a suite of training sessions designed to meet the needs of all types of students, and you can also contact the Information Consultant for Philosophy to arrange one to one sessions for your specific library skills training needs, or for general advice. Library staff at the Help Desks and Enquiry Desks at Founders and Bedford Libraries will also be able to help with your enquiries relating to Library Services.

NB: If you're Joint Honours student not combining Philosophy with either Ancient History, Classical Studies, or Classics you will have a personal tutor in your other department as well.

Philosophy Minor students

- The Philosophy Programme Director will be available at specified 'office hours' for advice and assistance relating directly to the Philosophy Minor Programme.
- All staff teaching on the Minor programme are available and accessible through dedicated office hours system.
- One student on the Staff-Student committee represents students in each academic year.

4. Educational aims of the Programme

The aims of the Minor in Philosophy are:

1. to expose students to a broad and coherent philosophical curriculum that draws on both the European and Anglo-American traditions;
2. to present an appreciation of philosophy that stresses its pertinence to other areas of intellectual inquiry;
3. to provide students with sufficient choice to allow them to pursue their philosophical interests where possible;
4. to engender a range of subject-specific and general intellectual skills though a variety of learning activities geared to the study and practice of philosophy.

In addition to these, the Joint Honours degree has the following aims:

- to develop a friendly, stimulating, and supportive academic environment that encourages each student to strive to achieve their potential in philosophy**;**
- to inculcate an active sense of the interplay between the intellectual-historical and ahistorical dimensions of philosophical inquiry;
- to provide the conceptual tools with which students can deepen their intellectual engagement with their combined subject**;**
- to present philosophy's significance both for one's self-understanding and for one's critical engagement with issues of public importance;
- to prepare students to engage critically with the work of contemporary philosophers;
- to enable students to develop independent critical thinking and judgement by taking progressive responsibility for their own learning, concluding the process in the final year through the production of an extended piece of writing.

5. Programme structure
The following apply only to the Philosophy part of your degree. To find out what compulsory courses and options are specified in your combined subject, consult the relevant Student Handbook.

Joint Honours Degree programmes
Year 1
Students must take:
PY1001 Fundamental Questions in Philosophy (1 unit, Autumn and Spring)
PY1002 Introduction to Modern Philosophy (½ unit, Autumn)
CL1541 Introduction to Ancient Philosophy (½ unit, Spring)

Year 2
Students must take:
PY2001 Introduction to European Philosophy 1: From Kant to Hegel (½ unit, Autumn)
PY2002 Mind and World (½ unit, Spring)

and choose options equal to the value of 1 unit from the following:

PY2003 Introduction to European Philosophy 2: The Critique of Idealism (½ unit, Spring)
PY2004 Varieties of Scepticism (½ unit, Autumn)
PY2005 Philosophy and the Arts (½ unit, Spring)
CL2652 The Philosophy of Aristotle (1 unit, Spring and Autumn)
CL2653 The Dialogues of Plato (1 unit, Spring and Autumn)
PR2490 Contemporary Political Theory (1unit, Spring and Autumn)

Year 3
Students must take:
Either
PY3001 Dissertation, plus 1 unit from the listed options:

PY2004 Varieties of Scepticism (½ unit, Autumn)

PY3002 Modern European Philosophy 1: From Husserl to Heidegger (½ unit, Autumn)
PY3004 Recovering Reality (½ unit, Autumn)
PY3005 The Self and Others (½ unit, Spring)
PR3540 Radical Political Theory (1 unit, Autumn and Spring)
CL2661 Stoics, Epicureans and Sceptics (1 unit, Autumn and Spring)
CL3664 Philosophy under the Roman Empire (1 unit, Autumn and Spring)

Or (if they take a dissertation or extended essay in their combined subject)
2 units from the options below, of which at least 1 unit must be from PY-coded courses:

PY2004 Varieties of Scepticism (½ unit, Autumn)
PY3002 Modern European Philosophy 1: From Husserl to Heidegger (½ unit, Autumn)
PY3003 Modern European Philosophy 2: Poststructuralism and its Critics (½ unit, Spring)
PY3004 Recovering Reality (½ unit, Autumn)
PY3005 The Self and Others (½ unit, Spring)
PR3540 Radical Political Theory (1 unit, Autumn and Spring)
CL2661 Stoics, Epicureans and Sceptics (1 unit, Autumn and Spring)
CL3664 Philosophy under the Roman Empire (1 unit, Autumn and Spring)

NB: Students combining Philosophy with a subject taken from a department contributing courses to the programme cannot include these as part of the 6 units of Philosophy required for a joint honours degree. So, for example, a student enrolled on the BA Politics and Philosophy could not count 'Radical Political Theory' as one of their Philosophy choices.

Degrees with a Minor in Philosophy
Year 1
Students must take:
PY1001 Fundamental Questions in Philosophy (1 unit, Autumn and Spring)

Year 2
Students must take one unit from the following courses*:
PY2001 Introduction to European Philosophy 1: From Kant to Hegel (½ unit, Autumn)
PY2002 Mind and World (½ unit, Spring)
PY2003 Introduction to European Philosophy 2: The Critique of Idealism (½ unit, Spring)
PY2004 Varieties of Scepticism (½ unit, Autumn)
PY2005 Philosophy and the Arts (½ unit, Spring)

Year 3
Students must take one unit from the following courses*:
PY2001 Introduction to European Philosophy 1: From Kant to Hegel (½ unit, Autumn)
PY2002 Mind and World (½ unit, Spring)

PY2003 Introduction to European Philosophy 2: The Critique of Idealism (½ unit, Spring)
PY2004 Varieties of Scepticism (½ unit, Autumn)
PY2005 Philosophy and the Arts (½ unit, Spring)
PY3002 Modern European Philosophy 1: From Husserl to Heidegger (½ unit, Autumn)
PY3003 Modern European Philosophy 2: Poststructuralism and its Critics (½ unit, Spring)
PY3004 Recovering Reality (½ unit, Autumn)
PY3005 The Self and Others (½ unit, Spring)

*When making choices students should be mindful of the fact that PY2001 is a prerequisite for both PY2002 and PY3002; PY3002 is a prerequisite for PY3003; and PY2002 is a prerequisite for PY3004.

6. Details of courses
PY1001 Fundamental Questions in Philosophy (1 unit, Autumn and Spring)
This course seeks to provide students with a broad conceptual framework within which to locate and evaluate some of the key problems that have preoccupied contemporary philosophers. These include logical questions relating to the structure of arguments; epistemological questions concerning the sources and limits of knowledge and the status of scientific inquiry; metaphysical questions like the relationship between minds and bodies and the possibility of human freedom; ethical questions addressing how we ought to act and the degree and extent of our obligations towards others; and aesthetic questions relating to the value we place on works of art. Although the emphasis is strongly on work in the Anglo-American tradition, the course aims to give students some awareness both of the historical sources of many of the problems raised and of the possibility of other traditions in philosophy.

PY1002 Introduction to Modern Philosophy (½ unit, Autumn)
The 'new philosophy' of the seventeenth century set the modern philosophical agenda by asking fundamental questions concerning knowledge and understanding and the relation between science and other human endeavours, which subsequently became central to the European Enlightenment. This course aims to familiarise students with the origins of empiricist and rationalist/idealist thought, focussing on the work of Descartes and Locke and their subsequent elaboration in the work of Leibniz and Hume. The course situates Spinoza and Berkeley, and ends with a brief account of Kant's attempt to synthesise the insights of the two traditions by subjecting reason to a fundamental critique.

CL1541 Introduction to Ancient Philosophy (½ unit)
The course aims both to inform students about ancient philosophical ideas and to introduce them to philosophical argument. It combines a brief survey of the principal ancient philosophers, from the Presocratics to Aristotle, with study of selected texts on the topic of courage, including Plato's *Laches.*

PY2001 Introduction to European Philosophy 1: From Kant to Hegel (½ unit, Autumn)
This course introduces students to aspects of key texts by Kant and Hegel which form the foundation of the major debates in both European, and some analytical,

philosophy. Students will be introduced to the interpretation of difficult philosophical texts. Major issues concerning epistemology, ethics, and aesthetics will be introduced which will be central to the rest of their philosophical and other studies in the humanities and social sciences.

PY2002 Mind and World (½ unit, Spring)
This course examines some of the major metaphysical and epistemological problems that arise when attempting to understand how mind and language figure in human interactions with and in the world. It centres on attempts to conceptualise, solve, or avoid mind-body related problems in the analytic tradition and aims to contrast these with phenomenological and existential investigations of cognate phenomena.

PY2003 Introduction to European Philosophy 2: The Critique of Idealism (½ unit)
Following on from PY2001, this course introduces students to key nineteenth century texts which are critical of 'Idealism', and which adumbrate the notion of the 'end of philosophy/metaphysics'. The course will be based on lectures, but integrate a component of independent study, guided by the course staff.

PY2004 Varieties of Scepticism (½ unit)
What is knowledge? Is it possible for us to acquire it? If so, how do we do so? This course approaches these questions by looking at the history of attempts to show that we perhaps don't in fact have knowledge – the history of scepticism. Starting with the Ancient Greek concern with knowledge of how to live the Good Life, the first sceptics aimed to show that the search for such knowledge actually stood in the way of the very path to happiness it promised. The Ancient sceptical arguments were rediscovered in the Sixteenth Century and along with the emergence of modern science led to both a new conception of knowledge and of sceptical doubt to accompany it. This course traces the fate of the Cartesian concern with certainty through the sceptical naturalism of Hume and Kant's attempt to rescue the idea of metaphysics through to the contemporary revival of interest in scepticism.

PY2005 Philosophy and the Arts (½ unit, Spring)
The course will expose students to current philosophical debates in aesthetics, including questions about the nature and value of art; the roles of intention, imagination and interpretation; and the emotional and ethical responses they provoke. Although theoretically informed, each weekly presentation will be grounded in a discussion of one or more artistic or cultural objects, be it a play, poem, musical composition, film or one of the myriad other forms of creative expression.

CL2652 The Philosophy of Aristotle (1 unit, Autumn and Spring)
A general study of the philosophy of Aristotle, including a set text in translation, with considerable emphasis on ethics and psychology and including also logic, physics, metaphysics, biology and politics. The examination will include both essay questions covering the full range of the course and passages for comment from a specific text for study in detail, in 2009-10 *Nicomachean Ethics* books 1, 6, 7 and 10.

CL2653 The Dialogues of Plato (1 unit, Autumn and Spring)
A study of the philosophical and literary aspects of dialogues from all periods of Plato's activity. Approximately equal lengths of time will be devoted to (i) Platonic dialogues earlier than the *Republic*; (ii) the *Republic*; (iii) the (much shorter) *Philebus*

or *Theaetetus* (alternating each for two years at a time), studied in detail and with compulsory exam questions; (iv) other post-*Republic* dialogues.

PR2490 Contemporary Political Theory (1unit, Autumn and Spring)
Underlying policy debate in contemporary states are political ideas and theories about how we should organise the state, how much people should participate in politics, whether we should redistribute wealth and whether the liberal democratic capitalist state is patriarchal, exploitative or environmentally unsustainable. In addition, within contemporary political thought and practice more generally, issues about the nature of identity, power and political and ethical pluralism, have increasingly come to the fore. The aim of *Contemporary Political Theory* is to examine these key concepts and thinkers who have developed them in political theory today. Specifically, it examines themes of justice (including exploitation and environmental, gender and global justice); democracy, community, citizenship; human rights; freedom and toleration; identity and difference; and writers including Rawls, Sandel, MacIntyre, Okin, Nietzsche, Todorov, Foucault, Marx and Mill. The course aims to show how abstract ideas have practical relevance, and conversely how current debates in politics are illuminated by thinking about them theoretically.

PY3001 Dissertation (1 unit, year long)
The dissertation is compulsory for all Philosophy students who are not taking a dissertation or similar piece of extended work in their combined subject. It presents the opportunity to demonstrate your skills as independent learners by embarking upon a substantial (8-10000 words), significant piece of written work. Ordinarily, the dissertation topic will derive from a course already taken, or one the student has committed to take in their final year.

PY3002 Modern European Philosophy 1: From Husserl to Heidegger (½ unit, Autumn)
This course introduces students to the work of two of the defining figures in modern philosophy. The aim is to enable students to grasp the key ideas in phenomenology and of Heidegger's interrogation of the notion of 'being'. Moreover, the point is to show what consequences these ideas have for key political, social and other issues in the modern world.

PY3003 Modern European Philosophy 2: Poststructuralism and its Critics (½ unit, Spring)
Following on from PY3002, this course introduces students to key developments in European Philosophy after the Second World War, which form the basis of contemporary debates in both philosophy and other subjects. The course will be based on lectures, but integrate a component of independent study, guided by the course staff.

PY3004 Recovering Reality (½ unit, Autumn)
"Not empiricism and yet realism in philosophy, that is the hardest thing" (Wittgenstein). In the empiricist tradition, experience is regarded as the great 'teacher'; but what is experience and what lessons does it teach? Beginning with the shift towards pragmatism found in the work of Quine, and Sellars' influential attack on the 'myth of the given', this course explores the decline of empiricism and the possibilities for philosophy that emerges from it; specifically, the possibility of retaining an account of experience that puts us in touch with a world that is 'thicker' (morally, aesthetically, etc.) than the one described by science, and yet which is (at least) as 'objective': A world which is fundamentally distinct from us, and yet one in

which we are, nevertheless, 'at home'. It deals with the work of Wittgenstein, Sellars, McDowell, Brandom, Rorty and Davidson.

PY3005 The Self and Others (½ unit, Spring)
This course looks at different ways of thinking about right and wrong, about the values that inform our moral judgements, and about the nature and provenance of ethical concepts. It proceeds by evaluating accounts of the ethical ties between self and community in the context of the inherited enlightenment concept of the subject. It goes on to contrast 'communitarian' and more Kantian inspired critiques of subject-centred rationality with the purportedly more radical attacks on the idea of a such an autonomous self that are associated with postmodern/poststructuralist thought. It concludes by evaluating the possibility of reformulating liberal thinking in a way that avoids these.

PR3540 Radical Political Theory (1 unit, Autumn and Spring)
This course aims to introduce students to key questions and arguments concerning the relationship between identity, power, meaning and knowledge, through examination of major thinkers from Hegel to contemporary Continental philosophers. It should lead students to appreciate critiques of modern Western societies and their values, which not only underpin recent "postmodernist" or "post-structuralist" thought but also form crucial theoretical elements in debates about gender, multiculturalism, nationalism, post-colonialism, new social movements, etc., across the social sciences. It aims to develop in students the ability to critically reflect about the nature and scope of politics and ethics through engagement with texts that have sought to provide insights and new ways of thinking about these realms.

CL2661 Stoics, Epicureans and Sceptics (1 unit, Autumn and Spring)
A general study of the Stoics, Epicureans and Sceptics. Students will be required to show knowledge of the philosophical content and of the philosophical issues raised by the set texts.

CL3664 Philosophy under the Roman Empire (1 unit, Autumn and Spring)
The course is a general study of Middle Platonism and Neoplatonism from the first century BC to the sixth century AD. Reference will also be made to related philosophical developments in the period 100 BC – 200 AD, especially in the Aristotelian tradition. The course includes some set texts, studied in translation: Plotinus, *Enneads* 1.6 and 5.1 and Plutarch, *On the Creation of the Soul in the Timaeus.*

7. Course team
Prof. Andrew Bowie
Andrew's research interests lie in modern German philosophy, the relationship of European to analytical philosophy, literature, and music (he is a jazz saxophonist). He is the author of *Introduction to German Philosophy from Kant to Habermas* among several other philosophy books.

Dr Michael Bacon
Michael's research interests are in contemporary political theory, in particular political liberalism, pragmatism, and theories of democracy.

Prof. Bob Eaglestone
Bob's research interest lie in modern European philosophy and its relation to literature
He is the author of *The Holocaust and the Postmodern* among other books.

Dr Neil Gascoigne
Neil is interested in pragmatism, metaphilosophy, autobiography and epistemology and is the author of *Scepticism* and *Richard Rorty: Liberalism, Irony, and the Ends of Philosophy*.

Prof. Adam Roberts
Adam's philosophical interests include the ancient Greeks, nineteenth - and twentieth-century philosophy and postmodern thought. He has published a widely on philosophy and science fiction, including Nietzschean, Heideggerian, deconstuctivist and Deleuzian intersections with the genre.

Prof. Dan Rebellato
Dan has interests in post-war British theatre, in post-structuralist and critical philosophy and is also a practising playwright.

Dr Jonathan Seglow
Jonathan's research interests are in contemporary liberal political philosophy. He is co-author of *Altruism.*

Dr Anne Sheppard
Anne's research interests are in Greek philosophy, especially Neoplatonism, and in ancient literary criticism. She is the author of *Aesthetics: an introduction to the philosophy of art*.

Dr Nathan Widder
Nathan's research interests are in continental philosophy and the history of political thought. He is author of *Genealogies of Difference* and *Reflections on Time and Politics*.

Philosophy Programme Director
The programme director is Dr Neil Gascoigne. You can also contact him at any time via email: neil.gascoigne@rhul.ac.uk.

Programme Administrator
The Administrator for the Philosophy programme is Margaret Scrivener

8. Attendance requirements
You are required to attend punctually <u>all</u> lectures and seminars provided for the courses you are taking. If you are unable to attend classes because of illness or for any other good cause, you **must** notify the Philosophy administrator. A record of attendance is kept for each class and unexplained absences are likely to result in disciplinary action. Any student who attends less than 80% of classes will be regarded as not having completed the work of the course, i.e. such a student may not be assessed and will be marked 'Incomplete'.

9. Illness or other extenuating circumstances

If you are taken ill or there are other extenuating circumstances that you believe to have affected your performance at any point, you may ask for this to be taken into account in considering your results. Where there is sufficient evidence, we can make allowances for (a) absence from classes, (b) late submission or non-submission of coursework, (c) absence from an exam, or (d) performance below your normal level in coursework or exams. The main points you need to remember are that:

- It is your responsibility to submit a **written** request to the Chair of the Sub-Board of Examiners of your Major Department (if a Minor student) or to the Philosophy Programme Director.
- It is your responsibility to submit supporting evidence in writing. For medical or psychological circumstances, this must come from a suitably qualified medical practitioner. For other circumstances, a written statement may be sufficient.
- Members of academic staff and staff in the College Health Centre and the Counselling Service have a general duty to keep discussions with students on personal or medical matters confidential, and will not pass information on to the Board of Examiners or to academic staff unless you specifically ask them to.
- Evidence relating to exam performance must be submitted by the advertised deadline (normally shortly after the end of exams). No evidence can be considered after the deadline unless good reason can be shown why it was not submitted in time. Do not wait until after you receive your final marks.
- All evidence must be submitted in English, or you should provide an official translation.
- Extenuating circumstances are considered at two stages: (a) in determining individual course outcomes, where a student who would otherwise have failed a course, failed to complete all the requirements, or performed below his/her normal level, can be given an outcome of 'Allowed'. However, in order for this to happen, the examiners have to be satisfied that you have broadly speaking completed the course(s) concerned, i.e. have attended regularly and have achieved the desired learning outcomes. Extenuating circumstances are also considered (b) in determining degree classes, but normally only in the case of candidates whose result would otherwise be just short of a class borderline.
- In cases where medical or personal circumstances have resulted in more serious disruption, you should consider the possibility of suspending studies and resuming in a later year. Your Personal Adviser in Philosophy or Philosophy Programme Director will advise you.

NB: Sections 10 and 11 below apply only to PY-coded courses. For courses coded otherwise, regulations affecting submission and return of written work are determined by the Department that offers the course in question.

10. Submission of written work

Written work must be submitted by the advertised deadlines. Please hand it in to the Philosophy Administrator. Extensions will be given only for bona fide medical reasons (which must be documented) or for genuinely exceptional and serious personal reasons (e.g. death of a close relative). In these cases you need to get an

extension form from the Philosophy administrator, <u>in advance of the deadline</u>, and have it signed by the course tutor <u>in person</u>. If in really exceptional circumstances it is impossible to submit the extension request before the deadline, you must submit it as soon as you can, together with a explanation (with documentary evidence where necessary) of why it could not be submitted in advance.

Alleged unavailability of library books, computer failure, pressure of other work, sporting or social engagements, etc., will NOT be entertained as reasons for granting an extension or as excuses for submitting work late. It is your responsibility to organise your work so that you submit your essays and other written work before the deadlines.

There is a College-wide rule regarding late submission of coursework. Work submitted **within 24 hours of a deadline**, without explanation, will be marked, but will attract an **automatic deduction of 10 percentage points** (except that if the deduction would result in a failing mark, a minimum pass mark of 40% will be awarded). This is the same penalty as that given in minor plagiarism cases, where it is not regarded as appropriate that the student should fail.

Work submitted more than 24 hours after a deadline, without explanation, will be awarded a mark of zero.

All the required coursework for any course unit, whether or not submitted by the deadlines, must be submitted by the beginning of the summer term (unless a dispensation is granted on documented medical or personal grounds by the course tutor or the Philosophy Minor Programme Director). Any student who fails to fulfil this condition in any course unit will receive a result of 'INCOMPLETE' for the unit, with an automatic zero mark.

11. Return of written work
Essays and other written work submitted on time during the course will be returned with marks and comments, wherever practicable, within two weeks of the submission deadline. Occasionally, when there is a large number of students in a class, it may take longer for essays to be marked and returned. Staff workloads are heavy and we do sometimes have to ask you to be patient. Tutors are not obliged to mark essays submitted after the advertised deadline without an appropriate extension.

12. Marking criteria
The marking criteria below apply only to PY-coded courses. For courses coded otherwise see the relevant department's marking criteria.

Scripts and essays will normally be marked out of 100 according to the following scale:

70 – 100	First Class standard
60 - 69	Upper Second Class standard
50 - 59	Lower Second Class standard
40 - 49	Third Class standard
0 - 39	Fail

For assessments based primarily on essay-type work, marks should be awarded broadly according to the following criteria:

80+ (Exceptional first-class performance) The candidate shows marked independence of thought, a confident command of the vast majority of the relevant material and the issues pertaining to that material, sustains relevant and focused argument throughout, clarity of presentation, a thorough understanding of issues, as well as skills of analysis and synthesis.

75-79 (High first-class performance) The candidate shows independence of thought, a confident command of relevant material, sustains relevant and focused argument, clarity of presentation, a thorough understanding of issues, as well as skills of analysis and synthesis.

70-74 (First-class) The candidate shows independence of thought, command of much of the relevant material, ability to sustain a relevant and focused argument, clarity of presentation, a good understanding of issues, skills of analysis and synthesis.

60 - 69 (Upper Second) The candidate writes and argues clearly, shows good broad factual knowledge, is aware of issues, and addresses the question.

50 - 59 (Lower Second) The candidate shows fair overall factual knowledge, displays an awareness of issues and attempts to address them.

40 - 49 (Third class/Pass) The candidate shows some broad or some specific knowledge but a weak grasp of the issues, and/or poor presentation.

30 - 39 (Narrow fail) The candidate lacks basic competence in the subject but has enough knowledge to attempt to answer questions. There is evidence of some effort made and that the candidate has understood some of the course content. A mark in this range indicates that the candidate could achieve a pass mark with further independent work or revision.

20-29 (Fail: retake indicated) The candidate has extremely limited knowledge or understanding of the content of the course. A mark in this range indicates that the candidate would be unlikely to pass without retaking the course as a whole.

6 - 19 The candidate is unable to attempt adequate answers.

0-5 Blank or almost blank essay.

13. Plagiarism

Plagiarism is a form of cheating. It means passing off someone else's words or ideas as your own, and includes all forms of unacknowledged quotation from whatever source – books, articles, web sites, etc. You will successfully avoid plagiarism if you

always observe this simple rule: **Whenever you quote or summarise the words of an author, you should (a) use quotation marks, and (b) name your source clearly each time.**

You need to be careful to avoid plagiarising unintentionally. This can happen e.g. when a student (a) quotes from a source listed in the bibliography at the end of the essay, without also referring to it in the appropriate places in the text or in footnotes; (b) quotes directly from a source referred to in footnotes without making it clear, through the use of inverted commas or other devices, where the quotation begins and ends; (c) relies on his or her own notes made from a book or article, and inadvertently uses words copied verbatim from a modern author without acknowledgement.

If you have any doubts on this matter, check with your course tutor.

The College rules on plagiarism are laid out in the College's *Undergraduate Regulations* and *Regulations Governing Examination and Assessment Offences*. All cases of alleged plagiarism will be referred to the Philosophy Minor Programme Director who will investigate the matter. If the case is proved, the Philosophy Minor Programme Director will impose a penalty from among those set out in the regulations. The most usual penalty is a mark of zero. More serious cases, or repeat offences, may be referred to the Vice-Principal and the offender may be excluded from further study in the College.
See also the Appendix below, on **Referencing, Sourcing and Plagiarism** for more detail.

14. Discipline and monitoring of progress
The following procedures will be followed in cases of absence from classes. In this context a 'session' means one hour of teaching, i.e. a double hour counts as two sessions.

- If a student misses two sessions in succession without explanation, the Course Director will pursue the student for an explanation, having first checked Departmental records in his or her Major or Combined Department.
- If a student has missed three sessions in succession without explanation, or three absences appear to establish a pattern of absence, the course director will both pursue the student for an explanation and notify the Philosophy Programme Director.
- A student who has missed four or more sessions will be referred to the Programme Director who may then call the student in for a meeting to discuss the problem. At this stage the Programme Director may issue a formal warning. Conditions will then be laid down for the student as outlined in the College regulations. If the conditions are not met, a second formal warning may be issued, which may lead to the student's registration with the College being terminated.
- The formal warning procedure may also be followed in cases of non-submission of written work.

Towards the end of each teaching term, the Course Tutor will report to Programme Director on students who have performed particularly well or regarding whose progress there are concerns.

15. Course monitoring
Your views on all aspects of the educational service we provide are important to us. You are welcome to express views informally at any time to the Course Tutor or the Programme Director. Your opinions will be sought in a more formal way towards the end of each course by means of anonymous questionnaires. It is important that everyone returns these questionnaires, so that we get a full and balanced picture of student opinions and can react constructively. The questionnaire results for each course are analysed and presented to a meeting of the Philosophy Programme team after the end of the summer term. Course provision for the following year is often adjusted in the light of student feedback.

16. Complaints procedure
If you have a complaint relating to any aspect of the Philosophy Programme or its staff or to any academic or College matter, you should first discuss it informally with your Personal Adviser or with another member of academic staff. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases:

- If the complaint concerns the behaviour of a member of staff teaching on the Philosophy Programme, you should go to the Philosophy Programme Director either directly or through your Adviser or another member of staff. The Programme Director will (a) discuss the matter with you to establish the nature of the problem and may ask you to provide evidence; (b) if the complaint appears to be well grounded, attempt in the first instance to resolve the matter with the member of staff concerned; (c) if this proves unsuccessful or the problem persists, pursue the matter through a formal College procedure.
- If the complaint concerns an academic decision, there is an appeal procedure. You should consult your Adviser or the Philosophy Programme Director who will advise you as to whether you have grounds for appeal and, if so, refer you to the Faculty Assistant Registrar. You may also approach the Registrar directly.
- If the complaint concerns a disciplinary allegation or decision, again consult your Adviser or the Philosophy Programme Director who will refer you to the appropriate branch of the College administration (e.g. Registry for breaches of academic regulations, Student Fees if non-payment is in question, etc.)
- If, in the last resort, the circumstances are such as to justify a formal written complaint, a form is available for the purpose on the College website. The complaint will come to the Philosophy Programme Director who will acknowledge it in writing, inform the College authorities, and conduct whatever investigations are appropriate, including if necessary a formal hearing in the presence of two or more impartial members of staff (not necessarily from the Philosophy Programme). If the Philosophy Programme Director is concerned personally in the issue, the matter will be referred to the Dean of the Faculty of Arts who will follow the same procedure.

17. Opportunities to Study Abroad
The Philosophy Programme supports students who wish to study abroad for a year. The College has a series of institutional links and these are detailed at http://www.rhul.ac.uk/For-Students/studyabroad.html. Students interested in these

options should contact their Major Department or the Education and International Liaison Office.

18. Library Services
Royal Holloway's library collections are divided between two libraries, the Bedford Library (containing material on science, social sciences and history), the Founders Library (containing material on languages, literature, cinema, theatre, and fine arts).

You will have access to, and be able to borrow (using self-service machines) from both libraries. There are also substantial holdings of DVD (and video) material. The library also provides a number of self-service photocopiers and binding machines (you can purchase photocopy cards from machines next to the photocopiers).

Print Material
Most relevant print material for Philosophy can be located in the Bedford Library. The library catalogue is available at: http://library.rhul.ac.uk. The library will make every effort to ensure that items on your reading lists are available in the library. Please contact your tutor or the Information Consultant for Philosophy if items are unavailable. Online reading lists are available at: http://reading.rhul.ac.uk

Online resources
The Library provides access to a growing collection of tens of thousands of journal titles in electronic, full-text format (ejournals), a large collection of ebooks, a wide range of online databases and an online virtual library of multi-media material (texts, images, audio, films and mixed-media). All of these 'eresources' are available via an extensive suite of student PCs in the libraries and around the campus (all connected to printers), as well as from off-campus.

You should get used to consulting the key online databases (such as the Arts & Humanities Citation Index), ebook & online reference material (such as the Stanford Encyclopedia of Philosophy, the complete Cambridge Companion to Philosophy series online & Oxford Reference Online) and electronic journal collections relevant to your subject area (via services such as JSTOR and ProjectMuse). These can be accessed on-line using the 'Metalib' service (RHUL's online library) via a link on the Library's homepage (http://www.rhul.ac.uk/information-services/library/).

In order to access the Library's extensive and growing collection of eresources off campus (e.g. from home) you will need to use you Library barcode number and PIN, or use the College's CampusAnywhere (VPN) service. Details of how to use these services can be found from the links on the Library homepage (see above).

Ask the Library's Information Consultant for Philosophy (or staff at any of the Library's Help & Enquiry Desks) for details of how to use these databases. They are valuable resources, listing a large number of journal articles, book chapters and books and, in the case of services such as JSTOR, ProjectMuse and Oxford Reference Online), provide easy access to full-text articles that you can download or print (on and off-campus).

Past exam papers
Past exam papers can be useful as a guide to focusing your study as well as being an essential part of revision for your exams. The library provides both print and online versions and you can search for these on our library catalogue.

University of London Library & other libraries
As a student of the University of London, you have access to the University of London Library (Senate House Library), which is situated in Senate House, Malet Street, in Central London. This central Library has large reference collections and facilities for borrowing and is a key resource for print and online material for Philosophy (including online access to Philosophers Index & the Routledge Encyclopedia of Philosophy). In order to obtain a Senate House Library card you must present your College ID card at the Senate House Library and complete a short application form.

You may also be able to register as a reader at the libraries of other Colleges if you can demonstrate that you need to use their collections. Please check the respective College Library's web pages before visiting (more information about using other libraries can be found here: http://www.rhul.ac.uk/information-services/library/Other/index.html).

Training
You will have the opportunity to attend training sessions in the use of the Library and resources. The sessions for students of Philosophy and Classics will be advertised via the Library and the department at the start of the Autumn term. The purpose of these sessions is to help you find your way around the collections and to make best use of the Library's collections and online resources relevant to your subject area.

Please make sure you attend one of these sessions, as the proper use of the Library is essential for any University degree. On no account should you miss this introduction to an invaluable resource. There are various training sessions available to help you make the best use of the library's resources. For details and to book a place online please go to the computer centre webpage.

Help and advice
If you have any questions about the Library's services and collections or need help using Library provide information and online service (including one-to-one training), please contact the Information Consultant for Philosophy, visit the Library's Help & Enquiry Desks or use the 'Ask a librarian' (live chat) virtual reference service. Contact details can be found on the 'Contact us' section of the Library web pages.

Appendix: Referencing, Sourcing and Plagiarism

I. What is referencing?

Referencing may seem like a scary or even a pointless exercise to new students, but mastering it is incredibly important for the development of your academic training and research skills. Apart from this, it serves several purposes:

1) To let the reader/marker know where you got your information from.
2) To acknowledge that a fact or idea is not your own and has been taken from someone else's work.
3) To indicate to your course tutor which sources you have been reading on the course which will let him or her know that you are on the right track.

It will be useful to keep these purposes in mind as you think about how you are going to reference your essays.

Failure to acknowledge where you have taken your information from is indicative of a sloppy or poorly organized writing style for which you will lose marks at best and at worst may lead to accusations of plagiarism (see the section below!) Taking or claiming someone else's idea as your own is stealing.

II. When should I reference?

When you are writing an essay you will need to use referencing when you are:

1) Using someone else's idea.
2) To show where you got factual information from.
3) When you are quoting from a source.

Again, this demonstrates that you understand the sources that you have been using and that you can back up claims in your paper with authoritative sources. (More on "authoritative sources" below). It is very important that the reference must always be the source that you actually used.

III. Harvard? Chicago? Footnotes – what do I use?

One of the most confusing things about referencing is that there are many different ways to do so. The most important rule is that you are consistent with your referencing and do not switch styles back and forth throughout the paper.

Many Departments at Royal Holloway typically use the "Harvard Style". A quick explanation of the style is indicated below. If you have any questions, there are plenty of sources for you to look at online. In addition, be sure to contact your tutor – it's better to be safe than sorry!

Harvard Style

The basic rule of thumb is that the author's name, the year of publication and the page number is must be presented. This can be done in two ways.

1) When you quote from an author:

> 'Marx believed that democratic government was essentially unviable in a capitalist society' (Held, 1996: 129).

Please note that the quote about Marx comes from the book by Held.

2) When you draw on an author's ideas:

> According to Held (1996: 129), Marx did not believe that democratic government was viable under capitalism.

Here we have not quoted from Held's book, but we have used his ideas, so the reference is made in the same way. These references should be made in the text and not as footnotes. Footnotes serve to clarify points, as well as informing the reader on any primary material, such as a newspaper article, which are not suitable for Harvard referencing.

IV. So how do I put it all together?

There are generally three ways which you can approach referencing.

1) To re-write the phrase or argument in your own words, informing the reader that this is what you have done: so, for example:

> Despite his emphasis upon the effect of self-interest in the development of modern society, even Adam Smith (Smith, 1987: 1) recognised that we are naturally concerned with other people's welfare.

In the above example the words are all your own but you need to inform the reader of the text which Adam Smith set out his views on our concern with other people's welfare. This is done, as shown, by citing the author's name, date of the publication of text and the page number(s).

2) Alternatively, in this next example:

> In any analysis of the growth of modern society, there must be a recognition of the productive power of an increase in the division of labour (Smith, 1987: 1).

The words are once again all your own but the idea (that an increase in the division of labour leads to an increase in productivity) comes from a book written by Adam Smith. You need to acknowledge the source of this idea and this is done by citing the author's name, date of the publication of the book and the relevant page number(s), as shown, within parentheses. In these first two examples you have used your own words.

3a) If you need to cite a direct quotation from another author, place the copied material within inverted commas. So, for example:

> Whilst Adam Smith argued that an increase in the division of labour led to a materially improved standard of living, he was also acutely aware that this would lead to mental and moral impoverishment for the workers. It would lead the worker to 'become as stupid and ignorant as it is possible for a human creature to become'. (Smith, 1987: 471).

In this example you have included a direct quotation, copying Smith's own words. This direct quotation has to be placed within inverted commas along with the date of the publication of the book and the page number(s) from which the quotation was taken. **Note that all copied material must be placed within inverted commas. If you have not completely re-worded the material, then you must use inverted commas – only fully re-worded material can be referenced without inverted commas. To claim words as your own may lead to accusations of plagiarism.**

3b) Where you are direct-quoting more than three lines of text from a source, the quote should be pulled out separately from the text and indented on both sides.

> Boot describes a pattern in these meetings between 19th century Americans and their frequently unfriendly hosts:
>
> > Yankees arrive with the best of intentions, but soon find themselves sucked into the vortex of war. During the nineteenth century this pattern would repeat itself from the Falklands to Formosa, from Sumatra to Samoa, from China to Chile. After killing some natives, the Americans seldom stayed long;… (Boot, 2002: 38)
>
> These skirmishes were undeclared wars where neither combatants (for the majority of the 19th Century) would be a party to any sort of international convention.

Use direct quotations when you genuinely cannot re-phrase the quotation, when the quotation is very well known or very little known, or when you feel the author's own choice of words is essential to what is being said.

V: Bibliography

It is very important with these kinds of reference that you include a full **bibliography** at the end of your essay. Each work that is used in your paper should be listed in alphabetical order by the last name of the author.

Unfortunately, each type of publication has its own style but a brief summary is presented below

Books:

In addition to restating the information about the author and year, you also must include publication details of the works to which you refer. This includes the place of publication and the company which did it. The rule here is Author, (Date) *Title in Italics* or underlined. Place of publication: Publisher.

Held, D. (1996) *Models of Democracy*. Cambridge: Polity Press.

Journal Articles:

Rather than providing information about the place of publication, the volume and issue number of the journal is presented along with the pages where the article appears. So the rule here is Author, (Date) "Title in Quotations", *Journal title in Italics,* Volume Number(Issue Number): Pages in journal.

Whiteley, P. F. (2000) 'Economic Growth and Social Capital', *Political Studies* 48(3): 443-66.

In this case, the volume number is 48, the issue number is 3 and the pages where the article appears is 443-66 in the Journal of Political Studies.

*Please note: When using articles from journals from online sources like JSTOR, you must provide all publication information as well as the JSTOR/webpage URL/hyperlink.

Chapters in books/edited collections:

Quite often different *authors* will contribute to an *edited* collection in a large book. In this case, it is important to cite the author and not the editor of the book.

Storing, H. J. (1991) 'The Case against Civil Disobedience' in H. A. Bedau (ed) *Civil Disobedience: in focus* London: Routledge.

The author of the chapter is H. J. Storing, the title is 'The Case against Civil Disobedience', in a volume edited by H. A. Bedau, entitled *Civil Disobedience: in focus*, published by Routledge in London. Book and journal titles are always in italics, article and chapter titles are always in single quotation marks, as above.

Newspaper/Magazine articles:

Here the rule is author, (date), "title in quotations", publication.

Lague, D. (2007, 6 September). "Hacking reports raise concerns about cyberthreat from China", The International Herald Tribune.

Online sources

Today there is a limitless amount of material available to you online. Some material is in journals, other material is in online news sites and some is even in online books. Therefore, the chances are that you will probably be using online sources to write at least one of your papers.

The first thing to remember is that you are going to have to be able to tell the difference between an 'authoritative' or 'academic' source of information from one that isn't. Please see the section on this below.

Secondly, as mentioned above, **when using articles from journals from online sources like JSTOR, you must provide all publication information as well as the JSTOR/webpage URL/hyperlink.** In other words, if you are citing an article you found using JSTOR, the citation should look like this:

> Radley, V. L. and D. C. Redding. (1961). "Shakespeare: Sonnet 110, A New Look", *Shakespeare Quarterly*, 12(4): 462-463.
> http://links.jstor.org/sici?sici=0037-3222%28196123%2912%3A4%3C462%3ASS1ANL%3E2.0.CO%3B2-9

And NOT this:

> http://links.jstor.org/sici?sici=0037-3222%28196123%2912%3A4%3C462%3ASS1ANL%3E2.0.CO%3B2-9

Online news websites

This is pretty much the same as the newspaper/magazine citation with the date you accessed the article and the url of the website.

> Eddy, M. (2007, 6 September). "Germany Searching for 10 Terror Suspects", *The Guardian*, http://www.guardian.co.uk/worldlatest/story/0,,-6901110,00.html. Accessed 6 September 2007.

Online news websites where there is no author:

> BBC News (2007, 6 September). "Fresh Darfur peace talks agreed", http://news.bbc.co.uk/1/hi/world/africa/6981929.stm. Accessed 28 September 2007.

Government online sources:

If there is no author, give the name of the site, (date). "Title in quotations", URL and Date accessed.

> Number 10. (2007, 6 September). "PM pays tribute to Pavarotti", http://www.number-10.gov.uk/output/Page13098.asp. Accessed 1 October 2007.

VI. Plagiarism and Academic Dishonesty

Plagiarism is an extremely serious offence, both within the College and your Department. **Ignorance of the meaning of plagiarism is no defence** and all students will be deemed to understand and be aware of the University of London Student Regulation as set out below. There are very serious penalties for students who have been found to have plagiarised their work. Please do not be tempted to jeopardise your degree in this irresponsible fashion.

1) Definition of plagiarism:

In these regulations, 'plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs, images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Group work would constitute plagiarism where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work.

Further information on the College's policy towards plagiarism, procedures, appeals and punishments is available through the Royal Holloway website: http://www.rhul.ac.uk/Registry/academic_regulations/Examination_Assessment_Offences.html

2) Academic Dishonesty:

Beyond plagiarism, students may be accused of academic dishonesty if they do any of the following:

- Handing in the same paper for one or more courses.

- Improper citation to the point of virtual plagiarism. (For example, copying an entire paragraph from another source without indicating that the paragraph has been copied verbatim, copying a large portion of text verbatim with insufficient citation, etc.)

- Handing in work that has been purchased or written by another (although no copying may have been involved.

These acts are considered to be very grave offences and will be treated just as seriously as plagiarism.

3) Plagiarism detection software

You will submit your essays through the College's anti-plagiarism software, Turnitin. To retain your anonymity, please make sure that the files submitted are labelled with your candidate number only.

All submissions will then be run through the College's plagiarism detection service. This contains hundreds of thousands of essays downloaded from the Internet (including all of the 'pay-per-view' cheat sites) and has sophisticated algorithms that will detect similarities between your work and downloadable essays. In short, don't risk it.

VII: Using Online Sources

The internet has made researching much more simple in terms of gaining instant access to an unlimited number of sources of information. However, navigating through everything online and determining what is and what is not an authoritative source of information has become much more challenging.

1. What do you mean by 'academic' or 'authoritative' sources?

These are sources which are essentially reputable, trustworthy and are known to verify their facts and information to a reasonable extent before publication. Reputable academic journals, for example, normally only publish articles that have been at least twice blind reviewed by experts in the field who agree that the information is essentially correct and that the material is usefully contributing to a body of knowledge. Major news sources, which are liable under libel legislation and have an interest in being trusted by their readership, also attempt to meet a high standard of journalism.

There are, however, millions of publications and websites which are geared towards presenting opinions and rumours rather than research and certifiable facts. These include blogs, "quasi" news and gossip sites. Citing these as authoritative sources is problematic. As developing researchers, it is important that you learn to differentiate between sources of information so that your own work will be taken seriously.

Essentially, the key comes down to verifiable information. Can the source verify the facts given – or can the author prove their case? In the case of blogs and opinion based websites or user content generated sites, the answer is: probably not.

2. Examples of academic or authoritative sources online:

> i) Articles from MAJOR news sources
>> BBC
>> SkyNews
>> CNN
>> AFP
> ii) Government websites
>> Number 10
>> Ministry of Defence
>> European Union
> iii) Reputable NGOs
>> International Committee of the Red Cross
>> Amnesty International
>> National Union of Journalists
> iv) Refereed online sources like the Stanford Encyclopedia of Philosophy

3. Examples of Non-Academic Sources

> i) Agenda-based blogs: www.conservativetruth.org, www.fightbackuk.blogspot.com
> ii) Quasi News Sites: www.newsmax.com

iii)   Conspiracy videos on YouTube: (e.g. Loose Change)

4. Information sources: Wikipedia, About.com, Infoplease.com

These are NOT academic sources, though they do also contain academically reputable material. Although the information on them may be legitimate and they may be a good place to start thinking about your topic, they should not be cited as an academic source. There is sometimes insufficient monitoring of what information goes up on these websites, and the information can be wrong and misleading. **Do not cite these sources in your papers unless you have further evidence to back up the point made from a reputable academic source.**

5. Online encyclopaedia articles

Sites such as Encarta and Britannica MAY be okay – but you should have progressed to the point where these are no longer needed! They are best used for getting basic information, not for the real content of your work.

VIII: Quick Dos and Don'ts

Do always keep good track of which sources you are using when you are researching your paper. (You don't want to confuse someone else's idea with your own!)

Do your referencing as you go along rather than at the end

Do try to rephrase ideas rather than using someone else's words, and make it clear where the idea you have rephrased has come from

Don't leave your essays until the last minute. Time management problems are one of the leading contributors of plagiarism offenses. Leaving lots of time ensures that you will have good referencing

Don't copy and paste from the internet! It will lead to problems later on

Don't forget that all work will be checked via the Turnitin software.

And remember – when in doubt, ASK!