This document contains details of regulations for the MA in Political Theory. In addition, it contains information about modules, supervision arrangements, research seminars, and so on. Please read it carefully now, and keep it available for future reference. Comments and suggestions on these arrangements would be welcome.

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LINES OF COMMUNICATION

The Department of Philosophy is based at 45 Victoria Street, with graduate work rooms and computer rooms. The MA course secretary is Mrs Joanne Renshaw. Tel: 0114 222 20587. E-mail: j.renshaw@sheffield.ac.uk

The Department of Politics is based at Elmfield, Northumberland Road, Sheffield S10 2TU. The MA Administrator is Mrs Sue Kelk, Room 2.19. Tel: 0114 222 1642. E-mail: s.kelk@sheffield.ac.uk

The Philosophy Departmental Office is open from 9.00 am to 12.30 pm and from 1.30 to 4.30 pm each day. The Politics Departmental Office is open from 9.30 am to 3.30 pm each day, with the exception of Mondays between 9.30 am and 1.00 pm.

Email: Please note that many important messages are sent out to students via e-mail. So please: check your email account regularly.

Student Mail: Graduate mail is deposited in the pigeonholes in the kitchen (B21) at 45 Victoria St. This is your collection point not only for mail but also for information from the staff on lectures, meetings, social events etc, so please check your pigeonhole regularly.

Change of address: It is important that the department has an up-to-date record of your address and phone number, so please remember to keep your student record update (accessed through MUSE).

Staff Office Hours: Each member of staff will be available for at least two hours a week to see any student. These hours are posted on the member of staff’s door and in the departmental office. You are encouraged to make use of this facility. However, you should note that staff availability is not limited to these times. Please feel free to get in touch with any member of staff who you would like to see outside office hours.

The Director of Graduate Studies [DGS] for the Political Theory MA is Holly Lawford-Smith. The Course Secretary for the MA as a whole is Joanne Renshaw (see above for contact details).

2  

THE SHAPE OF THE YEAR

The Academic Year is divided into two semesters, distributed across three terms, thus:

AUTUMN SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 - 25 September 2016</td>
<td>Intro week</td>
</tr>
<tr>
<td>26 September - 16 December 2016</td>
<td>12 weeks of teaching</td>
</tr>
<tr>
<td>12 December 2016</td>
<td>Essay Deadline for one MA module (FT students)</td>
</tr>
<tr>
<td>17 December 2016 - 17 January 2017</td>
<td>4 weeks vacation</td>
</tr>
<tr>
<td>16 January - 5 February 2017</td>
<td>UG exams (no lectures or seminars)</td>
</tr>
<tr>
<td>30 January 2017</td>
<td>Essay Deadline for one MA module (FT and PT students)</td>
</tr>
</tbody>
</table>

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 February - 31 March 2017</td>
<td>8 weeks of teaching</td>
</tr>
<tr>
<td>1 April – 23 April 2017</td>
<td>3 weeks vacation</td>
</tr>
<tr>
<td>24 April - 21 May 2017</td>
<td>4 weeks teaching</td>
</tr>
<tr>
<td>22 May - 10 June 2017</td>
<td>UG exams (no lectures or seminars)</td>
</tr>
<tr>
<td>5 June 2017</td>
<td>Essay Deadline for two MA modules (FT) or one MA module (PT)</td>
</tr>
</tbody>
</table>

SUMMER PERIOD

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 August 2017</td>
<td>MA dissertation due (or 3rd module for PT students)</td>
</tr>
</tbody>
</table>

WRITING WEEKS - Week 7 of the Autumn Semester and week 12 of Spring Semesters are currently planned to be writing weeks in the Department of Philosophy. During this time no lectures or seminars will take place. MA students should use these writing weeks to work on drafting essays or plans. MA modules taught in the Politics Department do not have a reading week.

COURSEWORK SUBMISSION AND PENALTIES - Note that the above deadlines are strict deadlines, and the department is required to apply penalties if these deadlines are missed. Work should be submitted by 12 noon on the dates above. For detailed advice on submission, extensions and penalties, see #6.

Please note the Dissertation deadline is different to the Politics Dissertation deadline. But ALL Political Theory MA Students must submit their Dissertation on Thursday 31st August 2017.
3   FACILITIES

PHILOSOPHY: VICTORIA STREET
The Graduate Computer Rooms (C32 and D07) contain a number of computers for graduate use; there are also Graduate Reading Rooms, B23 and the attic space for quiet study. All rooms have wireless internet access for you to use your laptop, if you have one. The recently refurbished Common Room (B21) contains tea and coffee-making equipment for the use of graduates and staff and gives access to the garden.

Printing and photocopying: There is a printer in the Philosophy Reception for all Taught Students, you top up your ucard with credit and then swipe to make print outs. Photo copying for reading groups and modules can be requested from the Office.

POLITICS: ELMFIELD BUILDING
Student Common Room: There is a general student common room (G08) behind the Porters’ Lodge. Please check the notice-board outside room 2.19 for information.

Computing and Printing: There are two open access computer rooms at Elmfield, with a printer (not free), these can be found on the first floor, rooms 1.11 and 1.12.

4   SECURITY, HEALTH AND SAFETY

Sally Weston is the department’s Health and Safety Officer. Any accidents or issues should be reported to her.

In case of emergency, please contact the University Emergency Control Centre by telephoning 4444 (from an internal phone, or 222 4444 from a mobile). For non-emergencies, Security Services can be contacted on (222) 4085.

There are First Aid Boxes in B01 (the office), C07 (little kitchen) and B27 (big kitchen)

Security Procedures

It is everyone’s responsibility to make sure the building is secured and that the alarm set at all times when no-one is in the building. To this end, we must all observe the following procedures:

1. No entry or exit except through the main entrance by reception. Other exits should only be used in an emergency.

2. If you are in the building after 5pm, you need to sign the out-of-hours sign-in book at reception, and sign out when you leave. This may mean coming down from the room you are working in to sign it before staying on. And you need to sign in and out at weekends.

3. Last person to leave the building must always set alarm (even if wasn’t set when they came in or you suspect people will come in later) - for postgraduates, this applies after 5pm on weekdays and anytime at weekends. Code available from the office. Even if you don’t have out-of-hours access, the alarm may sometimes need setting before 6pm. If you leave after the cleaners have been, you need to follow the checks in 4.

The alarm is situated in the small cream box on the wall to the left as you walk in the main entrance. The code is the same for setting and disarming the alarm, and the box has a cover which needs to be opened first.

To set the alarm, enter the code and press A. You have 30 seconds to leave.

To disarm the alarm, enter the code and press enter.

4. You determine whether you’re the last in by checking the in-out board (which staff should keep up-to-date) and the sign-in book at reception.

If the board says “out” for everyone, that should mean no staff are in. You can then check the sign-in book by the entrance to check whether any postgrads are signed in but not signed out again.

If you have reasons to doubt about the accuracy of the board as you leave (e.g. someone surprisingly down as in), please try to confirm by ringing the relevant offices with the phone by the entrance (then correct the board if need be).

5. If the alarm goes off when you are in the building, you can go down and turn it off. In case of problems, ring security control room (222 4085).

6. Blinds should be shut as well as windows closed, when you leave your office.
7. Out-of-hours training must be in-date if you are working out of hours (after 6pm or at the weekend).

8. In order to bring visitors into the department out-of-hours (e.g. if you want to arrange a small meeting with people from outside the department or those without out-of-hours access): the person arranging the meeting (who must have out-of-hours access) must 1) check with Sally/the office in advance and 2) sign in the visitors as visitors and stays with them in the building, also explaining about fire exits etc if they aren't familiar with the building.

Fire alarm and Fire Training

The Fire Alarm is tested every Monday at around 2.30pm – there is no need to vacate the building unless the alarm lasts more than on minute.

In case of an alarm, otherwise, please leave the building promptly by the nearest exit, ensuring that the door is closed behind you if no-one is following you. The Assembly point is across the road, next to the church.

If you are likely to require assistance to evacuate the building in an emergency, please contact the Office and a personal emergency evacuation plan will be designed for you (with the help of Safety Services, if necessary).

5  STRUCTURE OF THE MA

Because the MA is taught across two departments, instructions for submitting essays, deadlines etc can vary depending on which department the module you are taking is based in, so please take care to check these carefully. If you have any doubts please consult the DGS. Modules with a ‘PHI’ prefix are based in the Philosophy Department; those with a ‘POL’ prefix are based in the Politics Department. Please note that the Dissertation counts as a PHI module, and thus PHI deadlines apply even if you are being supervised by a member of the Politics Department.

Because the MA is interdisciplinary, you are required to take at least one module from each Department. (But note that because the Dissertation and the Political Philosophy Research seminar have PHI prefixes, and so count as Philosophy modules, the Philosophy requirement is already officially covered if you are taking one of these modules.)

If you have any queries or concerns relating to a particular module or lecturer, you should contact the DGS.

6  AIMS AND OBJECTIVES OF THE MA

Both the Departments of Philosophy and Politics endorse the University’s Mission, ‘To maintain the highest standards of excellence as a research-led institution, whose staff work at the frontiers of academic enquiry and educate students in a research environment’.

Both Departments aim to:

a) equip students with an understanding of a range of philosophers and philosophical problems, while encouraging as deep a critical engagement with those philosophers and problems as is feasible in the time available

b) promote respect for the norms of – clarity; careful analysis; critical reflection; rational argument; sympathetic interpretation and understanding; and impartial pursuit of truth

c) promote independence of thought and a critical and analytical approach, not only to theories and concepts, but to the assumptions on which they are based

d) equip students with the core skills involved in – careful reading, comprehension and compression of textual material; clear thinking; sound argumentation; and the clear and well-organised expression of ideas

e) provide high quality teaching which is informed and invigorated by the research activities of members of staff

f) facilitate an awareness of the application of philosophical thought to other academic disciplines or to matters of public interest, encouraging students to apply philosophical skills more widely where appropriate

g) encourage students to plan for themselves the contents of their degree programmes in philosophy, and to plan and organise their own work, within the constraints and advice provided by the Department

h) recruit highly qualified students, while at the same time providing access for those with non-standard qualifications who can benefit successfully from the postgraduate programme.

i) enable students who have previous knowledge of Philosophy to deepen their understanding of the subject, and to test out their aptitude for further research.

By the end of their MA students will:

• Understand a range of fundamental terms and concepts essential to the discipline of philosophical investigation
• Be able, not only to assess critically both their own thinking and the work of other philosophers, but also to make out their own positive case for their views
• Have an awareness of selected current philosophical debates, and be able to engage with central philosophical issues
• Have acquired a high level of understanding of a number of areas of philosophical work, and an informed grasp of the strengths and weaknesses of different proposals made within those areas
• Be able to write effectively, and will have developed a range of intellectual virtues and core skills (see Aims b, c, d above)
• Have displayed their core skills in assessed work, as well as their knowledge and understanding of the subject area
• Have had the opportunity to take courses introducing them to some major figures from the history of philosophical thought, and which encourage careful reading, sympathetic exegesis, and critical engagement with their works

Students who complete an MA will, in addition, have:
• Pursued a particular topic in greater depth through the writing of a dissertation.

Many students will, in addition, have:
• Been provided with training in research and research methods, and equipped to begin writing their PhD dissertations (through the PhD Proposal module).
• Been placed in their strongest possible position to compete for PhD funding during the course of the year.
• Been encouraged to develop a substantive body of written work relevant to the subject of their proposed PhD.

7 MA REGULATIONS AND SUBMISSION DATES

ALL CANDIDATES
• You will be assigned a Personal Advisor when you begin the MA. You’ll meet with your personal advisor at least once per semester, and they will be available to discuss any concerns you have throughout your pre-dissertation period. When you begin the dissertation, you’ll start working with an appropriate supervisor, who may or may not be your initial personal advisor. (See #10, below.)
• Students without a substantial background in Political Theory may be advised, in their first semester, to take one module based on the Second-Year modules (see course listings below). They may also be advised to opt for two shorter essays rather than one long essay for such modules. Lecturers and advisors are happy to give detailed advice on writing political theory essays where a student has not done much such writing before.
• Work should be submitted in accordance with the practices adopted by the department in which the module is being taught.
• Assessed work must be word processed or typed.

Philosophy:
Two paper copies of your essay should be submitted to the Departmental Office (Victoria St). And an electronic copy submitted on the ‘PG Philosophy Online’ MOLE page by 12 noon on the deadline day.

Politics:
Assessed work should be uploaded to Turnitin before 12 noon on the day of the deadline. When submitting a piece of assessed work to Turnitin, you should use the template provided by the Department, filling in the general section with your module code, registration number, essay title, seminar tutor and word count. You are also required to complete the declaration stating that the work submitted is entirely your own work. Please note that no extensions are permitted for computer problems, it is your responsibility to ensure you give yourself sufficient time to find a computer and upload your file. For submissions to count they must be submitted to Turnitin via MOLE before the specified deadline. You must upload essays to Turnitin using your registration number, module code and the essay question number where applicable e.g. 120000000 POL6001 Question 3. Any essays not uploaded in the correct format will be deleted and late submission penalties will be applied.

If you have any questions about submission please don’t hesitate to contact staff in the MA Office.

Directions for submitting a paper to Turnitin through MOLE
1. Click on the Icon inviting you to submit your work

2. Fill out the Turnitin submission form and browse for the file you wish to upload.
3. When the item has been successfully submitted the following message will appear.

![Image showing the successful submission message]

4. Make a note of your unique paper ID that appears, for future reference. It is important that you keep a record of this paper ID as you will need to refer back to it should there be any issues with your submission.

FULL-TIME MA CANDIDATES

The degree is of 12 months duration, and consists of 180 credits. This will be made up of four taught modules (30 credits each) and a dissertation of 10-14,000 words (60 credits). The modules available are listed in #8 and #27 below. Philosophy modules will normally be assessed by means of either one 4-6,000 word essay, or two 2-3,000 word essays. Politics modules will vary over the amount of coursework required, and their word-limits: please check individual module outlines carefully for details, and if in doubt consult the module instructor. Two modules should normally be taken in the Autumn Semester and two in the Spring Semester, though a distribution of three in Autumn and one in Spring is also possible, with permission from the DGS. Work on the dissertation will begin in the Easter Vacation, and the dissertation will be completed between mid-June and the end of August. Candidates may also elect to submit only the four pieces of coursework to obtain a PG Diploma.

Deadlines for Philosophy modules:
If you feel that you cannot submit your work by the following deadlines, you must meet with the DGS to arrange an extension (otherwise you will be penalised). It is in your interest to request extensions as early as possible.
(i) Submit assessed work for your first module by 12th December 2016.
(ii) Submit assessed work for your second module by 30th January 2017.
(iii) Submit assessed work for the two remaining modules by 5th June 2017.
(iv) The MA dissertation must then be submitted by 31st August 2017.

Deadlines for Politics modules:
- Deadlines for Politics modules will vary: please check the module outline for the relevant deadline date.
- **Deadlines for the submission of assessed work must be taken seriously. Essay due dates are included on the module outlines.** They are necessary in order to structure the learning environment, to allow students to benefit from timely feedback, and to permit tutors to plan their workloads.
- **Deadlines will be applied strictly unless there are convincing reasons for the granting of an extension.** For written forms of assessment a deadline will specify a time by which the work must be delivered to the Departmental Office.
- **Applications for an extension of the original essay deadline must be made in advance to the MA Coordinator (Dr Helen Turton either my email: h.turton@sheffield.ac.uk or visit her during one of her office hours.** Applications will be considered by the MA Coordinator ONLY, not by individual tutors on the module, and, if agreed, a new deadline will be set. Requests for extensions will not be considered unless made in this way and accompanied by appropriate documentary evidence (e.g. a medical certificate).
- Extensions will **NOT** be approved for cases where students have other close essay deadlines or because books are on loan from the Library.

PART-TIME MA CANDIDATES

The degree is of 24 months duration, and consists of 180 credits. This will be made up of four taught modules and a dissertation of 10-14,000 words. Philosophy modules will normally be assessed by means of either one 4-6,000 word
essay, or two 2-3,000 word essays. Politics modules will vary over the amount of coursework required, and their word-limits; please check individual module outlines carefully for details, and if in doubt consult the module instructor. Two modules will be taken in the first year (one in each semester), with two further modules taken in the second year (one in each semester), with the dissertation written over the summer in the second year (you should contact the DGS if you wish start work on the dissertation earlier, so that a supervisor can be allocated). The modules available are listed in #8 and #27 below.

**Deadlines for Philosophy modules:**
If you feel that you cannot submit your work by the following deadlines, you must meet with the DGS to arrange an extension (otherwise you will be penalised). It is in your interest to request extensions as early as possible.

**First year of study:**
(i) Submit assessed work for one module by 30th January 2017.
(ii) Submit assessed work for a second module by 5th June 2017.
(iii) Submit assessed work for a third module by 31st August 2017.

**Second year of study:**
(iv) Submit assessed work for the fourth module by Monday of week 15 of the Autumn Semester, or Monday of week 15 of the Spring Semester, depending upon the semester in which the module is taken.
(v) Submit the dissertation by the last working day in August of the second year.

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### SUBMISSION PENALTIES, EXTENSIONS AND ADVISORY DEADLINES

#### Late Submission Penalties
If an essay is submitted late and you have not been granted an extension, a penalty of 5% of the mark will be deducted for each working day after the submission date.

<table>
<thead>
<tr>
<th>Number of days late</th>
<th>Penalty applied</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiply mark by</td>
<td>Original 70</td>
</tr>
<tr>
<td>1</td>
<td>0.95</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>0.90</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>0.85</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>0.80</td>
<td>56</td>
</tr>
<tr>
<td>5</td>
<td>0.75</td>
<td>53</td>
</tr>
</tbody>
</table>

**Note** that the 5 working day deadline for late submission is absolute and any work submitted after the 5 working day period without a special dispensation will receive a mark of zero.

#### Extensions
An extension will be granted for a major and clearly unforeseeable or unavoidable incapacity to do the normal academic work. This covers medical problems, extreme personal and family problems, force majeure and, in the case of part-time students only, work-related problems.

An application for an extension should be made in writing to the DGS in advance of the normal submission date. The application should be accompanied by medical evidence or other documentation where appropriate. Students making a request for an extension who have been ill for up to seven days should obtain a Medical Self-Certificate from the Student Services Information Desk; for longer periods a medical certificate should be obtained from the UHS or a personal physician.

#### Advisory Deadlines
Students work towards deadlines in very different ways. And, for example, given the same deadline for two essays, some may prefer to complete one before starting the second, while others may prefer to work on both concurrently. We offer the advisory schedule below to help ensure that you meet the official deadlines detailed above. If you intend to work to a different pattern, you should discuss this with your supervisor.

**First and second essays:**
Meet with supervisor and/or course lecturers at least once a month while deciding on topics for both essays. Produce a detailed plan of both essays in time to discuss these with your supervisor before the Christmas vacation (if possible, also give them an early draft of one of the essays). Draft essays and meet supervisor/lecturer about those drafts shortly before or as soon as possible after the vacation. Redraft in the light of supervisor’s/lecturer’s comments.
If you intend to apply for PhD funding, be aware of application deadlines. Many of them are in early January. Make sure you know what is required for an application; leave plenty of time for any referees to write their letters in your support; and during the Autumn term speak to your advisor and lecturers about your work and get feedback that will help you strengthen your funding application.

Third and fourth essays
Meet with supervisor and/or course lecturer early in semester to discuss topics. Produce at least one detailed essay plan before the Easter vacation. Produce second detailed plan or draft of first piece of work as soon as possible after the Easter vacation. Try to have drafts of both pieces of work by the end of the teaching period. Discuss those drafts with supervisor/lecturer and rewrite accordingly.

Remember to allow your supervisor sufficient time to read your drafts. They will advise you how long they need. Some supervisors may be available to meet you, or at least communicate by email, over the vacations, while others will not be: again you should make plans with them.

9 MA MODULES

Students should normally select their three or four modules from amongst those on offer listed below. These Philosophy modules are available to third-year philosophy undergraduates also, but assessment for MA students will be on a very different basis — normally by means of one extended essay, as opposed to a shorter essay and a final exam.

You are required to take at least one module from each Department. (But note that because the Dissertation and the Political Philosophy Research seminar have PHI prefixes, and so count as Philosophy modules, the Philosophy requirement is already officially covered if you are taking one of these modules.)

The modules available within each department set out below, and more detailed outlines of them may be found in #28. You will choose your modules in consultation with the DGS at your Intro Week meeting.

Philosophy modules have two lectures and one seminar per week (in the table only the lectures are listed). Seminars normally begin in week 3, but this may vary between modules. Further information will be given out at lectures during week 1. (You are only expected to attend one seminar session/week for each module with such sessions.) If there are enough postgraduates in a module, a special seminar session for postgraduates only will be scheduled.

Politics modules are all taught by two hour seminar sessions, with the exception of POL6970 which has a one hour lecture and one hour seminar.

Note: Modules with fewer than three students enrolled may be deemed unviable and not offered.
<table>
<thead>
<tr>
<th>AUTUMN SEMESTER</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI6320 Metaphysics</td>
<td>PHI6600 Phenomenology</td>
</tr>
<tr>
<td>[EO] Tue 3-4, 5-6</td>
<td>[KRR] Thurs 11-12, 1-2</td>
</tr>
<tr>
<td>PHI6430 Epistemology</td>
<td>PHI6660 Philosophy of Psychology</td>
</tr>
<tr>
<td>[PF] Tues 12-1, 2-3</td>
<td>[SL] Thurs 12-1, Fri 12-1</td>
</tr>
<tr>
<td>PHI6590 Feminism</td>
<td>PHI6630 Philosophical Problems 1 - Meaning of Life</td>
</tr>
<tr>
<td>[JS] Mon 11-12, Tues 11-12</td>
<td>[JT] Tues 10-11, 4-5</td>
</tr>
<tr>
<td>PHI6640 Philosophical Problems 2 - Metaethics</td>
<td>PHI6820 Advanced Logic</td>
</tr>
<tr>
<td>PHI6009 Global Justice</td>
<td>PHI6364 Philosophy of Law</td>
</tr>
<tr>
<td>[AT] Mon 10-11, 4-5</td>
<td>[CB] Tues 1-2, 2-3</td>
</tr>
<tr>
<td>PHI6369 Collective Action</td>
<td>PHI6366 Plato’s Symposium</td>
</tr>
<tr>
<td>PHI6370 Free Will &amp; Religion</td>
<td>PHI6368 Practical Reason</td>
</tr>
<tr>
<td>[RB] Thurs 10-11, 11-12</td>
<td>[YS] Tues 11-12, 12-1</td>
</tr>
<tr>
<td>PHI6371 Fiction &amp; Truth</td>
<td>PHI6372 Pleasure, Pain &amp; Emotions</td>
</tr>
<tr>
<td>PHI6374 The Radical Demand in Logstrup’s Ethics</td>
<td>PHI6373 Political Obligation</td>
</tr>
<tr>
<td>[RS] Wed 10-11, 12-1</td>
<td>[AT] Mon 11-12, 3-4</td>
</tr>
<tr>
<td>PHI6016 Cognitive Studies Research Seminar</td>
<td>PHI6375 Philosophy of Medicine</td>
</tr>
<tr>
<td>[LB] Mon 2-4</td>
<td>[AC] Tues 5-6, Wed 12-1</td>
</tr>
<tr>
<td>PHI6603 Morals and other Values Research Seminar</td>
<td>PHI6376 Intimate Acts, Relationships and Consent</td>
</tr>
<tr>
<td>[YS] Thurs 12-2</td>
<td>[RM] Mon 10-11, Thurs 3-4</td>
</tr>
<tr>
<td>PHI6670 Mind and Language Research Seminar</td>
<td>PHI6001 Europeanisation</td>
</tr>
<tr>
<td>[DG] Thurs 2-4</td>
<td>Tues 1-3 or Thur 11-1</td>
</tr>
<tr>
<td>PHI6680 Metaphysics and Epistemology Research Seminar</td>
<td>PHI6003 Politics and Global Migration</td>
</tr>
<tr>
<td>[NC] Fri 10-12</td>
<td>Tues 11-1 or Tues 3-5</td>
</tr>
<tr>
<td>PHI6601 Political Philosophy Research Seminar</td>
<td>PHI6150 Democratization</td>
</tr>
<tr>
<td>[HLS &amp; GB] Fri 12-2</td>
<td>Mon 1-3 or Tues 11-1</td>
</tr>
<tr>
<td>POL6005 Contemporary Global Security</td>
<td>POL6255 Research Methods</td>
</tr>
<tr>
<td>Tues 9-11 or Wed 11-1</td>
<td>Tues 3-5 or Thur 9-11</td>
</tr>
<tr>
<td>POL6011 Global Justice</td>
<td></td>
</tr>
<tr>
<td>Thurs 1-3</td>
<td></td>
</tr>
<tr>
<td>POL612 The Political Economy of Globalisation</td>
<td>POL6320 Comparative Governance &amp; Public Policy</td>
</tr>
<tr>
<td>Wed 9-11 or Wed 11-1</td>
<td>Thur 11-3 or Thurs 3-5</td>
</tr>
<tr>
<td>POL615 The Politics of International Law</td>
<td>POL6870 The Politics of Development</td>
</tr>
<tr>
<td>Wed 9-11 or Thur 9-11</td>
<td>Mon 3 – 5 or Wed 11-1</td>
</tr>
<tr>
<td>POL6265 Philosophy and Methodology of Political Research</td>
<td>POL6230 The Ethics of Warfare</td>
</tr>
<tr>
<td>Mon 11-1 or Tues 11-1</td>
<td>Fri 11-1 or Fri 1-3</td>
</tr>
<tr>
<td>POL6560 The Governance and Politics of the EU</td>
<td>POL6601 The Political Economy of Poverty</td>
</tr>
<tr>
<td>Mon 3-5 or Tues 3-5</td>
<td>Tues 11-1 or Tues 3-5</td>
</tr>
<tr>
<td>POL6800 Theories and Issues in IPE</td>
<td>POL6604 Global Health and Global Politics</td>
</tr>
<tr>
<td>Mon 11 – 1 or Wed 11-1</td>
<td>Tues 9-11 or Tues 1-3</td>
</tr>
<tr>
<td>POL6806 International Political Sociology of Civil Wars</td>
<td>POL6606</td>
</tr>
<tr>
<td>Wed 9-11 or Thur 1-3</td>
<td>[taught by EAS]</td>
</tr>
<tr>
<td>POL6180 Human Rights</td>
<td>EAS683 Global Governance and Japan</td>
</tr>
<tr>
<td>Mon 11-1 or Mon 3-5</td>
<td>(taught by EAS)</td>
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<tr>
<td>POL6970 Theory and Practice of IR</td>
<td>tbc</td>
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<tr>
<td>Lecture Tues 12-1 and seminars Tues 1-2, Tues 9-10</td>
<td></td>
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<tr>
<td>POL6602 Political Economy of Global Environmental Change</td>
<td></td>
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<tr>
<td>Tues 1-3 or Thur 11-1</td>
<td></td>
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</table>

Other Courses Available

Occasionally, where MA programme candidates have particular interests not catered for within the above programmes, or would profit from more introductory classes to a subject, 2nd year undergraduate Philosophy courses may be acceptable or even recommended. In each case the approval of the DGS is required. In 2016/17.
10  MA COURSEWORK

The number and length of pieces of module coursework will vary between departments, so please check individual module outlines carefully.

**Topics** - Essay topics should be chosen in consultation with the module teacher concerned. The essays should be thought of as mini research-papers, whose content can be related more or less loosely to the material covered in the module.

**Examples** - Some Philosophy sample essay are available on MOLE – Philosophy PG Online.

**Drafts** - Preliminary drafts of all essays should be submitted to the relevant module teacher well in advance of submission. These will then be the subject of an advisory tutorial and will be returned with comments. Tutorial times will need to be negotiated with each of the module teachers concerned. Note that, due to pressures of undergraduate marking, advisory tutorials may not be possible during the Examining Period of the Semester.

11  MA DISSERTATION

All MA candidates will need to submit two copies of the MA dissertation by the deadline specified in #6 or #7 above.

**Topics** — Students should be thinking about possible topics for their dissertation throughout the course of the year, and holding preliminary discussions with potential supervisors. The topic of the dissertation need not be related to the content of any of the MA modules being taken. **Full-time MA candidates** should present their intended topic to the DGS for approval, and for a suitable supervisor to be appointed, before the start of the Easter Vacation. Serious work on the dissertation should then begin in that vacation. **Part-time candidates** should present their intended topic to the DGS for approval, and for a suitable supervisor to be appointed, before the start of the second year of study.

**Format** — The MA dissertation should be between 10,000 and 14,000 words in length, inclusive of all notes and quotations (but exclusive of bibliography). It should be typed on A4 paper, using one side only, double-spaced, with margins of at least an inch. All dissertations should be accompanied by an accurate word-count. Examiners will cease reading over-length dissertations at the point where they judge them to exceed the word-limit. The pages of the dissertation should be securely bound together, not merely held with a paper-clip.

**Supervision** — Students should (in consultation with the DGS) arrange for a supervisor appropriate to their topics by early Spring. There should be approximately four meetings through the period in which the dissertation is to be written, to discuss readings and a dissertation plan, draft written material, and to discuss a full preliminary draft of the dissertation. Students are responsible for contacting their supervisor to arrange supervisions. The timetable of work will need to be negotiated between student and supervisor. Students should note that supervisors will normally not be available for one full month during the Summer vacation (often August).

12  PhD PROPOSAL MODULE

Students thinking of going on to a PhD (at Sheffield or elsewhere) should consider taking the PhD proposal module. If you are planning to go straight into a PhD and need to prepare funding applications, it is advisable to take the PhD Proposal module in Autumn. If you are planning to take a gap year or do not require funding, you might prefer to take the PhD Proposal module in the Spring (this will allow more time to consider topics) Students should be working on this proposal with their Supervisors from the start of the relevant semester, meeting at least three times in each term to discuss and frame a topic area, to discuss relevant preparatory reading, and to discuss drafts of the proposal itself.

**Format**

The normal format for a PhD proposal would consist of an outline of the projected thesis of about 2,000-3,000 words, accompanied by an annotated bibliography or literature search of about 4,000-5,000 words (between 6,000 and 8,000 words in total). However the precise format may vary from case to case, depending upon the nature of the project, and should be negotiated with your Supervisor. All PhD proposals should be accompanied by an accurate word-count. Examiners will cease reading over-length proposals at the point where they judge them to exceed the word-limit. Examples of previously submitted PhD proposals, which may help to guide you in what is required, will be available for consultation from the Philosophy PG Online page on MOLE.

**Note** that the outline of the thesis should do more than map out a research area; it should also indicate the lines of argument to be pursued, or the overall positions to be defended. Of course you cannot be expected, at this stage, to
know in any detail what you will say. But the PhD proposal as a whole should give a clear indication of the research potential of your proposed thesis. Good proposals will demonstrate that the student has found an interesting project and has ideas worth exploring; the very best proposals will typically describe and partially develop original ideas.

13 MA: ASSESSMENT

Marking Policy - MA essays and dissertations will each be marked by two people, assigned by the DGS. One will normally be the module convenor/supervisor, but if for any reason that person is unavailable, DGS will assign someone else with knowledge of the area. The markers will separately read the piece of work, assign it a mark, and write comments. They will reach an agreed mark through discussion. Markers should not just 'split the difference' between the two marks, although they may decide in discussion that a mark in the middle of the two is appropriate.

Where they cannot agree, DGS will assign a third marker with – as far as possible – knowledge of the area. The third marker will assign a mark based on first reading the piece of work, then consulting the first and second markers. The mark given by the third marker is final (subject to the approval of the External Examiner).

Double marking - all work is double-marked within the Department, and a selection is then sent to the External Examiner for approval. Marks (with feedback from the examiners) will be released to students as soon as they are available.

MA degree classification - in fixing the classification of an MA candidate’s degree as a whole, the following principles will be employed:

- A student with 180 credits (i.e. with marks of at least 50 for each module) will be awarded the MA. A pass may, at the discretion of the examiners, also be awarded to any candidate carrying 15 credits worth of fail marks, provided they average 50 across all 180 credits, and the fail is not less than 40. There is an opportunity to resit a failed component of an MA, once within a year, provided it achieved a mark of 40 or above (the deadline for resubmission of an essay is the same as the final deadline for the dissertation).
- A student with 120 credits worth of passing marks of 50 or above can be awarded a Postgraduate Diploma in Philosophy. And a student with 60 credits of passing marks can be awarded a Postgraduate Certificate.
- In order to obtain an MA with merit, candidates will normally have a weighted mean of not less than 59.5 across all units, and a grade of not less than 60 in units to the value of at least 90 credits.
- In order to obtain an MA with distinction, candidates will normally have a weighted mean of not less than 69.5 across all units, and a grade of not less than 70 in units to the value of not less than 90 credits.

Marking Criteria

All marks are assigned on the 100-point scale. Plain pass-marks for all individual pieces of work range from 50 to 59, pass-with-merit marks from 60 to 69, distinction-marks from 70 to 100.

**Distinction: 70-100**

Work at this level should have the following virtues: it should be very clearly written, and be very well-organised and well-structured; it should display detailed and sophisticated knowledge and understanding of the subject-area; and it should deal critically and intelligently with its material. It should also display a good level of independence (either at the level of argument, of theory, or in choice and treatment of material).

A distinction MA dissertation and PhD proposal should display all of the virtues required of a distinction essay, but should also provide evidence of the research-potential of the candidate in question and, in the case of the proposal, of the project in question.

Marks of 70-73 will be given for material that minimally fulfils the criteria for a distinction. Marks of 74-77 will be given for material that clearly and solidly meets the criteria for a distinction. Marks of 78-89 will be given to material that is very good or excellent in relation to the criteria for a distinction. Marks of 90 and above will be awarded to work of particularly outstanding and exemplary quality.

**Merit: 60-69**

Work at this level should have the following virtues: it should be clearly written, well organised and structured; it should display a good understanding and knowledge of the relevant literature; it should be cogently argued in general, displaying a capacity for good, critical assessment.

**Pass: 50-59**

Work at this level should have the following virtues: it should be written fairly clearly, with reasonable organisation and structure; it should display fairly good understanding and knowledge of the subject area; it should contain some cogent argumentation and critical assessment.

**Failing Marks (0-49)**

Marks of 40-49 will be given to work that falls short of MA standard. It may fail to show adequate knowledge or sufficient understanding; it may contain material that is irrelevant to the assignment or be badly structured or poorly written; or it may contain little cogent argument or critical assessment of material. Marks of 20-39 will be given to
work which fails to a considerable extent to meet the standard for a passing mark at the MA level. Marks of 0-19 will be given to unacceptable work which shows no or very little evidence of meeting the standard for a passing mark at the MA level.

**Note:** Many students wrongly believe that postgraduate work must exhibit far greater breadth than undergraduate work, and they make the mistake of trying to cover far too much. It is much better to focus your essay carefully, on a topic that really can be adequately dealt with within the word limits.

### 14 SUPERVISION FOR MA STUDENTS

Your supervisor is responsible for overseeing your work and progress throughout the year. Supervisors meet with their students once each month, to advise on PhD proposal, essays, planned MA thesis, general academic and relevant personal issues, and to assess research training needs. If meetings are to take place either less or more often than this, there should be a clear agreement to this effect. Although students should not assume that supervisors will be available to meet more often than once per month, they should not hesitate to request more frequent meetings, and supervisors should attempt to accommodate these requests.

**Students should expect to take an active role in contacting their supervisor – to arrange for a meeting, to send a draft of a piece of work, etc. Supervisors are expecting that students will be contacting them, and students should take the initiative when they have something to discuss (an email is often best, or feel free to stop by office hours).**

Where area of expertise and time constraints permit, supervisors should assist students as needed at all stages of essay writing: shaping of initial topic, planning of essay, and various stages of drafting. Where an essay topic falls outside supervisors’ areas of knowledge, supervisors should advise as needed on suitable members of staff to assist. (These will often, but not always, be module lecturers for modules that the student is taking.) Such members of staff should (time constraints permitting) assist students as needed at all stages of essay writing: shaping of initial topic, planning of essay, and various stages of drafting. If students have difficulty obtaining the feedback that they need, they should discuss this with their supervisors, who will try to rectify the situation.

For those taking the PhD proposal in the Spring Semester, work should begin late in the first semester, but in the second semester this should become a main topic of supervisory meetings. For those taking the PhD proposal in the Autumn Semester, work should begin as early as possible. Later in the second semester, planning for the MA dissertation (to be written over the summer) should begin. Your DGS will contact you to ask about topics and assign you to a Dissertation supervisor around Easter.

At any point along the way, it may become clear that the current supervisor is not an appropriate one for the student’s planned PhD proposal/MA dissertation. If this happens, student/supervisor (or preferably both) should discuss alternative supervisory arrangements with the DGS.

**Supervision meeting report forms**

After each scheduled supervisory meeting, a brief report form needs to be completed, as a record of the meeting. This should be done electronically and should state the topic of the meeting and/or progress made, and the objectives to be achieved before the next meeting, the date of which should usually be given. If there is a plan to meet less often than monthly, this should be noted on the supervision meeting report form, and a reason given for this plan. Copies of the form should be kept by both student and supervisor and kept on file in the departmental office. Both the supervisor and student should also keep a file of all correspondence, including emails.

### 15 OTHER POSTGRADUATE RESEARCH ACTIVITIES

**(1) The Philosophy Department Seminar** meets on Friday afternoons through the Autumn and Spring terms (2.30-4.30 pm). Visiting speakers from various institutions present papers to the Department for discussion, and all postgraduates are strongly encouraged to attend. Copies of these papers are usually available for reading a week in advance.

**(2) Reading Groups.** Various reading groups are arranged throughout the year, both by members of staff and postgraduate students. Recently there have been reading groups on The Philosophy of Language, The Philosophy of Psychology, Ethics, Pragmatism, The Philosophy of Race, Feminism, Idealism and Political Philosophy. This webpage gives details of current reading groups [http://www.shef.ac.uk/philosophy/research/readinggroups/index](http://www.shef.ac.uk/philosophy/research/readinggroups/index). Feel free to organise your own!

**(3) Reading Weekend.** This is usually in the Spring term, and is attended by postgraduates, undergraduates, and members of staff. The format usually consists of four student papers (often two from postgraduates) and a good deal of socialising.
(4) Politics Seminars. There are seminars/colloquia with outside speakers run in the Politics Department – details to be announced.

16 PLAGIARISM AND COLLUSION

The following four examples of unfair means are serious academic offences and may result in penalties that could have a lasting effect on a student’s career, both at University and beyond (including possible expulsion from the University).

Plagiarism (either intentional or unintentional) is the stealing of ideas or work of another person (including experts and fellow or former students) and is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

Submitting bought or commissioned work (for example from internet sites, essay “banks” or “mills”) is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole assignment or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assignments to other students.

Double submission (or self-plagiarism) is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole assignment or part of it. Normally credit will already have been given for this work.

Collusion is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

For the University guidelines, see http://www.shef.ac.uk/ssid/exams/plagiarism.html. Although collusion is not permitted, you are encouraged to discuss your work with others on the course. Developing your ideas in conversation with others is a highly valuable part of philosophical work. What matters is that the work you submit for assessment clearly indicates where any ideas or material are not your own. If in doubt about whether what you propose to do is appropriate, consult your supervisor.

In any essay submitted for assessment, all passages taken from other people’s work, either word for word, or with small changes, must be placed within quotation marks, with specific reference to author, title and page. No excuse can be accepted for any failure to do so, nor will inclusion of the source in a bibliography be considered an adequate acknowledgement. Note that verbatim or near-verbatim reproduction of material from lecture handouts or lecture notes/transcripts is also unacceptable.

If the marker decides that plagiarism has occurred, the student may be judged to have failed either the module or the degree (depending on the degree of severity). The plagiarism will also be recorded on the student’s permanent record.

The library offers a “Guide to Plagiarism” tutorial, available here: http://www.librarydevelopment.group.shef.ac.uk/shef-only/research/plagiarism_rsch.html

17 REFERENCING

You must footnote ideas that you have taken from other authors, even if you use your own words to express them. You need not footnote ideas that are common philosophical knowledge (e.g., “Ethics is the study of how one should live”). But you should indicate where ideas not your own come from (e.g., you should footnote Mill when you say, “Mill believed that it is better to be reflective and dissatisfied than unreflective and content”—and, if you got this idea from Mill, you should also footnote when you say, “It is better to be reflective and dissatisfied than unreflective and content.”)

References can be given in full in footnotes, or in short-hand there – e.g. McGinn (1997) – with full details in the bibliography. The page numbers given within the footnote should indicate the page/s from which the passage or idea is taken.

There are a number of different formats that you could follow for your references. See, e.g. http://www.ex.ac.uk/Affiliate/stloyes/harv.htm for the Harvard system, http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html for MLA and http://library.osu.edu/sites/guides/chicagogd.html for the Chicago Manual of Style Citation Guide.

Here, in more detail, are guidelines for one format you could use:
For citing books, the format is:
Author, Title [Translator, trans. if applicable] (Place of Publication: Publisher, Date of Publication), page number/s.
For example:

For journal articles, the format is:
Author, “Title”, Journal Journal number (Date of Publication), page number/s.
For instance:

For chapters of edited books, the format is:
Author, “Chapter Title,” in Editor, ed., Title (Place of Publication: Publisher, Date of Publication), page number/s.
For example:

For lecture handouts, the format is:
Lecturer, “Title,” Course number, University, Term.
For example:

For websites, the format is:
Author, “Title,” Source of Publication (Date of Publication). Available at: Web Address.
For example:

The library offers a tutorial on referencing correctly and one on referencing with EndNote which can be carried out online from here: http://www.librarydevelopment.group.shef.ac.uk/research.html

18 ADVICE ON PREPARING WRITTEN WORK

ESSAYS
An essay is a piece of structured and discursive prose that addresses a question set in advance. Essay titles are given in the module outlines. In some cases, the module outline may specify that the essay title may be determined by the student with the agreement of the module tutor.

STRUCTURE
The essay should order the material in a logical manner, and include a clear introduction and conclusion. Subheadings may be used to break up the text of any essay if it will make the argument clear. The introduction to the essay should indicate clearly and accurately what the overall structure of the essay will be.

CONTENT
The essay should show familiarity with a range of reading on the issue. Factual material should be accurate and the essay should include critical analysis of factual material, and of arguments put forward by other writers. Originality and signs of serious thought about the topic will be rewarded in the marking, as will the range of source material consulted, the rigour of the analysis to which this is subjected, and the extent to which the essay presents a clear and cogent argument. If the essay is written in response to a set question, be sure to answer the question as actually posed, and to exclude extraneous material.

STYLE
Essays should be written in a clear and straightforward manner and in line and a half spacing; they should not contain spelling and grammatical errors. The English Language Teaching Centre offers a writing and advisory service and a reading service that may prove very helpful to those who seek to improve their writing style. Note, however, that this service needs to be booked in advance.

THE DISSERTATION
The general principles of essay writing apply also for the dissertation. In their dissertations, students are expected to build upon work that they have completed in the taught modules. Their completed research should reflect an awareness of issues and ideas covered in their modules.
In particular, students are encouraged to illustrate some theoretical awareness in conducting research for their dissertation. Supervisors will advise you as to how this is best done.

The primary responsibility for the dissertation rests with the student. The role of the supervisor is to offer advice and guidance to students and help them if they encounter particular problems. A dissertation workshop will take place in April and all students are expected to attend.

19 APPEALS PROCEDURES

Students have a right of appeal against the grade assigned for pieces of coursework, if they feel that the intellectual content of their coursework has been wrongly assessed. In such a case, the student is encouraged, before appeal, to discuss the matter with the person who marked the work in the first instance, or, if this is problematic, with the DGS or the Head of Department (Rosanna Keefe).

Should the student wish to proceed with an appeal, a signed statement should be submitted that details reasons for believing that the piece of work has not been marked fairly. If those reasons are judged by the DGS to make a sufficiently strong case, the work will be re-marked by a third internal marker. This mark is then final, and it should be noted, that it can be either higher or lower than the original.

It should be emphasised that these are departmental Appeals Procedures, and nothing in the above pre-empts the rights that any party may have to pursue an appeal at University level, more information about which can be found here: <https://www.sheffield.ac.uk/postgraduate/info/appeals-complaints>.

20 EXTERNAL EXAMINING

The external examiner for MAs in the Philosophy department in 2016-17 is Professor Greg Currie (York University).

The University of Sheffield employs external examiners to oversee every programme of study undertaken by its students, in common with all other universities in the UK. An external examiner is usually employed at another university, but is also appointed by the University of Sheffield to impartially oversee the assessment of a course or parts of one or more taught courses. This allows the University to be sure that its assessment processes work well, that the appropriate marks are awarded and that departments benefit from suggestions for improvement from respected academics with expertise in the subject in other universities. For more details on the role of the external examiner see "for students" download on the right-hand side of this page: http://www.sheffield.ac.uk/lets/pp/assessment/external.

21 STUDENT WELFARE

ILLNESS OR PERSONAL DIFFICULTY

If you are unable for any reason to attend a seminar you should let your lecturer or the MA Secretary know in the associated office (Politics or Philosophy). Unauthorised absences are recorded.

Should you experience illness or another problem (personal, financial, family, and so on) that prevents you from attending seminars, meeting deadlines for assessed work, or from concentrating fully on your studies, please let someone (such as the DGS) know as soon as possible. Talk to the person with whom you feel most comfortable, but do talk to someone. If we are not aware you are having difficulties we cannot make an effort to help.

In the event of illness you should submit a medical certificate to Student Services to cover your absences. Self-certification is permitted for the first week of illness, after which a doctor's note is required. Self-certification forms are available from the Student Services Information Desk in the Students Union. Self-certification is NOT ACCEPTED for coursework deadline extension applications. Medical notes that are placed on file can be considered by the Examinations Board when it meets to consider results and degree classifications.

CHANGE OF STATUS

If things are not going well with your course, you may consider changing your degree programme or repeating a period of study, applying for a period of leave of absence from the University, or withdrawing from the University altogether. You should discuss your proposed course of action with the DGS: please remember that the DGS is available to discuss in strict confidence any difficulties you may be having with your course. You may also wish to consult the Careers Service and to read the leaflet, Changing Your Course or Leaving Altogether, available from the Union of Students Advice Centre. There is also helpful information available from the Student Services Information Desk, located in the Union Building, or from Taught Programmes Office on 2221289/2221278.
COUNSELLING SERVICES
Sometimes you may prefer to talk to somebody outside the Departments. The University offers confidential counselling services, free of charge to any student requiring the service. The address is: UCS, 36 Wilkinson Street, Sheffield, S10 2GB, Telephone 0114 222 4134, Email: UCS@sheffield.ac.uk Website: http://www.shef.ac.uk/counselling/
Other useful telephone numbers:

- Student Advice Centre: 0114 222 8660
- University Health Service: 0114 222 2100
- Rape Crisis Centre: 0114 244 7936
- Samaritans: 0114 276 7277
- Samaritans Linkline: 0845 790 9090
- Sheffield Victims Support Group: 0114 275 8411

NIGHTLINE
Nightline is the University of Sheffield’s confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8 pm till 8 am every night during term time. It offers students everything from the phone number of a twenty-four hour taxi company, to exam dates, times and locations, and information about every issue that can be encountered within student life. It provides a vital support network for all students, so whatever you need to say, Nightline is listening, and our service can be called free from phones in Halls of Residence. If you think you would like to volunteer for Nightline, contact nightlife@shef.ac.uk for more information. Listening Line: 0114 222 8787, Information Line: 0114 222 8788

DISABILITIES
If you have a disability, or become aware of an issue during the course of your studies (for example, the identification of dyslexia), please talk to DGS. The University is committed to providing services for students with disabilities. For a statement of policy on this issue see the Student Services Information Desk on the University website at: http://www.shef.ac.uk/~ssid/disabil/

HARASSMENT
The University is committed to eliminating harassment experienced by students and staff and will take steps to investigate complaints thoroughly. There are specially trained members of staff available for advice and help. A booklet and further details are available from the Department of Human Resources (222 1618), or the Students Union Advice Centre (222 8660). Please feel free to consult the DGS or any other member of the Departments, if you have concerns. Further details of University policy and sources of help may be accessed on the University website at: http://www.shef.ac.uk/uni/admin/pers/harass/harass.html

22 STUDENT SERVICES
Located in the Union Building, SSID should be your first port of call for general inquiries on a range of issues not confined to this Department. For an indication of the range of issues covered by SSID, consult its website at: http://www.shef.ac.uk/ssid/ Specifically, information on fees is provided by the SSID.

Please remember to inform Student Services Information Desk of any change of address.

TAUGHT PROGRAMMES OFFICE
During your time as a student most of your daily contact with the University will be through staff in the Departments of Philosophy and Politics. However for certain administrative matters you will need to deal directly with Taught Programmes Office. Taught Programmes Office is situated in Level 6 of the Students’ Union, Western Bank. Formally, this central Department is responsible for:

- Processing and publishing of examination results (including servicing of boards of examiners, award of degrees and prizes, administration of academic appeals procedures, transcripts of qualifications);
- Student progress and progression (including implementation of progress of students regulations and servicing of Appeals Committee of the Senate relating to the progress of students);
- Administration of approval of student status changes (degree programme changes, leave of absence, withdrawals, transfers, etc., including update of individual student records);

23 STUDENT EVALUATION OF THE POSTGRADUATE PROGRAMMES
There are three main methods by which student evaluation for the MA will be sought: (a) via the student representatives on Postgraduate Affairs Committee (see #24 below); (b) via module-specific questionnaires, issued towards the end of each semester; and (c) via a year-wide questionnaire covering the MA overall postgraduate provision, issued towards the end of each academic year.
24 GRADUATE PROGRESS MEETINGS

Each MA student attends a Graduate Progress Meeting twice yearly, in Autumn and Spring semesters. The purpose of these meetings is to review progress, and to provide a formal mechanism through which any difficulties encountered by students may be addressed.

MA students meet with their supervisors. In advance of the meeting, students write a brief Progress Report, describing the progress of their research over the previous half-year, their plans for the next 6 months and any concerns they may have. At the meeting, this should be discussed, and there should also be some discussion of research training needs and the frequency of supervision meetings. After or during the meeting, the supervisor fills in a report form with details of the discussion etc. Both reports are kept on file.

25 POSTGRADUATE AFFAIRS COMMITTEE

Each Department has a postgraduate affairs committee, and students on this MA are eligible to serve on both. These committees are responsible for all matters relating to postgraduates. For further details, see the general graduate booklets issued by each Department.

Any difficulties or complaints relating to any aspect of the postgraduate provision within the Department should normally be raised with the DGS, or with the Head of Department (Rosanna Keefe for Philosophy; Nicola Phillips for Politics), in the first instance, who may recommend that the matter be dealt with by the Postgraduate Affairs Committee. Alternatively, difficulties may be brought directly to that Committee by the student representatives.

26 PROBLEMS WITH SUPERVISION AND COMPLAINTS PROCEDURE

Any student who is having problems with their supervisor, or one of their supervisors, should raise this with the supervisor in the first instance, if possible and if appropriate. If this does not resolve the problem, they should talk to the DGS (or the Head of Department in cases where the DGS is the problem supervisor). The best way to tackle the problem can then be discussed, and the possibility of a change of supervisor can be considered.

Students wishing to make a formal complaint against the department or one of its members may do so by making a written statement of their complaint to either the Head of Department (HOD) or the DGS. The HOD or DGS will appoint a committee to investigate the complaint and recommend any appropriate action. The investigation must include an opportunity for the staff member to respond in writing to the student’s complaint. The committee will include the HOD or DGS as chair (unless both are subjects of the complaint, in which case a different chair will be appointed), a student representative, and a senior staff member. The committee will be selected in such a way that a disinterested, impartial judgement can be made. The committee will summarise the complaint and send their written summary to both the student and the staff member before investigating. The outcome of the committee’s investigation and their recommendations will be communicated in writing to both the complainant and the subject of the complaint. Using this complaints procedure does not affect a student’s right to use the university’s complaints procedures.

27 AFTER GRADUATION

Students on the MA may wish to consider going on to study for a PhD. We would be happy to offer advice on this. There is no particular deadline for applying to the University for a PhD; but you should note the funding deadlines. You may of course also decide to apply for a place at another University, and again we would be happy to advise on this.

For those students not planning to carry on with further research, you should make contact with the Careers Service, who will be able to advise on a range of career options: see http://www.shef.ac.uk/careers/ for further details or go to: The Careers Service, 388 Glossop Road, Sheffield S10 2JA. Telephone: 0114 2220910.

28 LECTURERS TEACHING ON THE MA 2016-17

Please visit the following site for Philosophy Staff profiles: www.sheffield.ac.uk/philosophy/staff/faculty
Please visit the following site for a profile of all Politics Staff: www.sheffield.ac.uk/politics/staff

29 PG MODULE OUTLINES 2016-17

There follow outlines of each of the MA modules currently on offer within the Departments.
PHI 6320 Metaphysics
This year’s module will be about the ontology of material things and its implications for personal identity broadly construed. What is a material thing? Is it perhaps a sort of compound of matter and form, as Aristotelians say? What material things are there? For instance, is there a thing made up of you, my left foot, and the northern hemisphere of Mars? Can the same matter make up more than one material thing at the same time? Do theories about material things clash with views about personal identity? And do these metaphysical questions really have answers that we can discover or get wrong, or are the answers somehow up to us to decide? And seeing as we ourselves appear to be material things, how do these matters bear on our own nature?

PHI 6430 Epistemology
Epistemology is concerned with the nature of knowing and understanding the various ways in which knowledge is acquired and retained. In the background lies sceptical arguments concluding that we do not in fact know anything. The place of these sceptical arguments in epistemology will be central issues as this course aims to outline these long standing debates and then examine current state-of-the-art epistemology. Virtue epistemology, Scepticism, Contextualism, Disjunctivism, the new Rationalism, and Disagreement are amongst the topics that the course would hope to cover.

PHI 6590 Feminism
Feminists have famously claimed that the personal is political, and argued against traditional understandings of the public/private distinction. This module will be devoted to examining a wide variety of areas not traditionally considered to be of political relevance, which feminists have argued are in fact crucial to politics. We will discuss such issues as family structure, feminine appearance, sexual behaviour, implicit bias, moral responsibility for oppression, culture and language.

PHI 6640 Philosophical Problems 2 - Metaethics
Ethics is the investigation of what is right and wrong, good and evil, virtuous and vicious. When we do ethics, we form judgements about these things. Metaethics is the investigation of what these judgements and things are. We will not be concerned in this course about whether abortion is permissible or whether war can ever be just. The types of questions we will seek to answer are more abstract. Are there moral facts? If there are, what kind of facts are they – are they scientific facts, for instance? – and how can we know about them? Is morality objective or subjective? Must we be motivated to act on our moral judgements? Do we form moral opinions based on reason or emotion? Do moral sentences express beliefs that can be true or false, or affective attitudes like approval and disapproval? Should widespread disagreement between cultures lead us to moral relativism? In seeking to answer these metaethical questions we will explore contemporary philosophical theories of the nature of morality. We will also examine some empirical results in moral psychology and assess their impact on metaethics – for instance, whether moral judgements are reasonable or emotional, whether irrelevant features of the situation influence our actions more than our character traits, or whether moral disagreement is as intractable as some philosophers have supposed.

PHI 6009 Global Justice
There is a straightforward argument from the impartial nature of morality to the view that the principles of distributive justice must have a global scope. After all, the object of moral concern is persons. Persons matter equally and they all have an equal claim to resources needed to have a good life. Arbitrary facts about a person (such as the class into which she was born) shouldn’t impact her access to resources. Likewise, a person’s geographic location is a morally arbitrary feature. Surprisingly, this argument has met with little popularity. Many philosophers object that justice only applies to cooperative ventures and that the global economy is not a relevant system of cooperation. Others object that the special relations a person has to those closest to them: their families, their communities, their national communities, constitute special ties and that these special ties generate special obligations that override an individual’s general duties of aid. This course will consider these objections and others as well as how the debate between these views impacts current global concerns such as humanitarian intervention and migrant’s rights.

PHI 6369 Collective Action
Deforestation, climate change, global poverty, conflict minerals, global disease, fisheries’ collapse: they all have in common that they are large-scale challenges, whose solutions require collective action. But are there collective agents with the capacities to solve these problems? And if not, is it possible to create them? What are the obligations of an ordinary individual when it comes to the creation of such collectives? In this course we look at whether there are any collective agents, and if so what the conditions for collective agency are - distinguishing collectives from, say, disordered aggregates. We also look at how collectives form beliefs and preferences, and how they act. We discuss collective obligations - if there are any and what they might be like - and the way collectives’ obligations related to members’ obligations. We talk about a range of different potential collectives, including families, clubs, corporations, communities, and the state. And we look into the structure of ‘collective action’ problems: a particular problem that
occurs between individuals when it takes more than one of them in order to produce a good, but before a collective has been established which can facilitate the production of that good. Throughout the course we survey important experimental work giving insights into collective action and cooperation.

**PHI 6370 Free Will & Religion**
Controversial claims about the nature of free will lie at the heart of many debates about the merits of theistic religious traditions such as Islam, Judaism and Christianity. For example, can appealing to human free will help explain why God would allow the evils of our world? Could it help to explain why there isn’t more compelling evidence for God’s existence? Alternatively, does free will create a problem for theistic religions? For example, does the traditional conception of God as perfectly knowledgeable rule out free will for creatures? Is it possible to maintain that God himself has free will, given traditional religious commitments that God can do no wrong? This module will focus on recent philosophical work on questions such as these.

**PHI 6371 Fiction and Truth**
This module grapples with some philosophical puzzles raised by fiction, such as the puzzles of non-existence: how can there be truths about things that don’t exist? How can we talk and think about unreal entities? And puzzles surrounding the notion of ‘true in the fiction’. What is it for something to be true in a fiction? Can it be true in a fiction that torturing someone for fun is ok? The module will also investigate fictionalism: the view that a type of discourse (e.g. moral discourse, mathematical discourse) is best understood, not as aiming at truth, but rather as a sort of fiction.

**PHI 6374 The Radical Demand in Logstrup’s Ethics**
The biblical commandment ‘to love your neighbour as yourself’ still has great resonance with people, as does the story of the Good Samaritan who helps the injured traveller he encounters on the road. But what exactly does this love require, and what is its basis? Do we have an obligation to care for others, or is it beyond the call of duty? How can love be a matter of obligation at all? If you help the neighbour, can you demand something in return? Should we help them by giving them what they want, or instead what they need? How far do our obligations to others extend – who is the ‘neighbour’, and might it include ‘the enemy’? And does the requirement to help the other come from God’s command, or from some sort of practical inconsistency given we all need help ourselves, or from their right to be helped – or simply from the fact they are in need? But can our needs be enough on their own to generate obligations of this sort?
We will consider these sorts of questions in relation to the work of K. E. Løgstrup (1905-1981), a Danish philosopher and theologian, who discussed them in his key work The Ethical Demand (1956) in which he characterized this relation between individuals as involving a ‘radical demand’ for care, involving important commitments about the nature of life, value, and human interdependency. We will compare his ideas to related themes in Kant, Kierkegaard, Levinas, and contemporary care ethics.

**PHI 6016 Cognitive Studies Research Seminar**
Cognitive science is a fascinating, cutting-edge research field in which philosophy, psychology, neuroscience, linguistics, computer science, and anthropology come together to discover how the mind works. The central hypotheses guiding cognitive science are that the mind is a computing mechanism (a kind of computer, if you will) and that cognition is a computational process. These hypotheses have proven to be extremely fruitful: drawing upon them, a number of scholars have put forward accounts that have significantly increased our understanding of cognitive processes like perception, memory, and reasoning.
This module has three aims. The first is to introduce the student to the fundamental concepts and explanatory strategies in cognitive science. The second is to offer the student the opportunity to explore different areas of cognitive science. To do so, we will have guest lecturers from different departments presenting their current research. The third aim is to give to the student an in-depth knowledge of a particular problem. This year we will focus on the ability to attribute mental states to oneself (introspection) and to other people (Theory of Mind).

**PHI6603 Morals and other Values Research Seminar**
The objectives of the module are
(i) to read and discuss certain key philosophical texts in the domain of value;
(ii) to have each student develop a writing project, on which he or she will be evaluated for the course; and
(iii) to develop those skills needed for close critical reading of philosophical texts and for writing extended research papers.
The domain of value is so extended both in breath (Moral, Practical, Aesthetic) and in depth (applied, normative, theoretical) that we cannot possibly read even a representative sample of its various facets. Instead we will try to read a selection of interesting/important/influential texts in that domain.
I will select the topics and readings for the first 5 weeks. These will include: Defining the Good, Objectivity in Ethics, Judgment and motivation, Authority and trust.
The reading for the remaining weeks will be selected together by students and lecturer to fit the developing interests of the members of the seminar.

PHI6670 Mind and Language Research Seminar
The syllabus for this MA seminar has been designed around topics that challenge some of the traditional ways of thinking about the mind. The issues discussed are not typically covered at undergraduate level. The aim is to provide students with the opportunity to extend their existing knowledge of this area, and to closely engage with particular topics that interest them. The topics will include a selection of the following: 'I'-thoughts; the answering machine paradox; introspection and self-knowledge; introspection and the body; self-deception and confabulation; thought insertion; delusion; the extended mind; the subpersonal; experimental problems for action; habits and bodily skills; mental illness; enactive perception. The exact content will be tailored to the interests of students taking the module.

PHI 6680 Metaphysics and Epistemology Research Seminar
This seminar involves weekly reading and student presentations on important works in Metaphysics and Epistemology. In the first seminar we will choose topics and works to cover. Possible topics include the possibility of time travel, the puzzle of persistence, free will, other ‘possible worlds’, properties, individual substances and identity, God, scepticism, a priori knowledge, Internalism and Externalism about justification, testimony, epistemic contextualism, feminist epistemology, the old and new problems of induction.

PHI6601 Political Philosophy Research Seminar
This seminar is intended to develop your skills of close critical reading and discussion of important work in contemporary political and moral philosophy. We will discuss key papers on a number of central topics in contemporary political theory, including Justice & Gender, Anarchism, Ideal & Non-Ideal Theory, Dirty Hands, Collective Action, Voting Rights and more. We’ve designed the course to avoid overlap with the normative issues most often encountered during undergraduate courses, to give students a good grounding in moral and political philosophy which they may use in their practice or further postgraduate studies, and to relate to practical issues in politics and public policy. Each week we will have (i) a short student presentation (about 10 minutes) designed to give a general overview of the assigned reading, as well as (ii) a brief critical response to the reading (about 3 minutes) from a second student.

PHI 6600 Phenomenology
This module introduces students to Phenomenology - a philosophical tradition in continental European philosophy, which is closely related to Existentialism. Phenomenology seeks to understand the human condition. Its starting-point is everyday experience, where this includes both mundane and less ordinary forms of experience such as those typically associated with conditions such as schizophrenia. Whilst Phenomenology encompasses a diverse range of thinkers and ideas, there tends to be a focus on consciousness as embodied, situated in a particular physical, social, and cultural environment, essentially related to other people, and existing in time. (This is in contrast to the disembodied, universal, and isolated notion of the subject that comes largely from the Cartesian tradition.) There is a corresponding emphasis on the world we inhabit as a distinctively human environment that depends in certain ways on us for its character and existence. Some of the central topics addressed by Phenomenology include: embodiment; ageing and death; the lived experience of oppression; human freedom; our relations with and knowledge of, other people; the experience of time; and the nature of the world. In this module, we will discuss a selection of these and related topics, examining them through the work of key figures in the Phenomenological Movement, such as Edmund Husserl, Simone de Beauvoir, Maurice Merleau-Ponty, Frantz Fanon, and Edith Stein.

PHI 6660 Philosophy of Psychology
This course provides an in depth look at a selection of issues in contemporary philosophy of psychology. Philosophy of psychology is concerned with such questions as: What is the structure and organization of the human mind? Is the mind one big homogenous thing, or is it made up of smaller interacting components? If it has components, what sort are they and how are they interrelated? What aspects of our minds are uniquely, or distinctively, human? What is the cognitive basis for such capacities as our capacity for language, rationality, science, mathematics, cultural artefacts, altruism, cooperation, war, morality, and art? To what extent are the concepts, rules, biases, and cognitive processes that we possess universal features of all human beings and to what extent are they culturally (or otherwise) variable? Do infants, (nonhuman) animals, and individuals with cognitive deficits have minds, and if so, what are they like? To what extent are these capacities learned as opposed to innately given? How important is evolutionary theory to the study of the mind? What is the self? What are concepts? Is all thought conceptual? Is all thought conscious? What is consciousness? What can philosophy of psychology tell us about other areas of philosophy? This course will discuss a selection of these and related issues by looking at the work of philosophers, psychologists, and others working within the cognitive sciences more generally.
PHI 6630 Philosophical Problems 1 - Meaning of Life
What is the meaning of life? What does the word ‘meaning’ actually mean in this context? The course will begin by looking at some proposed answers to these questions, providing an overview of different conceptions of life’s meaning, split into three broad categories: subjective conceptions (which hold that a life being meaningful is simply a kind of personal feeling, attitude or belief), objective conceptions (which hold that life’s meaning is determined by mind-independent factors), and ‘hybrid’ or intermediate conceptions (which either combine both subjective and objective elements or fall somewhere in between the two schools). The second half of the course will discuss potential threats to the meaning of life: would considerable suffering, insignificance or futility make our lives meaningless? Does death undermine the meaning of our lives? If it does, could immortality be a meaningful form of existence? Finally, we will ask, if life fails to possess any real meaning, what would the consequences be for us and how should we try to live?

PHI 6820 Advanced Logic
The course will build upon the second year Formal Logic module. We will prove some major logical results about the propositional calculus, presented in a new way - as an ‘axiom system’ - before looking at some fundamental philosophical issues arising from aspects of logic. We will then look at some philosophically striking formal results concerning the abilities of different logical systems - including first-order (or predicate) logic and the very powerful system of ‘second-order’ logic - to capture very simple structural facts.

PHI 6364 Philosophy of Law
Law is a pervasive feature of modern societies, and makes a claim to regulate almost everything that we do. The existence of law raises a number of important philosophical issues. What is law, and how does it differ from other types of social control or regulation? How should we understand the authority of law, and our duty to obey? How does law relate to morality and rights? This course will look at these questions, as well as looking at the theoretical basis of different areas of law, such as criminal law and ‘tort’ law (or the law of damages). We will also look at some critical perspectives on law. During the course we will read some key legal theorists including H.L.A. Hart, Ronald Dworkin, Joseph Raz and Jeremy Waldron.

PHI 6366 Plato’s Symposium
The Symposium is a vivid, funny and moving dramatic dialogue in which a wide variety of characters – orators, doctor, comic poet, tragic poet, soldier-cum-statesman, philosopher and others – give widely differing accounts of the nature of erotic love (erôs) at a banquet. Students should be willing to engage in close textual study, although no previous knowledge of either ancient philosophy or ancient Greek is required. We will be exploring the origins, definition, aims, objects and effects of erôs, and asking whether it is viewed as a predominantly beneficial or harmful force. Are some manifestations of erôs better than others? Is re-channelling either possible or desirable, and if so, how and in what contexts? What happens to erôs if it is consummated? We will in addition explore the issues that the dialogue raises about relations between philosophy and literature, and the influence it has had on Western thought (e.g. Freud). The edition we will use is Rowe, C. J., 1998, Plato: Symposium. Oxford: Aris and Phillips Classical texts.

PHI 6368 Practical Reason
It is in terms of reasons that we justify all other practical requirements. It is by appeal to reasons that we justify our actions. We ask such questions as: What reasons justify a universal prohibition on murder, or what reasons did you have for being angry at your friend? If reasons are so fundamental and play such an important role in our lives, we might want to know what are these things called reasons? What methods do we have for telling what reasons we have? How reliable are these methods? What mental faculties keep us in touch with our reasons? Can we understand reasons in terms of more fundamental non-normative entities? Do reasons have the force to motivate us? What is the connection between reasons and rational thinking? This course will look at these questions about the nature of reasons and our connection with them.

PHI 6372 Pleasure, Pain and Emotions
Affective states such as pains, pleasures, emotions, and moods have a profound bearing on the meaning and quality of our lives. Surprisingly, however, for a good part of the 20th century philosophers and psychologists neglected affective states almost entirely. In the last decades, things have dramatically changed, and we have witnessed an affective turn in cognitive science: philosophers, psychologists, neuroscientists, behavioural economists, etc. eventually gave pains, pleasures, and emotions the pride of place, generating a whole host of fascinating discoveries, theories, and empirical results. In this module, we will explore these recent advances in the study of affect, with a special focus on recent works in the philosophy of mind and philosophy of psychology. These are some of the problems that we will explore: why does pain feel bad? Are emotions cognitive states? What is the relation between pleasure and happiness? Are moral judgments based on emotions? How can we know what other people are feeling? Can we desire something and dislike it at the same time?
PHI 6373 Political Obligation
States coerce citizens in ways that would be impermissible if the state didn’t have special moral authority to do so. After all, the state demands its citizens’ money, imprisons them, and even sends citizens to their deaths, but citizens seem mostly content to let the state continue to act in this way. Philosophers address this peculiarity by asking whether the relationship between the state and its citizens is one such that citizens ought to obey the state. This course examines political obligation and authority. The course will focus on both historical and contemporary explanations of political obligation. After a general introduction to obligations and duties the course will proceed in three parts, each focusing on a different kind of argument for political authority: transactional, natural, and associative arguments. Lectures and discussions will explore such questions as: How do individuals acquire political obligation? Why do we assign a special moral status to the state and are we justified in doing so? Is political obligation required because of something individuals have or would have done? Is political obligation entailed by existence within political communities? Is political obligation merely the consequence of being a moral agent?

PHI 6375 Philosophy of Medicine
We care about health. On a personal level, maintaining health and staving off disease are central, almost unquestionable values. On a social, ethical and political level, ensuring health and providing medical treatment are among the highest priorities of institutions and governance. Biomedical science has reached a level of dominance in the current scientific and cultural landscape, and exerts considerable pressure on conceptions of health, well-being, and what it is to be human, or what it is to be ‘normal’.
This course focuses on the philosophical challenges of current biomedical science and medical practice, in social and historical context. Working with concrete cases in medical practice and research drawn from current biomedical and technological shifts in medicine, and from history and sociology of science, students will consider epistemological, ethical and political aspects of medicine. We will consider concepts such as ‘disease’, ‘health’, ‘evidence’, ‘therapy’, ‘treatment’, with a strong focus on the ways that philosophy is challenged by medicine as well as how philosophers might contribute to current medical debate and practice.

PHI 6375 Intimate Acts, Relationships, and Consent
Intimate relationships and acts are the subject of significant popular interest and intrigue. Unsurprisingly, the conceptual and ethical issues that surround these raise a range of complex and intriguing philosophical problems. In this module, we will examine the philosophical issues raised by a range of intimate relationships and acts. Throughout, we will examine philosophical conceptions of consent, and how these are connected to various kinds of intimate relationships.
We will first consider conceptual issues raised by certain sexual phenomena, such as: "What is Sexual Activity?" and "What is Sexual Perversion?" We then examine ethical questions surrounding various kinds of intimate relationships and acts, focusing on the arguments that philosophers have raised in relation to phenomena such as objectification, monogamy, and prostitution.

PHI 6100 Work Placement
Instead of attending lectures or seminars, you’ll volunteer with an organization from the voluntary sector in Sheffield. This will enable you to gain skills and experience relevant to political theory in an applied setting. You’ll write a piece of coursework based on a practical issue that arises in the course of the work placement.
We’re launching this module in response to past students’ requests that there be an option to add a practical aspect to the MA in Political Theory (although this module will be open to students in the MA in Philosophy and the MA in Cognitive Studies as well). In volunteering with a local organization in the voluntary sector, you will experience firsthand the practical challenges and problems facing the organization. At the end of the module, it is our intention that you will have:
- the ability to apply ideas from contemporary political theory in rigorously assessing the challenges facing specific local voluntary organizations, and interrogating potential solutions to them
- insight into the practical application of theoretical issues raised in other modules of the MA
- practical experience that will make you a strong candidate for jobs in the charitable sector

POL 612 The Political Economy of Globalisation
In recent years globalisation has commanded the increasing attention of publics, policy-makers and academics alike, becoming an integral part of the academic, political, economic and lay vernacular. Unremarkably, it has generated a vast and diverse literature. The purpose of this module is to offer an advanced level of understanding of this literature and the attendant issues it raises. Students will unpack this substantial body of theory, research and empirical evidence to assess: (i) the extent (if any) of the break that ‘globalisation’ marks with the past; (ii) the distinct and often contradictory processes that interact to produce the effects referred to as ‘globalisation’; (iii) the degree to which the parameters of the politically and economically possible have been reconfigured by such processes; (iv) the social foundations and consequences of the various processes which constitute ‘globalisation’; (v) the possibilities for effective and democratic global governance in this context; and (vi) the extent to which the
shifting global economic geography and the global financial crisis require us to reconsider our answers to these questions.

**POL 615 The Politics of International Law**
This module aims to explore the inter-relationships between international law and politics by considering a number of issues and concepts from legal, moral and political perspectives. The issues will include the concept of international ethics; international politics and governance; international justice; international democracy; international law; international subjects; international crime and international institutions and courts.

**POL 6005 Contemporary Global Security**
In recent years the study of security has seen a great deal of change. Since the end of the Cold War, and the focus on superpower conflict, the subject of security has been challenged and broadened to incorporate issues such as the environment and economic (in)security. This module will examine a wide range of contemporary global security challenges from theoretically and historically informed perspectives. The first part of the Module (Seminars 1-3) will provide students with crucial conceptual and theoretical grounding to pursue their own research. Students will be introduced to two of the most central debates in post-Cold War Security studies: What is security? And: How do we know what security is (not)? The second part of the Module will explore key contemporary themes and issues on global conflict and security, while continuing to develop students’ conceptual and theoretical grounding. The final seminar of the term will feature an in-class workshop providing students with the opportunity to present on the research they conducted and receive feedback for their final essay project.

**POL 6011 Global Justice**
Debates surrounding issues of global justice have recently moved to the centre of both political theory and political practice. The numerous topics and concerns that fall under the rubric of global justice (e.g. human rights, just war theory, global distributive justice, abject poverty, global health, environmental justice, etc.) are therefore becoming of increasing interest to students and practitioners alike. This core module aims to explore key debates about the scope of justice, the validity of thinking about justice at the global level, and the application of global justice arguments to key problems threatening global cohabitation. The course is divided into two parts. Part One examines various conceptions of social justice; the scope and limitations of justice in a globalized world; relational and non-relational forms of justice; and, justice and its demands for a broadened cosmopolitics. Based on these theoretical foundations, Part Two of the course applies theories about global justice to key concerns regarding global cohabitation such as climate change, poverty, global health, and humanitarian intervention.

**POL 6180 Human Rights**
The module offers a critical engagement with the key debates in the theory and practice of human rights. The first section of the module examines the very idea of human rights, asking how human rights ought to be defined, and whether they can or ought to be morally justified. It also looks at some important challenges to idea of human rights: namely that they are ethnocentric, superficial, and have become instruments of power. The second section explores some specific controversies in human rights practice: including such issues as how they are best protected, whether they can tackle such global problems as poverty and environmental degradation, and whether their violation can provide a justification for military intervention.

**POL 6265 Philosophy and Methodology of Political Research**
This module introduces MA students to the main areas of philosophy of social science and research methodology. It starts with the main epistemological and ontological positions underlying research projects. It then discusses methodology and introduces some important qualitative approaches. Quantitative approaches are dealt with in a separate module, but are discussed here where appropriate for comparison. Discussions of these areas are related to practical examples drawn from politics and international relations.

**POL 6560 The Governance of Politics of the European Union**
This module focuses on the European Union (EU) as a system of public policy-making and aims to introduce students who are new to the discipline to its main institutions, decision-making processes and common policies. Students who have encountered the EU before are encouraged to refresh and deepen their knowledge and understanding. The module explores various theoretical and analytical approaches used in order to evaluate European integration and its decision-making. It examines different policy domains, such as the Single Market and Monetary Union, which are central to understanding the political economy of European integration, and other policy areas, such as the EU’s foreign and defence policies and its growing activity in justice and home affairs. Towards the end of the module, students will have the opportunity to discuss some of the key current issues confronting the EU’s future direction: its democratic legitimacy; its enlargement; the implications of the euro-zone crisis; and current challenges.
**POL 6602 Political Economy of Global Environmental Change**
Description TBA

**POL 6800 Theories and Issues in International Political Economy**
This module seeks to introduce students to some of the most important theoretical and practical debates within the field of international political economy (IPE), and to then push on to a more advanced level of theoretical sophistication. The module begins with an examination of the key theoretical perspectives in IPE, which comprise the orthodox/mainstream theories before considering some of the established and rising heterodox/critical theories. The module is grounded within key debates in the discipline. These include the question as to when IPE as a discipline emerged, whether it be in the 1770s or the 1970s, and what were the normative reasons for its emergence. This takes the student into the deep issue of disciplinary identity and historiography and the issue of the ‘moral purpose’ of the discipline. The module also considers some of the key intellectual-organising frameworks that underpin the theoretical study of the world economy and asks the student to reflect critically about them. The second part of the module applies these various theoretical perspectives to a series of issue-specific case studies, including hegemony and empire, great power political economy, the origins of the 2008 Western financial crisis, the return of China, and globalisation – past and present.

**POL 6970 Theory and Practice of International Relation**
This module offers an advanced level appreciation of the theory and practice of International Relations. In addition to providing a detailed understanding of the rival theoretical perspectives and the issues that divide them, it poses the question of whether it is possible to overcome the main disagreements between these competing approaches. In the second part of the module we examine a range of important issues in contemporary international politics and use these to unpack the limits of our theoretical imagination. It is important for advanced students of international politics to understand that the practices of international politics are embedded within theories. Hence, an additional aim is to consider future directions for the study of International Relations in the context of profoundly important patterns of global change. Theory is not external to us: rather, we live our lives within theories and theories help shape the world. Understanding the role and forms of theory is a vital step in understanding the practice of international politics.

**POL 6001 Europeanisation**
Europeanisation has become a key term in the study of European politics in recent years, but its meaning is contested and contestable. It can refer to a number of dynamics, including the process of change in domestic arenas through engagement with European institutions, the diffusion of European ‘values’ within and beyond its boundaries and the construction of a European identity and citizenry. The module considers the following broad questions: ‘What is being Europeanised?’; ‘How does Europeanisation take place?’ and ‘To what ends is Europeanisation oriented?’ The first part of the module addresses these questions with reference to the EU and its member states while the second part examines examples of Europeanisation beyond the EU itself as well as considering the Europeanisation implications of the ‘Eurozone crisis’.

**POL 6003 Politics and Global Migration**
International migration is one of the most important issues in global politics. This module examines how states, regional organisations (such as the European Union) and institutions at international level (such as the United Nations) respond to the challenges of international migration. The module encourages students to assess leading conceptual and theoretical interpretations of the relationship between international migration, the state system and ideas such as sovereignty, rights and protection. These have all become global issues because they are at the intersection of politics at state and international level. The module considers responses to international migration in its various forms in terms of often competing modes of understanding or ‘framing’ of international migration, i.e., as a security concern, as a human rights issue or as a matter of economic development. It also explores prospects for the ‘global governance’ of international migration. The module begins with a general introduction to our understandings of international migration and reviews the literature on various types of international migration. The module then examines responses in Europe, North America, Asia and Africa and asks whether institutions at global level can emerge for the management of international migration, such as within the UN system. The module concludes by thinking about key issues in the future development of migration, such as the effects of climate change.

**POL 6150 Democratization**
This module looks at the nature and processes of democratisation around the world. It uses the numerous transitions to democracy that took place in recent decades as a platform for understanding the complexities associated with regime change. The module starts by highlighting the academic debates surrounding the concept of democracy and the numerous ways to measure it. It then focuses on the multiple explanations of the emergence of democracies, critically analyzing and evaluating them. The module also examines the difficulties and challenges of building democracies and asks when (or if) democratization is complete. It takes a look at institutional engineering
and its effects, as well as the political economy of transitions. Moreover, it examines the impact of the civil society and the importance of democracy promotion. Finally, the module looks at the persistence of authoritarian regimes.

**POL 6230 The Ethics of Warfare**
This module offers a critical engagement with the key debates in just war theory. It begins by examining two important schools of thought which object to the very idea of just war: pacifism and realism. The remainder of the module then addresses just war theory by exploring systematically its component parts: jus ad bellum (just cause for war); jus in bello (justice in war); and jus post bellum (the move from war to peace). In so doing, such controversies as humanitarian intervention, preemptive strikes, terrorism, the status of combatants and noncombatants, and the prosecution of war crimes are all examined in detail.

**POL 6255 Research Methods**
This module focuses on research methods and research design in politics. We will consider the selection of appropriate research methods and learn how to analyse cross-national datasets. The module aims to provide the skills to develop a research outline and conduct independent quantitative research for the thesis: how to develop a theoretically-motivated research question based on a critical examination of previous research, how to develop a research design and testable empirical hypotheses, how to select appropriate methods for analysis and find adequate data sources, how to conduct data analysis, the interpretation of results in relation to previous research

**POL 6320 Governance and Public Policy**
The role of the state and the effective implementation of public policies form central elements of contemporary political debates around the world. This module adopts a comparative approach in order to provide insights into the theory and practice of governance and public policy. It encourages students to reflect on how they interpret and define political events. This involves exploring the relationship between ‘governance’ and ‘government’, understanding the drivers behind these processes and reflecting on the changing nature of socio-political interactions and relationships. This module is particularly aimed at students who may follow a career within the public sector and as such seeks to locate state of the art academic research and theory within the contours of ‘real-world’ policy dilemmas. As such this module aims to cultivate: a sophisticated and nuanced approach to political analysis; conceptual clarity; analytical rigor; methodological awareness; an interest in theory-building; and intellectual maturity and curiosity.

**POL 6601 The Political Economy of Poverty**
This course explores how our understandings of poverty affect decisions about how to act in relation to it. It offers a critical analysis of the nature and dynamics of poverty across the contemporary world. It uses examples from a range of different nation state and cultural contexts and considers the domestic and international dynamics at play in producing and reproducing poverty. It considers the political implications of different concepts of poverty and analyses the role and practices of international agencies, nation state governments, non-governmental organisations and collective action groups in seeking to reduce or eradicate poverty.

**POL 6604 Global Health and Global Politics**
Description TBA

**POL 6606 International Political Sociology of Civil Wars**
Description TBA

**POL 6870 The Politics of Development**
This module focuses on the themes and issues that define contemporary development practice. The module will introduce students to the controversies that have been generated by discussions and debates about development, giving special attention to issues of power and contestation. The first part of the module looks at theories of development; the second looks at development politics and practice.