Faculty of Education and Arts  
School of Humanities & Social Science  
http://www.newcastle.edu.au/school/hss/  

HIST3730: The European Union

Course Co-ordinator: Dr. Sacha Davis  
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Email: Sacha.Davis@newcastle.edu.au  
Consultation hours: Thursday, 11-12.

Course Overview

Semester: Semester 1 - 2008  
Unit Weighting: 20

Course Description. With a particular focus on the European Union (EU), and within the history of the integration process, students will evaluate the extent to which integration has changed the lives of citizens and relations between nation-states in Europe; critique EU policies and processes; analyse the EU's role as an international actor; and apply insights derived from integration theory.

Course Rationale. This course will provide the nucleus of a future suite of course to be offered on-line by the IRUA European Union Centre managed by La Trobe and Macquarie universities.

Course Objectives. The work required in this course will enable the application of skills learnt in first year history and politics to the more intensive study of the world's largest multi-national economic and political region. In particular, priority will be given to the mastery by students of the ability to distil from relatively complex bodies of literature the material relevant to specific questions, to develop the art of presenting distinctive interpretations in the form of argument, and to establish and sustain a high standard of critical analysis and effective writing. Many of the skills acquired are transferable to other areas of life, education and the workplace. These include: time management; written communication; problem solving; critical analysis; acquisition and assessment of information; synthesising; understanding of social and individual behaviour; ability at team and independent work; effective research; public communication; project planning. Ability in developing these skills will be reflected in assessment in the course.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2008  
CTS Download Date: 15 February 2008
Course Content.

* Week 1  Introduction to European Integration
* Week 2  Architects of Integration
* Week 3  From Coal and Steel: Post-World War II Europe
* Week 4  From Rome to Maastricht: 1957 1992
* Week 5  How Does the European Union Work?
* Week 6  The Euro, Money and Markets
* Week 7  Enlargement and Diversity
* Week 8  Green issues and Farming: Agriculture and the Environment
* Week 9  A Constitution for the EU?
* Week 10  The EU's External Relations (or: How the EU Tries to Shape the Rest of the World)
* Week 11  Australia and the European Union
* Week 12  Citizenship, Migration and Asylum
* Week 13  Unity in Vision and Reality: Europe's Regions, Regionalism, and Nationalism
* The EU's External Relations

Assumed Knowledge. 20 units in History at 1000 level or equivalent e.g Politics

Course Evaluation. Student Evaluation of Courses (SEC) surveys will be conducted at least every second time the course is offered. Normally, however, these surveys will be conducted every time the course is offered and may be supplemented by surveys designed and conducted by the course co-ordinator.

Contact Hours
Lecture for 2 Hour(s) per Week for Full Term
Tutorial for 2 Hour(s) per Week for 12 Weeks

Assessment
Essays / Written Assignments One 1000-word exercise 15%
Essays / Written Assignments One 4,000-word essay 40%
Examination: Formal One 2-hour examination 35%
Presentations - Class Class presentation (equivalent 1000-words) 10%

Teaching Methods
Problem Based Learning
Lecture
Self Directed Learning
Tutorial

------------------------------------------ End of CTS Entry ------------------------------------------

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer to www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Faculty of Education and Arts
School of Humanities & Social Science

HIST3730 The European Union
Important Additional Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

*NB: Not all of these services may apply to the Port Macquarie Campus.*

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Research essay (4000 words)
- Minor essay (2000 words)
- Take-home Exam

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.
For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the Chicago style referencing system for sources used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure. Refer to the instructions at the back of this course guide.

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html

**ASSESSMENTS**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
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<tr>
<td>Research essay (4000 words)</td>
<td>40%</td>
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<tr>
<td>Minor essay (2000 words)</td>
<td>20%</td>
</tr>
<tr>
<td>Take-home Exam</td>
<td>20%</td>
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<tr>
<td>Class presentation</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>
Class Presentation (worth 10%)

Due date: varies, depending on which minor essay topic is chosen

The class presentation consists of a 3–5 minute oral presentation based on the chosen topic for the minor essay, to be handed in for assessment a week after presentation. The students will not read their presentation in the tutorial, but will be expected to answer questions on their topic. These questions will be used as the basis for opening up discussion with other students in the tutorial group.

- The topic of the presentation will be the student’s main essay question, which will be chosen in the Week 3 tutorial.
- These presentations will take place in the tutorials from Week 5 onwards.
- The written presentation should be about 500 words in length, and should make clear the argument and main points in the presentation. This may be a dot-point summary, and should be handed in for assessment at the end of the tutorial.
- The tutor and the tutorial group will question each presenter and contribute to discussion of the topics raised.
- The intention is that the presenters will be given an opportunity in this session to refine and develop their ideas on the topic in preparation for the main essay, which will normally be due one week after the presentation.
- Further details will be provided in the tutorials if necessary.

2000-Word Minor Essay (worth 20%)

Due date: varies; one week after the tutorial on the essay topic.

The minor essay will answer an essay question based on one of the tutorial topics.

- The essay topics will be chosen in the tutorial in Week 3.
- Essays are due one week after the oral presentation.
- The essays must have a summary of the argument presented, be referenced according to History guidelines, and have a bibliography attached.
- Further details will be provided in the tutorials if necessary.

4,000 Word Essay (worth 40%)

Due date: Monday 12 May.

- The main essay will answer an essay question to be chosen from the list at the back of the course guide.
- The essays must have a summary of the argument presented, be referenced according to History guidelines, and have a bibliography attached.
- Further details will be provided in the tutorials if necessary.

Take-Home Exam (worth 20%)

Date: To be allocated

The examination will be based on the lecture topics and the tutorial topics.

- Further details will be issued later in the semester.

STRUCTURE OF THE TUTORIAL PROGRAMME

Part I: History

Week 2 – Introduction to European Integration: What is EUrope?

Week 3 – Towards European Unity: From ideas to implementation

Week 4 – From Coal and Steel to the Treaty of Rome; from Rome to Maastricht

Week 5 – From Maastricht to Lisbon

Week 6 – How Does the European Union Work?
Part II: Countries and Issues
Week 7 – Citizenship, Diversity and Migration
Week 8 – Britain and Europe
Week 9 – Small States in the European Union
Week 10 – Germany and France: Still ‘the Engine’ of European Integration?

Part III: EU in the Wider World: Current and Future Challenges
Week 11 – Europe after the Cold War: New Challenges in Enlargement, Environment and Security
Week 12 – Constitutionalism and Democracy in the EU?
Week 13 – EU and Asia and Australia
Week 14 – Power and Weakness: EU as a Global Player in the 21 Century
READING LIST
Students should not expect to use any single work as a text book for this subject, as it is crucially important that different views and perspectives are acquired from a variety of writers. However, a limited number of copies of the following useful books are available from the University Bookshop:

The most comprehensive and up-to-date is probably:


An Historical Introduction to the European Union (Paperback)
by Philip Thody (Author)
Publisher: Routledge; 1 edition (July 16, 2005)


BACKGROUND READING
A number of recommended sources for background reading are listed for each week tutorial sessions. Below is a selected list of titles that I found particularly engaging and useful:


OTHER RESOURCES
This is a very exciting time in European history. EU initiatives such as enlargement regularly feature in the news media, as do the EU’s responses to issues such as population movements, terrorism and globalisation. To keep abreast of contemporary developments, students should regularly consult sources such as newspapers, radio programmes, journals, electronic newsletters, and appropriate web sites. Here are some of the most useful sources:

Newspapers/Journals
The Economist
The Guardian Weekly (available from newsagents or in the library)
Journal of Common Market Studies

European Union sites
One way of keeping up-to-date with developments in EU is to visit the web site of EurActiv :
http://www.euractiv.com/
EU server: http://europa.eu.int
The European Commission: http://europa.eu.int/institutions/comm/index_en.htm
The European Court of Justice: [http://europa.eu.int/institutions/court/index_en.htm](http://europa.eu.int/institutions/court/index_en.htm)

**General news sites**

BBC News online: [http://news.bbc.co.uk/](http://news.bbc.co.uk/)


(I would also recommend DW News on SBS TV)


**Associations/Research Centres**


The European Policy Centre (Brussels-based think tank) [http://www.theepc.be](http://www.theepc.be)

The Institute of European Affairs (based in Dublin) [http://iiea.com](http://iiea.com)

The Bruges Group (a ‘Euro-sceptic’ website inspired by Thatcher’s speech in Bruges) [www.brugesgroup.com](http://www.brugesgroup.com)

**Library Databases**

Expanded Academic ASAP

Proquest 5000

**EUROPEAN UNION PRIZE**

The European Union Commission in Canberra offers two prizes for students enrolled in, and completing, this subject, one for the third-year student with the highest final mark in the subject and one for the second-year student with the highest mark. Each prize is to the value of $250.

**EU INTERNSHIPS AND TRAINEESHIPS**

The European Union offers opportunities for young people to work as interns or trainees either in Canberra at the European Commission Delegation or in Europe with one of the institutions of the EU. These include the European Commission itself in Brussels, the European Parliament, the Council of Europe, the European University Institute in Florence, the European Central Bank and the European Ombudsman. For more details, such as application procedures and dates, you should go to the homepage of the European Commission Delegation to Australia at <http://www.ecdel.org.au/home.htm> and follow the appropriate links. Students who have successfully completed this subject are obviously well placed to take advantage of these opportunities.

**EMPLOYMENT OPPORTUNITIES**

Information on employment opportunities with the European Union and in Europe generally can also be found by following the appropriate links on the above website.
Part 1:
Origins and the Evolution of the European Union

Week 2

What is EUrope?

Key questions
What is Europe? Can Europe be equated with the European Union? What are the boundaries of Europe? Should Russia and Turkey be seen as belonging to Europe?

Address these questions in relation to the roles of religion, language, economics and different historical legacies that shaped European societies.

In what ways is ‘Europe’s Experimental Union’ (Laffan et al. 2000) unique? Does it behave more like a nation state, or rather just like another international organization?

What is the relevance of the European anthem and the Euro - the common European currency - for the project of European unity?

Required reading


Further reading


Week 3
Towards European Unity: From Ideas to Implementation

Key questions
Is the project of European unity best understood as the continuation of the Enlightenment project and its cosmopolitan ideals?

What were the main aims of European integration? What have been the long term impediments to the emergence of European unity? What were the reasons behind earlier attempts at closer cooperation between states? Why did they fail?

Required reading


Further Reading


Week 4
From Coal and Steel to the Treaty of Rome, From Rome to Maastricht

Key Questions
How did Franco-German relations shape the nature of the integration project?
Have political or economic developments been the primary driving force behind integration?
What did the founding members find attractive about pooling national sovereignty?

Required Reading

Further reading

Tutorial activity: Architects of integration
The European Union is sometimes described as having ‘founding fathers’ after World War II. For preparation each tutorial will be divided into groups, each of which is to consider the role, motivation and importance of one the following:

• Jean Monnet (together with Robert Schuman)
• Konrad Adenauer.
• Alcide De Gasperi

Class discussion should consider what these statesmen had in common and the factors that influenced their response to the background issues listed above.

For the architects each student will select one of a), b) or c):

a) Monnet (together with Schuman):

And

And


b) Adenauer:


c) De Gasperi:

Week 5

From Maastricht to Lisbon

Key Questions
Was the process of integration driven by ideals of European unity, or the protection of national interest?
What is the ‘deepening versus widening’ debate which emerges in the later stages of this period?
What marked the evolving EU as different from other forms of international organisation?
Is the European Union lacking in democratic legitimacy?

Required Reading
Timothy Garton Ash, ‘Europe’s True Stories’, Prospect Magazine, 131 (February 2007)


Further reading

Week 6

How Does the European Union Work?

Key questions
Does the European Parliament represent those who vote for it? How much power does this institution hold?
What is the role of the Council of the European Union in the policy-making process?
What is the role of the European Commission? How does it manage the EU's external relations?
What is the role of the Council of Ministers in the policy-making process?
How does the European Court of Justice function? Who might seek recourse to the Court?
What is meant by the term 'democratic deficit'? How might this be overcome?
How do the EU's institutions work together?
Is the European Union democratic?

Required Reading
Timothy Garton Ash, ‘This treaty is a mess, but it will free Europe to do more important things,’ The Guardian, 13 December 2007

Further Reading:
Part 2: Countries and Issues

Week 7

Citizenship, Diversity and Migration

Key questions

How does the European Union influence the lives of its citizens?

The EU has been criticised as an elite driven project. Do you think this is fair? Also consider this question in the context of attempts to create a constitution for Europe.

Consider the major challenges and issues since the creation of the ECSC. Has the EU addressed the concerns of its citizens?

Does the term ‘Fortress Europe’ have currency?

Can the interests of minorities such as Muslims or Romany be represented at a European level?

Required reading


Further Reading


Week 8.

Britain and Europe

Key questions:
How can you explain that most British politicians consistently favoured the enlargements of the EU/EC? Why did Britain refrain from joining the common currency? Was Margaret Thatcher’s Speech in Bruges pro-, or anti-European? In what sense can Thatcher be described as a ‘Founding Mother of the New Europe’ (Gillingham 2003: 136)? How did the British attitude towards Europe change under the PM, Tony Blair?

Required Reading:

Further Reading:
‘Excerpt from the Debate in the House of Commons on the EU Constitution: The Incredibly Pompous Preamble’ [http://www.publications.parliament.uk]
- The essential history of the United Kingdom [videorecording]. BBC in association with France 3 L’United Continentales, Radio Telefis Eireann, RTP and TV2 Denmark, c1993
Week 9

Small States in the European Union

Key questions:
What was the tragedy of Central Europe according to Kundera? Is Kundera's argument still relevant after 1989? What role did the EU lay in the postcommunist transition of Central Europe? Is the membership in the European Union a net benefit to small states? How does the experience of Central and Eastern Europe differ from small states that entered the EU previously (e.g. Ireland)? Can the new member states emulate the successful Irish experience?

Required Reading:

Further Reading:
- Tim Haughton and Darina Malova, “Emerging Patterns of EU Membership: Drawing Lessons from Slovakia’s First Two Years as a Member State.” Politics 27, 2007, pp. 69-75.
Week 10

Big Players: Germany and France: Still ‘the Engine’ of European Integration?

Key questions:
What kind of Europe have German and/or French political leaders aspired for? Are the claims about the declining influence of Germany and France justified? Does the project of European unity still revolve around these two countries?

Required Reading:

Further Reading:
Part 3: EU in the Wider World – Current and Future Challenges

Week 11
Europe after the Cold War and the Challenges of Enlargement

Key questions:
Why is the enlargement of the European Union significant? What impact has it had, if any, on the system of governance? Are there geographic, political and/or cultural limits to future enlargements? Has the EU already reached its capacity, or can it absorb more new members?

Required Reading:

Further Reading:
Week 12
Constitutionalism and Democracy in the EU

Key questions:
Does Europe need a Constitution? Can the constitutionalisation of Europe improve the democratic accountability of its institutions? Is the Lisbon Treaty just a constitution in disguise, considering that it seeks to implement a number of crucial provisions entailed in the failed Constitutional Treaty? Will the Treaty, once adopted, ameliorate or exacerbate the democratic deficit? Why did the Constitutional Treaty fail?

Required Reading:

Further Reading:
Week 13

The EU and Asia and Australia

Key questions:
Why is Europe important to Australia? Could Australia ever become a member of the EU? Short of full membership, would it be beneficial to increase the political and commercial links through arrangements such as ANZ-EU FTA (Australian and New Zealand and the EU Free Trade Agreement)?

Required reading:

Further Reading:
Week 14

Power and Weakness: The EU as a Global Player in the 21st Century

Key questions:
What are the EU’s main current and future challenges? How does the left-wing critique of the EU and differ from the neo-liberal eurosceptic critique? How does the EU exert its influence beyond its borders? Is its commitment to and respect for international law an effective means to deal with current challenges? Or is the notion of the ‘soft power’ Europe just a convenient smokescreen for the fact that the EU is powerless when it comes to fundamental challenges of peace and war? Do you find Habermas’ argument in favour of a Common Foreign and Security Policy convincing?

Required Reading:

Further reading:
Essay questions for the
4000-word research essay
due by 5pm on Monday 12 May 2007

1. ‘The European Union is best understood as an intergovernmental Union of European States rather than as a federal United States of Europe.’ Discuss.

2. ‘The great advances in the project of European unity were made possible by wisdom and foresight of its founding fathers.’ Discuss with reference to a particular leading personality of your choice.

3. Despite its preoccupation with economic integration, the European Union (and its predecessors) has been, from the very beginning, primarily a political project. Do you agree?

4. Despite its political rhetoric, the European Union (and its predecessors) has been, from the very beginning, primarily an economic project. Its main achievement has been the economic recovery and development of Europe. Do you agree?

5. Do you think it is fair to the project of European integration to see as its main achievement lasting peace in Europe?

6. ‘To the extent that the Single European Act (SEA) has been instrumental in reviving the project of European unity, Margaret Thatcher is a true heroine of the process of European integration.’ Discuss with reference to John Gillingham and his study, European Integration, 1950-2003.

7. ‘The institutional set-up of the European Union reflects the conflicting nature of two contradictory forces that have driven the process of European integration: intergovernmentalism and supranationalism.’ Discuss.

8. The membership of the EU (and its predecessors) has been more beneficial to small member states, like Ireland (you may chose another country of similar size and influence). Do you agree?

9. ‘Great Britain has always been a global player and would have been better off if it stayed outside the EU (and its predecessor, the EC).’ Do you agree?

10. ‘A topic of your choice approved by your tutor. Student choosing this option must submit a proposal to their tutor well in advance of the submission date.’

Instructions for Referencing


1. **Use underlining, not an italic typeface, to indicate italics.**

2. **The entire paper, including all extracts (block quotations) within the text, all notes, and all appendices, tables, and figure legends, must be double spaced.** Allow wide margins of about four centimetres on all sides. Wide margins and a full double space between lines are needed to provide room for comments.

3. **Page numbers** should appear in the top right-hand corner of each page, and the first page of text should be numbered page 2.

4. **Block quotations should generally be restricted to quoted material of more than 100 words.** Shorter quotations should usually be run into the text. **Quotation marks should always be double, not single; single quotation marks may be used only to set off quotations within quotations. Periods**
and commas at the end of quotations should always appear inside, not outside, the closing quotation mark.

5. **Notes** must be provided in the paper in the form of footnotes. They should be typed with full double spacing and in the same font size used for the text, and they should begin on a separate page following the text. Footnotes placed at the end of the paper are not acceptable. For examples of note style, see below.

**Note Style**

**Journal article:** Author’s name; article title in quotation marks; journal title in full, underlined; volume number; year of issue; inclusive page numbers of article; specific page(s) cited, if applicable.

Example:

Subsequent citations:

**Book:** Author’s name (or editor’s name, if no author); book title, underlined; city of publication; year of publication; specific page(s) cited, if applicable. (Note: publishers’ names are not included.)

Examples:

Subsequent citations:

**Other examples**

**Book in a series:**

Subsequent citations:

**Translated book:**

Subsequent citations:

**Multivolume work:**
Subsequent citations:

**Chapter in an edited book:**

Subsequent citations:

For more detailed information on note forms, see *The Chicago Manual of Style*, 15th ed., chap. 17.

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<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
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<tr>
<td>49% or less</td>
<td>An unacceptably effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<td>65% to 74%</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<td>75% to 84%</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<td>85% upwards</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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