POL108 Background to British Politics
15 Credits
2019-20 Edition

Module Overview

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Module description

This module offers an introductory take on contemporary British politics. It focuses on the burning question of how we got where we are today, with Prime Minister Boris Johnson newly returned to Downing Street at the head of a large Conservative Party majority in the House of Commons, and the UK finally “Brexit” the EU. Along the way, it introduces students to the recent (and no so recent) history of some of the key issues in contemporary UK politics, including the legacy of empire, Europe, the union, the political party system and the key parties themselves.

Teaching and learning methods

POL108 involves eleven hours of lectures and eleven hours of seminars during Semester B. In addition to attending and participating in all teaching sessions, students are expected to complete eight hours of independent study per week. Independent study should involve reading and taking notes on assigned academic literature, preparing to respond to seminar questions, and planning for and completing coursework. Students should attend office hours to get feedback on seminar performance and written work, and for assistance in preparing for assessments.

Module structure

POL108 follows a staggered structure; each week’s lecture topic forms the basis for the following week’s seminar.

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Assessment and feedback

POL108 has two types of summative assessment: an 800-word blog post worth 40% of the module grade and due at the end of week 6 (1 March), and a 2,500-word essay worth 60% of the module grade and due on the Tuesday after the end of term (14 April). Each assessment will directly relate to questions discussed during seminars.

Students will receive feedback in a number of ways. They can expect detailed written comments explaining the grade awarded for their written assignments and suggesting ways to
improve. Students will also receive oral feedback on particular contributions to classroom discussions, and are welcome to seek further advice by attending office hours.

**Reading list demographics**

For the sake of transparency and my own accountability, I like to include a demographic breakdown showing the gender and ethnicity of authors on my reading lists. This is an imperfect process; often I have to estimate an author’s demographic background from their departmental website photograph. But it gives a rough sense of how things look.

Things are quite challenging in the area of British politics – the previous version of the reading list for this module was almost entirely white and male, reflecting the historic dominance of white men over the field. It is possible, however, to find good academic work written by women and people of colour studying politics in the UK. In the end, as the chart below shows, the picture is pretty imperfect. Male authors wrote 63.1% of items on the POL108 reading list, compared to female authors who wrote 36.9%, as against a population that is essentially 50% male and 50% female. White authors wrote 80.3% of the readings and people of colour 19.7%, compared to a UK population that is approximately 84% white and 16% people of colour – so the picture is more representative on this front.

![Reading list demographics chart]

**What comes next?**

POL108 provides a general grounding in some of the key elements of contemporary British politics, and a transferrable skill-set relevant to all School of Politics and International Relations second-year modules. It is particularly relevant to the following second-year modules:

- **POL253 Accountability and Complexity in British Government** (Dr Gover)
- **POL260 Power and Legitimacy in British Politics** (Dr Strong – may not run in 2020/21)
- **POL268 The UK and the EU** (Dr Copeland)
POL108 also offers useful background for the following third year modules:

POL318 Dissertation
POL350 Analysing Public Policy (Dr Diamond)
POL368 Socialist Political Thought (Dr Davis)
POL373 Parliamentary Studies (Dr Gover)
POL396 British Economic and Social Policy since 1945 (Dr Diamond)

**Introductory reading**

Students with no prior knowledge of British politics may wish to read one of the following texts before the start of, or early in, Semester B:

Topic 1: After Empire

Lecture (week 1)

We begin our attempt to make sense of the current political moment with a brief reflection on the relationship between the historic British Empire and the contemporary UK. We’ll look first at what the Empire was, considering the different phases of its existence, the different governance structures it exhibited, and the tension between individual initiative, commerce, and politics that marked its slow growth and more rapid decline. We’ll then consider the marks the Empire left on UK politics and society. In particular, we’ll reflect on the UK’s broad (and growing) ethnic and religious diversity, and on what Paul Gilroy (2006) called its “postcolonial melancholia”.

Seminar (week 2)

In this seminar, we’ll reflect on the following question:

How does the UK’s imperial history shape its present politics?

In preparing for this seminar, you should do the following:

1. Read the required readings:

2. Answer the following questions about each of the readings:
   - What is the main argument that the author makes?
   - What supporting arguments does the author make?
   - What evidence does the author offer to support their argument?
   - How convincing do you find the author’s argument?

3. Prepare an answer to this week’s seminar question, using the following prompts:
   - In one sentence, what is your answer to the question?
   - What three key points convinced you that that was the answer?
   - What quotes would you use from the readings to support your answer?
   - What real world examples would you give to support your answer?

Further readings

If you decide to write your blog post or essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 2: Special Relationship: The US

Lecture (week 2)

We’ll continue to situate the UK in its wider global context this week by discussing it’s so-called “special relationship” with the United States of America. Despite a shaky start – Lord Cornwallis’ surrender at Yorktown in 1781 ended the First British Empire and brought Lord North’s government crashing down, while Major General Robert Ross’s decision to burn the White House to the ground during his temporary occupation of Washington in 1814 didn’t exactly endear the British to their former colonial subjects – the notion that the US and UK should act in lockstep has come to dominate the thinking of contemporary political elites. We’ll consider the historical dimension of the special relationship, identifying high points and low points from 1945 to the present day. We’ll reflect on the nature of the special relationship, emphasizing the importance of shared language, culture, and economic values, as well as military inter-operability and intelligence co-operation. Finally, we’ll discuss the importance of personalities, reflecting on whether the strength of the special relationship depends on who the President and Prime Minister are.

Seminar (week 3)

In this seminar, we’ll reflect on the following question:

“More rhetoric than reality” – to what extent does this statement describe the US-UK “special relationship”?

In preparing for this seminar, you should do the following:

1. Read the required readings:
   


2. Answer the following questions about each of the readings:

   - What is the main argument that the author makes?
   - What supporting arguments does the author make?
   - What evidence does the author offer to support their argument?
   - How convincing do you find the author’s argument?

3. Prepare an answer to this week’s seminar question, using the following prompts:

   - In one sentence, what is your answer to the question?
   - What three key points convinced you that that was the answer?
   - What quotes would you use from the readings to support your answer?
   - What real world examples would you give to support your answer?
Further readings

If you decide to write your blog post or essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 3: Awkward Partnership: Europe

Lecture (week 3)

In week 3 we’ll confront perhaps the most controversial issue in recent British politics; the UK’s decision to “Brexit” the EU. We’ll begin by reviewing the history of the UK’s membership of the EU, including its two abortive attempts to join the EEC in the 1960s and the ‘first’ Brexit referendum of 1975. We’ll then consider the various challenges the UK faced in continuing to be a member of the EU, focusing on differences of political vision, constitutional order, and economic structure. Finally, we’ll look at the 2016 Brexit referendum and its messy aftermath, and reflect on why 52% of voters chose “Leave” over “Remain” and why implementing their decision proved more difficult than many political elites apparently expected.

Seminar (week 4)

In this seminar, we’ll reflect on the following question:

Was Brexit inevitable?

In preparing for this seminar, you should do the following:

1. Read the required readings:


2. Answer the following questions about each of the readings:

   - What is the main argument that the author makes?
   - What supporting arguments does the author make?
   - What evidence does the author offer to support their argument?
   - How convincing do you find the author’s argument?

3. Prepare an answer to this week’s seminar question, using the following prompts:

   - In one sentence, what is your answer to the question?
   - What three key points convinced you that that was the answer?
   - What quotes would you use from the readings to support your answer?
   - What real world examples would you give to support your answer?

Further readings

If you decide to write your blog post or essay on this topic, you should read AT LEAST THREE of the following further readings:


**Topic 4: (Dis)United Kingdom**

**Lecture (week 4)**

In this final week looking at the kind of country the UK is, we consider its status as a union of four nations. We’ll start by looking back over the processes through which successive English governments forged a single sovereign state from four different national polities. We’ll then consider the challenges and contradictions posed by the resulting entity, including the legacy of the ‘troubles’ in Northern Ireland and the ongoing push for Scottish independence. Finally, we’ll consider the different remedies applied to try to keep the UK united, and reflect on how likely they are to last.

**Seminar (week 5)**

In this seminar, we’ll reflect on the following question:

How stable is the United Kingdom?

In preparing for this seminar, you should do the following:

1. **Read the required readings:**

2. **Answer the following questions about each of the readings:**
   - What is the main argument that the author makes?
   - What supporting arguments does the author make?
   - What evidence does the author offer to support their argument?
   - How convincing do you find the author’s argument?

3. **Prepare an answer to this week’s seminar question, using the following prompts:**
   - In one sentence, what is your answer to the question?
   - What three key points convinced you that that was the answer?
   - What quotes would you use from the readings to support your answer?
   - What real world examples would you give to support your answer?

**Further readings**

If you decide to write your blog post or essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 5: How to write your blog post

Lecture (week 5)

In this lecture we’ll discuss how to write your first POL108 assignment, an 800-word blog post answering one of the four seminar questions we have discussed so far on the module (note, you will not be able to write your second assignment on the same question, so choose carefully!):

1. How does the UK’s imperial history shape its present politics?
2. “More rhetoric than reality”: to what extent does this statement describe the US-UK “special relationship”?
3. Was Brexit inevitable?
4. How stable is the United Kingdom?

In writing your blog post, pay attention to these top tips:

1. Answer the specific question set. Don’t make up your own question. Don’t just write down everything you know about the topic. Use your essay to explain what your answer is, and why.
2. Use your introduction to set out what your argument is and what your reasons are. Answer the question directly in the first sentence. Offer three why your answer is what it is.
3. Structure your post around your three reasons, writing one paragraphs explaining each reason in more detail and justifying it with evidence from the academic literature.
4. Refer to AT LEAST five texts FROM THE READING LIST. Do not use material that isn’t on the reading list – we haven’t talked about how to do that properly when studying British politics, and you won’t get credit for doing it.
5. Include citations (with hyperlinks) to the readings you discuss, and a bibliography at the end of the post.

Seminar (week 6)

We’ll use the week 6 seminar as a blog post planning workshop. Please bring a HARD COPY plan for your post including the following points:

1. What is your answer to the question?
2. What are your three reasons for your answer?
3. Which readings will you use to support your reasoning?
4. What are the key strengths and weaknesses of those readings?
**Topic 6: Elections**

**Lecture (week 6)**

We now move from talking about what kind of country the UK is to thinking about how UK politics works. We’re going to focus specifically on national politics, and in particular on how certain groups and individuals gain power in Parliament. First, we’ll look at the UK electoral system – a single-member plurality system known colloquially as First Past the Post. We’ll then consider how the electoral system interacts with the party system (next week’s topic) to deliver disproportionate power in parliament to larger parties with more efficiently-distributed supporters, over those whose supporters are more evenly spread across the country – with negative consequences for the legitimacy of UK democracy. Finally, we’ll look at some possible alternative approaches to UK elections, and discuss why First Past the Post seems likely to stay with us in future.

**Seminar (week 8)**

In this seminar, we’ll reflect on the following question:

Should the UK adopt a different system for elections to the House of Commons?

In preparing for this seminar, you should do the following:

1. **Read the required readings:**


2. **Answer the following questions about each of the readings:**

   - What is the main argument that the author makes?
   - What supporting arguments does the author make?
   - What evidence does the author offer to support their argument?
   - How convincing do you find the author’s argument?

3. **Prepare an answer to this week’s seminar question, using the following prompts:**

   - In one sentence, what is your answer to the question?
   - What three key points convinced you that that was the answer?
   - What quotes would you use from the readings to support your answer?
   - What real world examples would you give to support your answer?
Further readings

If you decide to write your essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 7: The Party System

Lecture (week 8)

Having looked at how people get into positions of political power in the UK, we’ll next consider who they actually are. The vast majority of elected officials in the UK represent a small number of (more or less) organized political parties. Since 1922, every UK Prime Minister has been a member of the Labour or the Conservative Party, the subjects of our next two lectures. This was not always the case, however. We’ll first look at the emergence of what we think of today as the modern UK party system, with the Labour Party’s rapid rise to replace the Liberal Party as the main opponent of the Conservatives in the early twentieth century. We’ll then consider the development of an effective two-party system in the aftermath of the Second World War, a period in which Labour and the Conservatives between them repeatedly gained over 90% of the vote. Finally, we’ll consider the more recent fragmentation of the party system, which led to claims (now proven premature) that the era of single-party majority government might have come to an end.

Seminar (week 9)

In this seminar, we’ll reflect on the following question:

Has the influence of “third” parties over British politics increased?

In preparing for this seminar, you should do the following:

1. Read the required readings:

   

2. Answer the following questions about each of the readings:

   • What is the main argument that the author makes?
   • What supporting arguments does the author make?
   • What evidence does the author offer to support their argument?
   • How convincing do you find the author’s argument?

3. Prepare an answer to this week’s seminar question, using the following prompts:

   • In one sentence, what is your answer to the question?
   • What three key points convinced you that that was the answer?
   • What quotes would you use from the readings to support your answer?
   • What real world examples would you give to support your answer?
Further readings

If you decide to write your essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 8: The Conservative Party

Lecture (week 9)

In this first of two deep looks at specific UK political parties, we’ll consider the Conservatives. In ideological terms, twentieth-century British conservatism emerged from the merger of nineteenth-century Toryism and classical liberalism. In the aftermath of the Second World War, however, Conservative leaders largely accommodated themselves to the prevailing statist political currents. This willingness to compromise on ideology in order to meet the demands of voters gained ‘one nation’ Conservatives a reputation for pragmatism, and an ability to assemble broad electoral coalitions. Under Margaret Thatcher (party leader 1975-1990, Prime Minister 1979-1990), however, that reputation shifted, with a return to a more ideological approach and increasing divisions over Europe – divisions that continued to dog the careers of Thatcher’s successors, not least David Cameron (party leader 2005-2016, Prime Minister 2010-2016) and Theresa May (party leader and Prime Minister 2016-2019). The victory of the Eurosceptics under Boris Johnson (party leader and Prime Minister 2019 – present) saw both the return of ‘one nation’ rhetoric and the purging of rebels from the Party. It also led directly to a significant election victory – the topic of week 12’s lecture.

Seminar (week 10)

In this seminar, we’ll reflect on the following question:

Which exerts a greater influence over the Conservative Party: Ideology or pragmatism?

In preparing for this seminar, you should do the following:

1. Read the required readings:


2. Answer the following questions about each of the readings:

   - What is the main argument that the author makes?
   - What supporting arguments does the author make?
   - What evidence does the author offer to support their argument?
   - How convincing do you find the author’s argument?

3. Prepare an answer to this week’s seminar question, using the following prompts:

   - In one sentence, what is your answer to the question?
   - What three key points convinced you that that was the answer?
   - What quotes would you use from the readings to support your answer?
   - What real world examples would you give to support your answer?
Further readings

If you decide to write your essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 9: The Labour Party

Lecture (week 10)

Our second lecture focusing on a specific political party sees us turn to Labour. Founded in 1900, first represented in parliament from 1906, and first in government in 1924, Labour rose quickly to supplant the Liberal Party as the main opponents of the Conservatives. For the rest of the twentieth century, however, and despite significant periods in power, Labour struggled to match the Conservatives’ electoral success. Only one Labour leader has ever served two full terms as Prime Minister, and won three consecutive elections: Tony Blair (party leader 1994-2007, Prime Minister 1997-2007). Yet Blair’s legacy is routinely dismissed or outright attacked by the Labour Party of 2020, and opposition to “Blairite” politics both defined and drove the leadership of Jeremy Corbyn (party leader 2015-2020). We’ll begin by looking at the origins of the Labour Party and its initial rise to major party status. We’ll then briefly review Labour’s achievements in power and electoral difficulties between 1924 and 1997. We’ll look at the New Labour period, and finally consider the rise and fall(?) of Corbynism in New Labour’s aftermath.

Seminar (week 11)

In this seminar, we’ll reflect on the following question:

What explains the Labour Party’s selection of Jeremy Corbyn as leader in 2015?

In preparing for this seminar, you should do the following:

1. Read the required readings:

2. Answer the following questions about each of the readings:
   • What is the main argument that the author makes?
   • What supporting arguments does the author make?
   • What evidence does the author offer to support their argument?
   • How convincing do you find the author’s argument?

3. Prepare an answer to this week’s seminar question, using the following prompts:
   • In one sentence, what is your answer to the question?
   • What three key points convinced you that that was the answer?
• What quotes would you use from the readings to support your answer?
• What real world examples would you give to support your answer?

Further readings

If you decide to write your essay on this topic, you should read AT LEAST THREE of the following further readings:


Topic 10: How to write your essay

Lecture (week 11)

In this lecture we’ll discuss how to write your second POL108 assignment, a 2,500 response to one of the seminar questions we have discussed so far on the module (please note: you must choose a different question to the one you answered for your blog post):

1. How does the UK’s imperial history shape its present politics?
2. “More rhetoric than reality”: to what extent does this statement describe the US-UK “special relationship”?
3. Was Brexit inevitable?
4. How stable is the United Kingdom?
5. Should the UK adopt a different system for elections to the House of Commons?
6. Has the influence of “third” parties over British politics increased?
7. Which exerts a greater influence over the Conservative Party: Ideology or pragmatism?
8. What explains the Labour Party’s selection of Jeremy Corbyn as leader in 2015?

In writing your essay, pay attention to these top tips:

1. Answer the specific question set. Don’t make up your own question. Don’t just write down everything you know about the topic. Use your essay to explain what your answer is, and why.
2. Use your introduction to set out what your argument is and what your reasons are. Answer the question directly in the first sentence. Offer four or five reasons why your answer is what it is.
3. Structure your essay around your four or five reasons, writing one or two paragraphs explaining each reason in more detail and justifying it with evidence from the academic literature.
4. Refer to AT LEAST five texts FROM THE READING LIST. Do not use material that isn’t on the reading list – we haven’t talked about how to do that properly when studying British politics, and you won’t get credit for doing it. Cite any texts you quote or refer to directly – use the style guide to get this right.
5. Write 2,500 words – not 3,000, not 2,000.

Seminar (week 12)

We’ll use the week 12 seminar as an essay planning workshop. Please bring a HARD COPY essay plan including the following points:

1. What is your answer to the question?
2. What are your four or five reasons for your answer?
3. Which readings will you use to support your reasoning?
4. What are the key strengths and weaknesses of those readings?
Topic 11: The 2019 general election

Lecture (week 12)

In this final lecture, we’ll reflect on the 2019 general election, which delivered a larger-than-expected majority for the Conservative Party under the leadership of Prime Minister Boris Johnson, and spelled the end of Jeremy Corbyn’s period as Leader of the Labour Party. We’ll look at some of the themes that have arisen over the course of the module and consider how understanding them might help us explain the result. There will be no seminar to accompany this lecture, but it will help students prepare for the second assignment.
Appendix A: SPIR Style Guide for Coursework

1. Introduction

All coursework submitted in SPIR must be formatted using the “Harvard style”, as described below. Failing to conform to these guidelines will result in lower marks for the “representation of sources” and “presentation” criteria of assessment (see section 4.9). Furthermore, inaccurate or incomplete references could be instances of plagiarism, a serious assessment offence (see sections 5.4, 5.5 and appendix D). For further help the QMUL Library’s module on research and referencing: [http://qmplus.qmul.ac.uk/course/view.php?id=4370](http://qmplus.qmul.ac.uk/course/view.php?id=4370).

2. General Format

- All coursework must be word-processed.
- Use a clear font like Times New Roman or Arial in at least size 11.
- Type MUST be double-spaced throughout, with normal margins, to give markers space to add comments.
- The title must be written at the top of your work. It does not count towards the word limit.
- Paragraphs should be clearly separated, either by adding an empty line between them or indenting each paragraph’s first line (except the very first one).
- Acronyms must be spelled out in full on their first usage followed by the abbreviation in brackets, which may be used thereafter. E.g. “The North Atlantic Treaty Organisation (NATO)”.
- Do NOT use informal or colloquial terms, or contractions (e.g. don’t, isn’t) in formal academic writing. Equally, do not use fancy or complicated language merely to make your work “look better”. Write formally, but clearly and simply. For guidance, see George Orwell’s essay, “Politics and the English Language”: [http://www.orwell.ru/library/essays/politics/english/e_polit](http://www.orwell.ru/library/essays/politics/english/e_polit).
- All sources cited in your work MUST be listed in the bibliography. Do not include works you have not cited in your bibliography.
- Pages must be numbered.
- Your work must always be accompanied by a completed coversheet. Ensure you correctly identify your student number and seminar tutor: this is critical for assigning the work to the correct marker. Your name should NEVER appear on assessed work to enable anonymised marking.
- ALWAYS proof-read your work before submission to remove typographical errors and ensure the presentation is fully consistent with this guide.

3. Citations

As stated in the guidance on plagiarism (sections 5.4, 5.5), all of the words and ideas contained in your coursework must either be: (a) your own, or (b) someone else’s, in which case a citation to the original source is ESSENTIAL. See sections 5.4 and 5.5, and Appendix D, for guidance on when you need to cite sources.

Whenever you use an idea or a quotation from another author, you MUST ALWAYS insert an in-text citation, REGARDLESS OF THE TYPE OF SOURCE. This includes websites. Every
citation must identify: a) the author; b) the year of the publication; and c) where available/applicable, the page number. This is called the “Harvard” system of referencing. The format should always be as follows: (Author, Year: Pages). The pages you cite should be those that contain the ideas, information or text you are using. You do not need to include page numbers if you wish to cite the entire source.

For example, say you want to quote a sentence from page 167 of Andrew Heywood’s book, *Political Ideas and Concepts: An Introduction*, published in 1994. You would do this as follows:

“The term democracy and the classical conception of democratic rule are firmly rooted in Ancient Greece” (Heywood, 1994: 167).

Note that the in-text citation ALWAYS comes BEFORE punctuation (here, the full stop), NOT after it; nor is there an extra full stop before the citation. Also note the citation is ALWAYS in-text, NOT in a footnote.

You can also insert the citation next to the name of the author in your text, and omit their name in your citation:

As Heywood (1994: 167) notes, “democracy and the classical conception of democratic rule are firmly rooted in Ancient Greece”.

You can abbreviate quotations by using an ellipse (…), and you can alter quotations to improve the flow by adding text in square brackets [ ], though take care that by so doing you do not misrepresent the source. E.g.:

As is well known, the idea of “democracy… [is] firmly rooted in Ancient Greece” (Heywood, 1994: 167).

If you need to cite several pages, you can separate numbers with commas, e.g. (Heywood, 1994: 123, 89). To indicate a range of pages, use a hyphen, e.g. (Heywood, 1994: 123-133).

Regardless of whether the source is a book, journal article, webpage or whatever, the format is ALWAYS the same: Author, Year: Page(s). If a work lacks a clear author, use the term “Anonymous”. If there is no year, use “n.d.” (no date). If page numbers do not exist, e.g. on a webpage, you may omit them.

If you quote directly from a source, you must ALWAYS surround the quoted text using quotation marks: “like this”. Failing to do so is technical plagiarism, even if you include a citation!

ALWAYS use double quotation marks (“ ”) to identify the start and end of quotations. Do NOT use “ ” and ‘ ’ interchangeably. Use single quotation marks ONLY to identify quotations within quotations. For example, we might want to quote a textbook by Smith that discusses and quotes the work of Thomas Hobbes. We might write:

In a state of anarchy, “Hobbes argued that life would be ‘solitary, poor, nasty, brutish, and short’, and many real-world examples like Somalia support this claim” (Smith, 2000: 11).
Here, the whole sentence from “Hobbes” to “claim” comes from Smith’s book, and so it is surrounded by “”. But Smith herself is also quoting from Hobbes – the ‘ ‘ identifies that part. By using different quotation marks, we clearly identify which text is which.

If you want to directly quote an author whose work is cited by another author, you do so as follows:


This tells your reader that you have not read the original source by Hobbes – you have only read it as quoted in a secondary source. Do not quote the original directly unless you have actually read that source.

Very occasionally, you may need to cite multiple texts by the same author, published in the same year. In this case, add a letter “a” to the year of the first citation, a “b” to the second, and so on. E.g.:

It is simple to cite authors who publish a lot of articles in one year (Smith, 2000a). You simply add letters to the year (Smith, 2000b). You can go on like this forever (Smith, 2000c).

In your bibliography, you will need to identify which source is a, b, c, etc, by adding the letter to the year there, too.

Even more rarely, you might need to cite different authors with identical surnames who have published work in the same year! In order to clarify which one you are citing, add the author’s first initial. For example, imagine two articles published in 2015 by Mark Smith and Jane Smith:

You would just add the initial of the author to make it clear which one you are citing (M. Smith, 2015: 1). Add a different initial for the second one (J. Smith, 2015: 59). If the year is different, you do not need to include the author’s initial (Smith 2000: 12).

4. Footnotes

Note that, as the name suggests, in-text citations should ALWAYS appear in the text itself; they should NOT be placed in footnotes. Footnotes should be used ONLY to provide additional information that is important to include, yet is somewhat peripheral and might interrupt the argumentative flow if included in the main body of the essay. For example, you might consider it important to identify the members of an international organisation, but adding a sentence on this would disrupt the flow of your argument. You could therefore put this information in a footnote. If a citation is required to support what you write in the footnote, you should add it in the normal way. This is the ONLY time in-text citations should appear in footnotes. E.g.:

The contribution of the Association of Southeast Asian Nations (ASEAN) to regional order is hotly disputed among realist and constructivist authors. While realists see ASEAN contributing little, with balance-of-power politics predominating, constructivists are more positive, citing processes of normative socialisation.

Footnotes are included in towards your word limit, so use them very sparingly! Do NOT use endnotes: they are inconvenient for the reader.

5. Bibliography

Every piece of assessed work MUST include a full bibliography listing ALL of the sources cited in your work, even if you have only cited one text. The purpose of the bibliography is to allow the reader to identify (and possibly consult) the work cited in your essay. It should therefore include ONLY those sources cited, not just a list of everything you have read. The bibliography is NOT included in the word count.

General Pointers:
- Different sources require different presentational formatting, but EVERY entry begins as follows:

  Author Surname, Author First Name (Year)

- The bibliography should be sorted alphabetically according to author surname. If you have multiple sources by the same author, sort those according to year, starting with the earliest one.
- Do not use bullet points or numbers. Do leave a blank line between each bibliography entry.
- If you have cited multiple sources by the same author published in the same year, do not forget to add a letter to the year and ensure this matches your citations.
- The authors and editors for each item should be listed in the order given in the original source.
- If multiple places of publication are listed, just include the first one. Ensure you identify a CITY, not a county, state, country, etc.
- If data required is unavailable (which is rare), make that clear. E.g. if no author is identifiable, substitute “Anonymous”. If the date is not known, write “n.d.” (no date). If there are no page numbers, omit them.
- ALWAYS proof-read your bibliography prior to submission to ensure it conforms to the style guide below.
### Examples

<table>
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<th>Format</th>
<th>Example</th>
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<tr>
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<td>Note: Book/report titles are ALWAYS italicised. Page numbers/chapters are NOT included, even if you only read certain pages/chapters: because the book is a coherent whole, written entirely by one author or group, the ENTIRE book is the source. If the edition is not given by the source, exclude it.</td>
<td>World Bank (2015) <em>The World Bank Annual Report 2015</em> (Washington, DC: World Bank).</td>
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<td></td>
<td>Note: Unlike monographs, edited volumes contain several chapters by DIFFERENT authors on DIFFERENT topics. If you only cite the editors and book title, the reader cannot know exactly where you took ideas/ quotations from. Thus, you MUST give the FULL details of the specific part you have read and cited. Note that the book chapter is in quotation marks while the title of the edited volume as a whole is italicised. Use “ed.” for one editor, and “eds.” where there is more than one.</td>
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<td>Note: As with chapters in edited volumes, the article title is in quotation marks while the volume in which it is contained (the name of</td>
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the journal) is italicised. The logic is similar: journals are divided into volumes (one for each year), with volumes further subdivided into issues, and issues divided into separate articles by different authors. Again, the full information is required so the reader can locate the article you are actually citing. Note that you do NOT include details of the editor, publisher, etc. NEVER include a URL, even if you accessed the journal using the Internet.

|------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
repository (e.g. the National Archive), will often provide helpful advice on how to cite their material.

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