Your studies

School of Philosophy and Art History

Interdisciplinary Studies Centre

Postgraduate taught

University of Essex

Welcome

Welcome to the School of Philosophy and Art History (SPAH) and the Interdisciplinary Studies Centre (ISC) – we're very happy you have joined us! Both Essex Philosophy and Essex Art History have well-established reputations and a strong record of educating undergraduate and postgraduate students. Both have achieved excellent results in recent student surveys and the Research Assessment Exercise, which measures research performance nationally. These successes are a reflection of the very distinctive character of the School, which is also home to the Interdisciplinary Studies Centre in the Humanities – intensive, close-knit, collaborative and focused.

Study at postgraduate level can be a demanding and challenging enterprise, which requires personal determination and commitment in addition to a well-trained intellect and a lively and productive imagination. We aim to provide the best environment for you to study and conduct research, and we urge you to take advantage of all the events and facilities available. We are confident that participating in the social and academic events in the School—and indeed across the University and beyond—will only enhance the pursuit of your studies.

Besides attending modules, full-time PGT students are expected to attend our School Research Seminars, which are held at 3.00pm every Thursday during the Autumn and Spring Terms. These seminars provide an occasion to hear about – and discuss! – the latest work from external visiting speakers, members of School staff and our current research students. More details will be announced before the start of term. In the Summer Term, we will hold the Essex Lecture Series where a visiting academic delivers a number of lectures during the week. There are also various other guest lectures and relevant activities throughout the academic year, in the School and beyond.

Look out for posters on our notice boards and email reminders. The programme for the current academic year can also be found on our website.

While this booklet provides key information – including about assessment procedures and guidelines for writing and submitting essays and dissertations -- please also consult the University website to obtain comprehensive information about regulations relevant to graduate students.

Finally, your feedback is really important to us, so please do make your views known through channels formal or informal!

We hope you have a happy and fruitful time here at Essex.

Professor Fabian Freyenhagen (PGT Director, Philosophy)

Dr Michael Tymkiw (PGT Director, Art History – Autumn Term)

Dr Gavin Grindon (PGT Director, Art History – Spring & Summer Term)

Dr Lisa Blackmore (PGT Director, Interdisciplinary Studies)

Contents

Introduction

Your Student Handbook will tell you everything you need to know about your department, the University its academic policies and procedures, and all of the resources that are available to you.

We know things might be a little different this year, but we remain absolutely determined to provide you with the best Essex education and student experience we can while safeguarding your health and wellbeing. Make sure that you keep up to date with what we all need to do to keep safe as a community.

At Essex we celebrate diversity and challenge inequality. We are a truly diverse community where differences are celebrated, and individuality is valued. Your contribution is welcomed and encouraged based on your own thoughts and experiences. As part of our community you will have the freedom to explore, experiment, challenge your discipline and have your ideas shaped by peer and professional knowledge from all over the world. Essex is about more than just getting a degree: we have so much to offer our students.

Things might have to change and adapt over the year, so make sure that you're checking online and keeping in touch with your department for the latest updates. The Student Directory contains a wealth of other helpful sources of information which you may also find useful.

Practicalities and Getting Started

You've made it to Essex! We've outlined below the most important things you need to make sure you do as soon as possible to get your time at Essex started.

Registration

Whether a new or returning student, you will need to [officially register and pay your fees (if required to do so)](#) at the start of each academic year and prior to the published latest Registration date. Registration is not only a formal procedure of enrolling you into the University, but also connects you to a number of vital systems which allow you to access your online Welcome and Induction information and start your studies. As part of this process, you will need to activate your Essex IT account, register online (including payment of fees where required) and, once you arrive on campus, undertake a Right to Study check and collect your student registration card.

Right to Study

The University must ensure all students have the right to study at the University of Essex for the whole duration of their course. If you aren't a UK or Irish national, your [immigration permission](#) to study in the UK will be checked when you first arrive on campus and as necessary thereafter. Students have a duty to maintain valid UK immigration permission that allows study for the duration of their course, failure to do so may lead to withdrawal from the University under the [University's General Regulations](#).

Student visas

The University has [many duties](#) as a Student Sponsor and must ensure we remain compliant in order to retain our sponsor status. Students with a student visa have responsibilities to the University and the Home Office. There will be conditions attached to your visa that restrict what you can do in the UK, breaking any of the conditions may mean you can't remain in the UK and complete your course. Please be aware that [changes to your course](#), whether due to academic failure or choice, must be considered against the Immigration Rules and guidance in place at the time, this can mean that some academic options may not be available to you. The Board of Examiners are not aware of a student's UK immigration status, it is each students responsibility to check what impact any option offered would have on their student immigration status, before making a choice. Continued or future sponsorship is not guaranteed.

Choosing your modules

You may have module options to select as part of your course structure. If you do, you must select the modules you wish to enrol on before the academic year begins. You can view and choose your specific options through the [eNROL system](#). New students can do so from the end of August and returning students can from the April preceding the next academic year. Early module enrolment ensures that timetables can be scheduled effectively. We'll talk more about how you might decide which modules to take in the **Learning and Teaching** section of this Handbook.

Explore your Campus

There is a broad range of **facilities** across each of our campuses to support your experience at Essex, whether in person or virtually. For the latest information, see the updates on campus [services on campus](#) and make sure that you're aware of the [guidance](#) for those coming onto campus.

Get connected

Your IT account

You will need to activate your Essex IT account. Once you're set up, you can access your Essex email, log in to Moodle, access lab computers and library services, print for free on campus, connect to campus wi-fi, and much more. When you activate your account, you should register an external e-mail address and passphrase so that if you forget your password, you can also reset it using these details. If you have forgotten those also, you should either visit the IT Helpdesk or call 01206 872345. Make sure you keep your password safe and do not share it with others!

Campus Wi-fi

If you are studying on any of our campuses, connect to our Wi-Fi by simply finding the 'eduroam' network on your device and use the same log in details as your IT account to connect up!

Essex Apps

The University has a variety of online systems and platforms designed to enhance your learning and help make processes, such as submitting coursework, easier. We have rounded up the top platforms, portals and apps that you need to know about!

MyEssex

MyEssex is your online account. This is different to your applicant portal – you can use MyEssex to view your timetable, update your personal details, request replacement student cards or supporting documents, monitor your course progress, let us know if you'll miss a lecture or class, contact the Student Services Hub, and much more.

PocketEssex

Pocket Essex is the University's official app for students; its interface of icons act as a portal through to a variety of areas and resources. PocketEssex links to many areas that MyEssex does, but also takes you through to other key resources, such as the Students' Union, FindYourWay and the Library.

Find Your Way

When on campus, we know that finding your way can be challenging to start with. Our Colchester campus in particular can be difficult to navigate with a historically complex room numbering system! FindYourWay is our interactive campus map designed to get you from A to B on either the Colchester or Southend campuses with quick and easy directions.

Working while studying

Many students choose to work part-time to supplement their income. Working during your course can also give you excellent skills and experience to boost your CV. Our Student Services Hub can help you find part-time work. There are also many opportunities to work in paid jobs on campus.

You can access recommendations on working hours, as well as guidance on rates of pay and National Insurance contributions on the Careers Services webpages.

If you have a student visa, please read our information on working in the UK for international students before you start looking for a job. The country you're from and your visa type will determine whether or not you can work in the UK. If you can work, the type of work you are allowed to undertake and the number of hours you can work will be restricted.

Your personal belongings

The University does not cover costs for personal damage or loss of possessions; only in instances where the University has been negligent would a claim be viable for compensation for personal

belongings. Therefore, you are strongly advised to take out personal insurance cover for your possessions. This is especially important for valuable items, such as laptops, phones and tablets.

Essex Experience

The University of Essex is [proud of its values](#) of inclusivity and internationalism. Our campuses are places that are welcoming, where everyone can feel they belong and where you can find the world in one place.

[Our Student Charter](#) is a pledge that every member of our learning community signs up to when they join us, but in exchange you'll receive support and encouragement and a transformational education to achieve great things.

Our [Code of Student Conduct](#) outlines the rules and regulations that help us maintain our high standards of behaviour.

Equality, Diversity and Inclusion

The University recognises the value of diversity and is committed to equality of opportunity. All of our students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential, regardless of race, ethnic or national origin, gender, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political beliefs and affiliations, or any other irrelevant distinction.

The University is committed to a programme of action to ensure that this [policy](#) is fully effective.

SPAH Women's Officer and local SWIP branch

Whether you are an Art History, Philosophy or ISC student, if you want to speak confidentially to a female member of staff, we have a dedicated Women's Officer for this very purpose. In 2021-22, this will be [Dr Ellisif Wasmuth](#) (Autumn term) and [Dr Lorna Finlayson](#) (Spring/Summer term). They can also tell you more about the local branch of the [Society for Women in Philosophy](#) (SWIP).

SPAH Policy on Equality

The School of Philosophy and Art History aims to treat all staff and students who are part of the School, and also visitors to the School, equally in all relevant respects. We acknowledge that historically women and minorities have been disadvantaged in many aspects of university and academic life, through both conscious and unconscious assumptions, biases, and prejudices, and through unfavourable practical arrangements. We are committed to changing this situation. We believe that the School in general will benefit academically, intellectually, and socially from an energetic commitment to promoting equality.

1. This commitment entails that all students and staff of the School should strive to be conscious of ways in which their behaviour may be disrespectful, detrimental or damaging to the activities and equal status of women and other underrepresented groups.

2. It is part of the responsibility of everyone in the School to maintain an atmosphere for work and study in which equality is the norm. On occasions, this may require us to bring contrary behaviour to the attention of the person concerned, as well as to accept appropriate criticism of our own behaviour.

3. Within the School our commitment to equality involves consideration of the following (non-exhaustive) list of issues:

a) Ensuring a female presence on committees and decision-making bodies within the School.

b) Ensuring female participation in selection processes (e.g. regarding applications for PGT and PGT studentships, regarding posts – academic and administrative – within the School).

c) Giving consideration to the representation of female and minority thinkers, writers, and artists on the syllabi for modules within the School.

d) Taking measures to allow female and underrepresented voices to be adequately heard during seminars, discussions, question and answer sessions, etc.

4. In terms of broader professional activities, our commitment to equality involves consideration of the following (non-exhaustive) list of issues:

a) Invitation of female and minority speakers when setting up conferences.

b) Inclusion of female and minority authors when editing collections of articles.

c) Inclusion of female and minority representation on editorial/advisory boards.

d) Awareness of possible implicit bias when refereeing/assessing non-anonymised work.

What is Implicit Bias?

Controlled research studies demonstrate that people typically hold unconscious assumptions about groups of people that influence their judgments about members of those groups in negative ways. This is particularly true for traditionally discriminated-against groups like women, minorities, and disabled people. All people display these biases, including those who belong to the discriminated-against groups. Counteracting these biases requires us to become aware of the ways they might be affecting our assessments of our colleagues, teachers, and students.

Examples of Implicit Bias:

▪ Recommendation letters for women tend to be shorter, provide 'minimal assurances' rather than solid recommendation, raise more doubts, portray women as students rather than professionals, and mention their personal lives more (Trix and Psenka 2003).

▪ Job applicants with "white-sounding" names are more likely to be interviewed for open positions than equally qualified applicants with "African-American-sounding" names (Bertrand & Sendhil 2004)

▪ When the *same* CV is randomly assigned a female or a male name, both male and female assessors rate male applicants better in terms of teaching, research, and service experience, and are more likely to hire them (Steinpreis et al 1999).

▪ Female post-doc applicants to the Medical Research Council of Sweden needed substantially more publications to achieve the same rating as male applicants (Wenneras & Wold 1997).

Counteracting Implicit Bias:

Remember that you are not immune. For example, a recent meta-analysis of 122 research reports (involving a total of 14,900 subjects) revealed that implicit bias scores better predict stereotyping and prejudice than explicit self-reports (Greenwald et al 2009.).

Promote diversity

Research shows that assumptions are more likely to negatively affect evaluation of women and minorities when they represent a small proportion (less than 25%) of the relevant group. Exposure to "positive" exemplars (e.g. Martin Luther King in history class) decreased implicit bias against Blacks (Dasgupta & Greenwald 2001).

Work on your own prejudice:

Awareness of statistical discrepancies between the ideal of impartiality and actual performance – coupled with a commitment to that ideal – helps counteract implicit bias.

E.g. in one study, a mental imagery exercise of imagining a professional business woman decreased implicit stereotypes of women (Blair et al 2001).

E.g. contact with female professors and deans decreased implicit bias against women for college-aged women (Dasgupta & Asgari 2004)

Student Communities

We pride ourselves on being a welcoming and inclusive student community. The University recognises the value of diversity and are committed to equality of opportunity within the University. We aim to create an environment whereby students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential regardless of their background whether that is race, gender, sexual orientation, religious beliefs, or any other distinction.

We offer a wide range of support to individuals and groups of student members, such as our postgraduate students – our student communities - who may have specific requirements, interests or responsibilities- to help fulfil your potential. Whether you are an international student, a mature student, a BAME student or have any other requirements or needs, we want to welcome you with open arms. The University is committed to a programme of action to ensure that this policy is fully effective.

Essex Sport

Learning doesn't just happen in the classroom. Keeping active during your studies is a great way to meet new people, help relieve stress, maintain good physical and mental wellbeing, increase productivity, and improve your employability.

Visit the Essex Sport website or download the app to discover all the ways you can keep active during your time at Essex. In order to ensure the welfare of our community there may be changes to opening hours or what's available, so do check on the website for the latest information.

Students' Union

We're famous for our **Students' Union** at Essex, and for good reason. Here you're not just a member of a normal Students' Union; you're part of a family. We work hard to support our PGT community, and are here from day one to the moment you graduate to support you in any way we can.

The Students' Union is run by students for students, and you have the ability to shape what we do. From deciding who leads the SU by electing our entire Student Leadership team including the PGT officer, to shaping your own experiences at Essex, we are here to represent your views and work with you to make amazing things happen.

Get involved!

There are opportunities to join Sports Clubs, to get involved with our BUCS teams which offer the opportunity to play competitively in a wide range of sports across the year. If you just want to try a

sport, don't want to commit to a regular team, or would rather not play competitively, check out our Just Play programme.

We have 120 Societies where you can meet people with similar interests, challenge yourself with something new or, if you can't find what you're looking for, start your own!

We also train, recruit and support hundreds of student reps each year. These reps gather feedback to share student viewpoints on academic experiences. You can find out more about student reps including how to sign up and getting trained here.

We also have our very own letting agency SU Homes designed to offer help and support for students to find off campus accommodation.

Essex spirit, social media and what's on?

Keep up to date with important news, events and offers from across the University with our Essex spirit newsletter, delivered directly to your Essex email address.

 Follow us on social:

/uniofessex   /uniessex

/Uni_of_Essex   /uniofessex

/uniessex   uniofessex
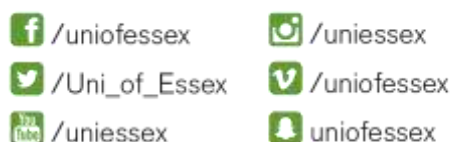
Our Events calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex.

About the School of Philosophy and Art History, and Interdisciplinary Studies Centre

Our Address: **School of Philosophy and Art History/Interdisciplinary Studies Centre**
General Office, Room 6.130
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

Meet the team

A full list of all staff profiles can be found on the SPAH and ISC webpages.

Below is a summary of the roles of staff that can help you with a variety of areas during your time at Essex.

Professional Services Team

We pride ourselves with a welcoming and friendly Professional Services Team, where their priority is making sure you are making the most of your time at Essex and have everything you need to succeed. From deadlines to dissertations, they are always on hand to offer help, advice or point you in the right direction for other services so please do get in touch.

Hannah Whiting
School Manager

Hannah is responsible for the day-to-day smooth running of the School and Centre on the administrative side and assists the Head of School and GTA Director. She can provide you with general information on the School and Centre and deals with queries relating to course structures, timetabling, and examinations.

Contact Details
Email: spahsm@essex.ac.uk
Tel: 01206 87 2703
Office: 6.122

Sarah Crowther
Deputy School Manager

Sarah is responsible for all matters relating to student administration and the smooth running of our student facing operation. Sarah can provide you with general information on the School and Centre, and she deals with queries relating to undergraduate course structures and module enrolment.

Contact Details
Email:
spahdsm@essex.ac.uk
Tel: 01206 87 3845
Office: 6.132

Abby Connell
Senior Student Services Administrator
(SPAH and ISC PG)

Abby is the first point of contact for matters relating to postgraduate study for SPAH and ISC, including queries about courses. She is responsible for the administration of our PG Student Voice Meeting. Abby works closely with the Director of Graduate Studies and PGT Directors and can point you in the right direction for other support and help within and outside the School regarding postgraduate queries.

Contact Details
Email: spahpg@essex.ac.uk
Tel: 01206 87 2705
Office: 6.130

Katherine Bailey
Senior Operations Administrator

Katherine is responsible for looking after the finances for the School and Centre and can advise on many areas including claiming expenses, reimbursement for gallery trips and study trips abroad.

Contact Details
Email: spahfin@essex.ac.uk
Tel: 01206 87 2688
Office: 6.132

Key Academic Contacts

Name and Title	Email Address (...@essex.ac.uk)	Internal Extension*
Head of School Dr Diana Bullen Presciutti	dbpres	2998
Director of Education Dr Jörg Schaub	jschaub	4678
PGT Director – Philosophy Professor Fabian Freyenhagen	ffrey	2713
PGT Director – Art History Dr Michael Tymkiw (Autumn) Dr Gavin Grindon (Spring & Summer)	ggrindon mtymkiw	3445 2606
PGT Director – Interdisciplinary Studies Dr Lisa Blackmore	lisa.blackmore	2192
Disability Liaison Officer Dr Fiona Hughes (Autumn) Dr Steve Gormley (Spring & Summer)	ljfinl segorm	3002 2709
Ethics Officer Dr Paola Di Giuseppantonio Di Franco	pd17425	2716
Women's Officer & Inclusivity Lead Dr Ellisif Wasmuth (Autumn) Dr Lorna Finlayson (Spring & Summer)	ellisif.wasmuth ljfinl	2622 3002

01206 87 needs to be added to the extension numbers if calling externally.

Teaching staff and support

All teaching staff hold regular weekly academic support hours during term time. This is a time when you can meet with them about anything to do with your modules, from difficulties you might be having with your seminar readings, to discussions about feedback on your coursework. Academic Support Hours will be posted on the [Philosophy and Art History – Information for Current Students](#) Moodle area. You will be able to arrange to meet with your lecturers and teachers using Zoom.

Please note that academic staff do not hold regular academic support hours during the vacations, and may, on occasions, be away from the University on research trips and visits. Therefore, if you need to get in touch with them during the vacation periods, you should e-mail them in the first instance.

Module Supervisors and Tutors

There are dedicated Module Supervisors and Tutors to support students for each module. The Module Supervisor/Tutor for each module can be found on Moodle. If you have a specific study question the relevant Module Supervisor/Tutor should be your first point of contact. The Module Supervisors/Tutors can be found on the same list as the above Academic support hours.

Your Personal Tutor

All postgraduate taught students have a Personal Tutor who will meet you soon after you arrive, and regularly throughout your course. Your Personal Tutor will be a member of academic staff and is someone you talk to about your course or any difficulties that may encounter. They can recommend and direct you to other support services that might be able to further help and support you. You can find out who your Personal Tutor is through [MyEssex](#).

If you have a disability, long term medical condition and/or Specific Learning Difference and have not registered with Student Wellbeing & Inclusivity Service, to discuss your support needs, please email include@essex.ac.uk.

Staff research interests

You can find out all about the research interests of our staff on their profile pages: [SPAH](#) and [ISC](#).

Investigating issues through philosophy and art

Our School fosters a distinctive research ethos: collaborative, transdisciplinary, cutting edge.

Philosophers and Art Historians at Essex have long been internationally renowned for first-rate research that challenges traditional academic boundaries and canons. Throughout our work, we emphasise issues of autonomy, agency, dissent, and the contestation of the public realm.

Our transdisciplinary approach facilitates critical engagement beyond the traditional canons of philosophy and art history, enabling us to deliver research which is both impactful and relevant.

Departmental resources and facilities

A wide range of facilities and resources are available for all students to access and use as part of their study at Essex. Each department and school also has a selection for the exclusive use of their students. Below is a summary of the facilities and resources that are likely to be most useful to you.

SPAH and ISC Common Room

The SPAH and ISC Common Room (6.143) is located on the 6th Floor in the School of Philosophy and Art History and is for the use of our students. Please see the [Philosophy and Art History – Information for Current Students](#) Moodle area for further details on the restrictions in place for 2021-22.

5B.116: Postgraduate Study Room

The Postgraduate Study room is available for all graduate students in the School. 5B.116 is a Graduate Study Room, which can be used by all graduate students in the School. This room contains tables, bookshelves, connections to the University's computing network, review copies of books kindly provided by the journal *Inquiry* (which may be signed out by students and staff affiliated with the School. Please see the Philosophy and Art History – Information for Current Students Moodle area for further details on the restrictions in place for 2021-22.

Postgraduate Lockers

Lockers are available in 5B.116 for postgraduate students. These are allocated on a first-come, first-served basis. If you are allocated a locker it will be necessary for you to supply your own padlock. Please speak to Abby Connell in 6.130 if you are interested in using a locker. A returnable deposit of £5 is payable.

Postgraduate Training

Postgraduate Taught students are provided with structured training throughout their scheme of study. The School offers a wide range of postgraduate taught modules that either explore particular fields and concepts or offer specific training in research methods and skills. Students should peruse the modules available and discuss with the relevant PGT Director which of these modules would be suitable.

Printing, photocopying and scanning

All students can print, copy and scan for free at Essex! You can even print from your mobile by sending your attachment to mobileprinting@essex.ac.uk.

Once you've located a device, simply log in using your Essex login and password, or tap with your student card to print. Whilst printing is free for all students, please think of your carbon footprint and only print if necessary.

Please note that there are strict laws about infringement of copyright; more information can be found on the library website which explains what and how much you are permitted to copy. Usage is monitored and subject to a fair use policy.

Premium printing

Premium services for printing and finishing, including binding your documents for presentational purposes, are available at The Copy Centre (Square 4, Colchester Campus). These services are chargeable.

Noticeboards

Every department and school has their own noticeboard providing information on staff, courses and classes, updates, careers, events and opportunities. The PGT noticeboard is opposite the General Office in 6.130. This will include such information as academic support hours, School seminars and events, etc. There are also noticeboards on 5B and level 6 announcing SPAH events and conferences, both at Essex and at other universities, and a variety of other information. We will also post important information on the Moodle announcement areas.

Departmental prizes

Each year we are pleased to award prizes signifying excellence. The following prizes are available for award to postgraduate taught students:

Philosophy Prizes

Mark Sacks Memorial Prize

The Mark Sacks Memorial Prize, is awarded each year in recognition of the best dissertation submitted towards the completion of a taught MA in Philosophy. It was set up in memory of Mark Sacks, who was the founding editor of the European Journal of Philosophy and a professor in the Department of Philosophy until his untimely death in 2008.

(There is no need to apply; all dissertations are automatically considered for this Prize.)

Art History Prizes

Thomas Puttfarken Memorial Prize

The Thomas Puttfarken Memorial Prize, is awarded each year in recognition of the best dissertation or portfolio submitted towards the completion of a taught MA in Art History and Theory or courses in the Centre for Curatorial Studies. It was set up in memory of Thomas Puttfarken, who was a professor in the (then) Department of Art History and Theory.

(There is no need to apply; all dissertations and portfolios are automatically considered for this Prize.)

Tim Laughton Travel Fund

The Tim Laughton travel fund was established in memory of Dr Tim Laughton, a lecturer in our School of Philosophy and Art History specialising in mesoamerican art and architecture, who died in February 2009. Generous donations, especially from Dr Laughton's family and the artist Michael Aakhus, enable us to offer a bursary of approximately £500 annually to the undergraduate or postgraduate art history student who submits the best proposal for travel to Latin America for research related to their BA, MA or PhD dissertation.

A committee made up of our Head of School and two members of art history staff consider applications. The prize is normally tenable during the summer vacation, and the winner is required to submit a brief report on their travel and research to our Head of School.

An application of 1,000 words maximum should outline the proposed research including a summary of travel plans and anticipated costs, as well as the name of a referee with whom you have discussed your proposal. Applications should be submitted to our Deputy School Manager (spahdsm@essex.ac.uk).

Deadline date: Friday 13 May 2022.

Communications

The University will predominantly use e-mail for routine communication between staff and students. Your Essex e-mail address will have been added to the relevant e-mail groups specific to your department or school, course and modules to ensure that you receive the essential information relevant to you. It is recommended that you check your Essex e-mail each day to ensure you do not miss any important updates to classes and assessment.

You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. You can always opt in or out of these communications online.

Philosophy
Facebook:	Philosophy at Essex
Twitter:	@EssexPhilosophy

Art History
Facebook:	Essex Art History
Twitter:	@EssexArtHistory
Instagram:	@arthistoryessex

ISC
Facebook:	Essex Interdisciplinary Studies Centre - ISC
Twitter:	@ISC_Essex

The use of personal devices

You can use laptops and tablet PCs during teaching classes for purposes related to the class you are attending. You should refrain from using your mobile phone during all teaching events, except in cases where a lecturer uses a programme which requires these devices to be switched on for participation. Please check with Module Supervisors what their policy is regarding this.

Learning and Teaching

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is considered when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations.

The academic year

The academic year uses a week numbering system that covers the 52 weeks of a calendar year but corresponds to typical term dates. So, the start of the academic year is week 1, which is Welcome week, with teaching commencing in week 2.

Term	Week numbers
Autumn	2-11
Spring	16-25
Summer	30-39

You can view the University's week numbers with the equivalent dates in the week by week calendar. The University's key dates include an overview of the start and end of each term and exam periods.

Some courses have slightly different term dates. However, you will find that all campus activities and events make reference to the standard academic year terms and schedule noted above.

You are expected to be available during term time to attend teaching events, unless otherwise advised by your Department.

My Course

Each course at the University has its own syllabus, full details of which, including the aims and learning outcomes of your course, can be found in the University's Programme Specifications Catalogue.

Your own course structure, including your specific programme specification, can be found in the MyStudy section of your [MyEssex](#) homepage.

Credits

Your course will be made up of a certain [number of credits](#), depending on your level of study and specific postgraduate course. Each year of study will hold a credit value, with credits allocated to each module. You will need to meet the required learning outcomes and assessments to be awarded credits.

Learning outcomes

Each course has learning outcomes which need to be met in order to progress. Course learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are also defined more specifically at a modular level. Having this information means that you can measure your progress against the outcomes, for example when reviewing coursework feedback.

Grade boundaries

On most Masters degrees, an overall mark of 50 is a pass. An overall mark of 60 is classed as a pass with merit, and an overall mark of 70 is classed as a pass with distinction. Methods for calculating your final postgraduate award classification vary across awards and may depend on other factors. Full details are set out in the [Rules of Assessment](#).

MA Dissertation Supervision

The crowning component of our MA schemes is either a Dissertation or an Individual Exhibition Portfolio (see also Appendix C for guidelines). Students need to approach individual members of staff regarding supervision of their MA Dissertations and secure their agreement to supervise. While the PGT Directors can help in this process, it is, ultimately, the responsibility of students to secure a supervisor. A good start is to look at research interests of our staff – you can find this on their profile pages: [SPAH](#) and [ISC](#). Staff may also be willing to supervise topics not listed among their research interests, so this is something to enquire about. Students should be mindful of the fact that staff have limited capacity to take on supervision of MA Dissertations, and that the School operates on a first-come-first-serve basis. Ideally, students should approach staff about MA Dissertation supervision before the Christmas Vacation, but no later than February of the year in which they write their dissertation (the first year for full-time students, the second year for part-time students, and, typically, the sixth year for modular students).

In Philosophy, the PGT Director will run a dissertation planning meeting in Week 8, which all students should attend. Students then need to submit a provisional dissertation title, a 500-word proposal along with a short bibliography (5-10 sources), and the name of the supervisor in Week 24.

In Art History, the PGT Director will hold two mandatory sessions in the Spring term for all students writing dissertations. As part of these sessions, students will submit a provisional dissertation title, a 500-word proposal, a short bibliography (5-10 sources), and the name of a preferred supervisor.

For any students involved in the joint curation of the MA exhibition (AR952/AR953), timetabled workshops and voluntary support classes will take place in the Autumn term (Weeks 2–3, 6–11). Students will also be required to attend AR912, a co-curricular module designed to equip students with some practical skills for curatorial work.

ISC students will meet with the MA Dissertation Co-Ordinator, Dr Jane Hindley, in Weeks 17 and 20 to discuss preliminary proposal writing and dissertation topics, and then meet with their supervisors later in the Spring term. These meetings are to ensure that all students have a feasible research topic and will be ready to present a draft research proposal at the ISC MA workshop in Week 30. The workshop gives students the opportunity to receive feedback and hone their ideas before submitting their 1,000 word written proposal (10%) in Week 31. (For details see the CS900 Moodle page).

Supervision for the MA Dissertation takes place in the Summer Term and during the Summer Vacation period. Supervisors and supervisees will make their individual arrangements for meetings and a work timetable. As a minimum expectation, (a) supervisors and supervisees should meet twice (virtually or in person); (b) supervisees should submit one full draft in good time to allow the supervisor to comment on it and for the supervisees to incorporate the comments; and (c) the supervisor should provide comments on that draft in a timely manner. Any queries or problems should be raised with the respective PGT Director.

Module enrolment

Most modules taught reflect the individual research interests of members of our academic staff. New modules are regularly explored, researched and developed in collaboration with the University's Quality and Academic Development Team to expand our transformative educational offering at Essex.

The University provide further guidance on choosing modules, and meetings for first and second-year students will be held by your department where students can discuss their choices with their Personal Tutor. Your preferred choices must be submitted prior to the start of term through the eNROL system.

A full list of modules available can be found on this webpage.

Part-time and modular students should contact spahpg@essex.ac.uk to be enrolled manually as unfortunately they cannot use eNROL.

Changing Modules

In instances where you need to make a change to your module choice, you may do so up until the second week of the Autumn Term. If you wish to change an optional module after the deadline, you should seek advice from the Department or School Office that runs the particular module that you may wish to change to.

Late changes may be permitted but will be subject to the approval of the department that runs the module and the relevant Dean. Late changes of modules that run for one term or less will not usually be permitted. Students may not change modules that are core or compulsory for the course for which they are registered.

If there is a module that you would like to study that isn't available as an option on your course, then you can ask for a change to your syllabus to be made by submitting a special syllabus request. Special syllabus requests are not automatically available and require approval. It is a good idea to talk to your Department or School responsible for your course, as well as the Department that teach the module if it is an outside option.

Module Supervisors

Module Supervisors are responsible for individual modules. They design, teach and examine them. They monitor student progress and can also talk to students about any related academic issues.

Fitness to practise

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work) and is designed to ensure and regulate that a student is suitable for engagement in the relevant profession.

Study Abroad

As a postgraduate student there are a variety of opportunities at Essex to have an international experience through one of our Essex Abroad programmes.

[Essex Abroad](#) have a wide range of [summer programmes](#) suitable for postgraduate students including summer schools abroad, volunteering programmes, international internships and research abroad opportunities which are open to all Essex students. These programmes vary in duration, location and cost. [Find out more](#) about Essex Abroad opportunities. Students with disabilities should also liaise with the Student Wellbeing and Inclusivity Service – [include@essex.ac.uk.](#)

Work Placements

There are a variety of opportunities to undertake work-based learning and placements either during or as part of your studies. Our primary concern is for the safety and wellbeing of our students and we want to ensure that students are not put at undue risk. We also want to ensure that students get the best possible placement experience. In many cases placements planned for the Academic year 2021/22 will go ahead - these are being approved on a case by case basis. For further information or to discuss your own placement circumstances, you should contact the Industry Engagement and Placements team ([placements@essex.ac.uk](#)) or the Academic Supervisor in your department. Students expecting to undertake clinical placements should contact their Academic placement/module supervisor or your Personal Tutor if they have any outstanding questions or concerns.

If undertaking a placement, it is your responsibility to find a work placement, however, the Industry Engagement and Placements Team can help prepare and support you and will advertise relevant placements. If you are interested in undertaking a work placement, or other work-based opportunities that may be available to you and your course, contact the [Industry Engagement and Placements team](#). If you have a student visa, please be aware that the immigration rules restrict the length of placements and the type of work you can do.

DBS Checks for Placements

Some placements may require a DBS check where you are engaging in regulated activity with vulnerable groups. This may include placements that are core, compulsory or optional, depending on the relevant module. Some activities may be carried out on an ad hoc basis for research purposes only, which are not required to meet the learning outcomes of the module or course, but will help inform your learning. More information about the DBS check process can be found on the [University's DBS webpages.](#)

Module Materials

Online reading lists for your modules can be found via the module Moodle page alongside other information and module materials.

Teaching timetable

Every student has a [personal timetable](#) published at the start of term which shows when and where your teaching is taking place, and zoom links if teaching online. You can access your timetable on most mobile devices, including smart phones and tablets. You will need to have registered and activated your University of Essex log-in and selected all of your modules (if applicable) before you will be able to access your teaching timetable.

If you wish to report a timetable clash or request a class change, you should do so via the [online timetable](#).

During Welcome Week (week 1) you may find that your timetable is blank as teaching normally commences week 2. **Please be aware that there may be changes to the location of teaching during the year, so regularly check your personal [online timetable and Essex e-mail](#) for up to date teaching information.**

Information about teaching timetables, including requesting a class change, reporting a timetable issue and accessing your individual timetable can be found on the University's website.

Reading weeks
For the majority of modules in SPAH and ISC, no lectures or classes will take place during the weeks listed below, but please check your module description for more information or variations.

Autumn Term: week 8 (week commencing 22 November 2021)

Spring Term: week 21 (week commencing 21 February 2022)

The purpose of Reading Week is to give you an opportunity to catch up on reading and also writing coursework. Not all departments have reading weeks, so please check with them if you are uncertain. If a member of staff has to miss a lecture or class due to illness, or for some other reason, Reading Week may be used to catch up on the missed session.

Recording your attendance
We monitor your attendance at teaching sessions on campus using your student card and an electronic recording system called Count-Me-In. Your attendance at online teaching sessions is monitored by reviewing your logins to sessions on Zoom. You're expected to attend all of your mandatory sessions on your individual timetable and report an absence if you are unable to do so. If you have a student visa, please be aware that poor attendance and engagement may mean we have to withdraw our sponsorship and your visa would be cancelled by the Home Office.

It is your responsibility to remember your student registration card. Lost or faulty cards can be replaced at the Student Services Hub.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.

Making changes to your study

Changing your course
If you are thinking about changing course, you will need to do so by a certain date and should first speak to your department and personal tutor. They will be able to advise of the things you should be thinking about before changing your course.

Thinking of leaving or taking a break?
You may experience doubts at some point during your studies, if you're thinking about leaving Essex, we're here to support you and give you the advice you need to help you make an informed choice. You can contact your department, Personal Tutor or Student Services Hub to speak in confidence about your concerns, and also the different options available to you and the impact they may have.

Library Services
The library aims to provide all of the resources you will need to succeed in your course, via online reading lists and access to extensive collections of books and journals both on our shelves and online. The library team can help you learn how to search effectively so you can find appropriate resources for your assignments. They can also provide advice on referencing, academic integrity, using reference management software and evaluating sources. A range of online support in these areas is also available via the library website, including subject guides for each department, and support in developing search skills. In addition, the library offers 'On Track for your Masters', an annual programme of workshops delivered in collaboration with other professional services teams to help you with a whole range of research skills.

At our Colchester Campus, the **Albert Sloman Library** on Square 5 has a variety of study spaces, including individual and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, live chat and the opportunity to book appointments with your Academic Liaison Librarian to help you through your studies and beyond. There is also a dedicated Postgraduate Study Room on the ground floor.

See the Library website for the latest information on all our libraries and the services available, including opening hours.

Academic Skills Support

Every student arrives at Essex with the same spirit of determination but different experiences of education and levels of academic readiness. Skills for Success can help you identify your talents and strengthen those areas you need to develop.

We are committed to ensuring that every student is able to get the most out of their academic study and achieve their potential on their course, which is why the Skills for Success team is available to help by providing support, resources, workshops and 1:1s on:

- Academic writing
- Maths and stats
- Digital Skills
- Research and referencing
- English language
- Exam revision

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Proofreading services

Before considering the use of proofreading services, all students should first discuss their work with their personal tutors. Many students seek 'proofreading' services at some point during their studies, but different types of editing can occur under this name which may not be appropriate in an academic context where work is assessed and could potentially qualify as an academic offence. The University is keen to ensure as far as possible that students understand what proofreading work should entail and the acceptable boundaries to which any proofreading or editing must adhere to.

All students should ensure that any agreement entered into with a proofreader conforms to the University's policy and guidance on proofreading.

Language classes

English classes for dependants
The Department of Language and Linguistics offers dependants of international students and staff at the chance to improve their English language, through our ECDIS programme, at no extra cost. Classes are taught at the Colchester Campus at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.

Learning a language
Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

Assessment and Academic Integrity

All schools and departments at the University employ a variety of assessment methods designed to ensure that the learning outcomes of each module, and course, have been successfully met by the student.

Rules of Assessment

The Rules of Assessment are used to calculate your results. There is a main set of rules for Masters and other postgraduate award courses, but some departments also have additional variations which can be found alongside the Rules of Assessment for your year of entry.

In SPAH and ISC we do not have a variation to the Rules of Assessment:

Each module you take has a credit value which you are awarded if you successfully complete the module. You need to obtain a certain amount of credits to be awarded your degree, and the Rules of Assessment and the Framework for undergraduate courses give you more information about this.

The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your personal tutor, departmental administrators, or SU Advice.

Core, compulsory and optional modules

To understand the requirements to pass your course, you need to know the status of the modules that you are taking. You can find details of the status of your modules in Section C of your programme specification via My Essex.

Core	You must take this module	Must pass this module. No failure can be permitted.
Compulsory	You must take this module	There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.
Optional	You can choose which module to study	There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.

Most modules in each year must be passed, with only a small number of credits, if any, being allowed to be failed in the degree.

Academic Integrity and Academic Offences

The University expects students to complete all assessment with honesty and integrity and to follow our conventions for academic writing (including appropriate referencing of sources) and ethical considerations. If you don't meet these expectations, then you may be charged with having committed an academic offence, a matter the University takes very seriously.

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn't mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.

Methods of Assessment in SPAH and ISC

Whether a module is core, compulsory or optional, all methods of assessment are compulsory. If you do not complete coursework or attend examinations, and do not have extenuating circumstances to support your non-submission or absence, then you are at risk of being withdrawn from the University.

Coursework

Coursework is compulsory in all modules and failure to participate in coursework is interpreted as evidence of lack of academic progress. Your academic progress is monitored throughout the year. In severe cases, students with poor academic progress can be required to withdraw from the University (even before the final examinations).

Preparation of assignments

Please make sure that:
- all your work is referenced correctly (Chicago Style) and sources are acknowledged, even in drafts uploaded to the online coursework submission system FASER;
- you use font size 12, preferably Times New Roman or similar, and double line spacing;
- margins are at least 2.5 cm all round;
- Your registration number and module code are at the top of the first page, along with the essay title;
- you enter the word count at the end of your essay.

Samples of coursework

Samples of work are available via Moodle.

Referencing in coursework

Respecting authorship through good academic practice is one of the key values of higher education in the UK. Referencing is how you acknowledge all sources used within a piece of work. You must reference all work used whether cited directly (quotes), or indirectly (paraphrasing and summarising).

Referencing allows you to give credit to other's ideas, work, research, theories, concepts, outcomes and results, and demonstrates your breadth of reading and knowledge on a subject. If you do not reference properly, this could amount to plagiarism, which is an academic offence.

There are styles of referencing which will determine exactly how you format your reference. Your departmental referencing style is Chicago Style. You must use this referencing style. Guidance on your referencing style is available online, including an interactive referencing tutorial. You can also take the Academic Integrity course on Moodle.

Submission of coursework

You should submit all coursework online via FASER – the University's online submission system. You are encouraged to log on to FASER at the start of the year so that you understand how it works before you reach your first deadline. There is a trial module and deadline available for you to use as a practice submission, as well as helpful guidance on how to use FASER.

You can upload as many draft versions of your work as you like onto the server and are encouraged to use this as a safe and secure area to store your coursework. This can help to avoid the problem of your computer crashing at the last minute and your important files being lost. In cases where multiple versions are uploaded you will **need to make any which you do NOT want to be included in the final submission a 'draft'** otherwise just the most recently uploaded file will be taken as the final version. The maximum file upload size is **50MB.**

Problems with FASER

If you have technical difficulties: Please contact the FASER Help centre as soon as possible to find out if this is a University issue or whether it may be a problem with your computer. This will count towards your claim when submitting a late coursework form should you need to. You can also contact IT Services helpdesk on it.helpdesk@essex.ac.uk.

If you are confused or unsure how to upload, or are having any non-technical difficulties you should contact your Postgraduate Administrator.

Late submission of coursework

We have a single policy at the University of Essex for the late submission of coursework in postgraduate taught courses: all coursework submitted after the deadline will receive a mark of **zero**. No extensions will be granted. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline.

Where a student is unable to undertake the assessment by the deadline, and it is deemed impossible to consider a late submission request due to the nature of the assessment (e.g. absence from in-class tests, practical assignments and presentations), an extenuating circumstances form should be submitted which will be considered by the Board of Examiners.

Dissertation Extensions (PGT Only)

Postgraduate taught dissertations (or equivalent) are not counted as coursework and are therefore not covered by the policy on the late submission of coursework. Students can request an extension for their postgraduate dissertation if they find that, due to extenuating circumstances, they will be unable to submit the dissertation by the published deadline. Students can request an informal extension of up to four weeks from the school. Where a longer extension is required, an application for an extension to a postgraduate taught dissertation can be completed via the online form on the ESF SharePoint website, for consideration by the relevant Deputy Dean (Education).

Return of coursework

You can expect to receive your essay and feedback **within 20 working days** of the submission deadline. If you have any queries regarding the comments made on your essay, please contact the member of staff who marked the essay in their academic support hours.

If you submit your work late, you will not receive your mark and feedback within 20 days of the original deadline.

Please note: Marks are released to students throughout the year, but marks are not final until they have been ratified by the Board of Examiners. Dissertation, portfolio and exhibition marks will be released after the final Board of Examiners has met.

Ethics in research

All research involving human participants and animal subjects, whether undertaken by the University's staff or students, **must** undergo an ethics review by an appropriate body and ethical approval **must** be obtained before it commences. You should first read the Guidelines for Ethical Approval of Research Involving Human Participants or Guidelines for Ethical Approval of Research Involving Animal Subjects and then submit an Ethical Approval application form via ERAMS. You should be aware that ethical approval cannot be granted retrospectively so it is very important that you make your application before you start to recruit participants or collect data from them.

Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority and / or NHS Research Ethics Committee approval.

Moderation and marking

The University's Marking Policy can be found online and includes our policy and procedure on the moderation of work.

Marking

All student work is marked in line with the University's Marking Policy. If your assessment is worth up to and including 40% of your module mark, it will be marked by one member of academic staff. If it is worth more 40%, then it will also be moderated. If the assessment is worth 30 credits or more, it will be marked by two members of academic staff. The full procedure and assessment marking requirements can be found in the Marking Policy – there is a useful flowchart in Appendix C to visually represent the requirements, and detailed definitions of marking and moderation within the policy itself.

Moderation

Moderation is a process separate from that of marking and provides additional assurance that the assessment criteria has been applied appropriately. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given.

External Examiners

External Examiners are academics from other universities, but may also be from industry, business or the relevant profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that modules and courses at the University meet the academic standards expected across UK higher education.

Re-marking of coursework

You may, under certain circumstances, have the right to request a re-mark of your coursework. Should you feel that your work needs to be reviewed and potentially re-marked, you should first contact your department to advise you accordingly and assess whether you meet the criteria to be able to submit a request for re-marking.

If a request for a re-mark is accepted, your marks are **not guaranteed** to increase, however, **the mark awarded after re-marking will override your original mark**. Therefore, please be aware that in all incidences where coursework is re-marked, it is possible that your marks could go down as well as up.

Requests for re-marks on AR, PY and CS modules should be submitted within two weeks of receiving the mark and feedback. Requests should be emailed to spahpg@essex.ac.uk.

Appeals

Appeals on academic grounds can be made following the meeting of the Board of Examiners and the publication of your results. There are limited grounds available to appeal on and strict deadlines to adhere to. As such, we strongly advise all students thinking about making an appeal to contact the SU Advice Centre.

Feedback

Usually, written feedback will be uploaded to FASER along with your mark 20 days from the original submission deadline, by 10am on the day. We work very hard to keep within this timescale. If, for any reason we can't get feedback to you on time we will let you know by email as soon as we can.

Sometimes, where it is more appropriate (after a presentation for example), feedback will be given orally.

If you need to undertake any reassessment on a module, your department will provide you with written feedback on any elements being reassessed and this will be available through FASER in the usual way.

The Board of Examiners

The Board of Examiners meet at the end of the Summer Term to consider marks for taught modules and final boards meet in the Autumn, and use the Rules of Assessment to determine whether:

- you have passed the modules you have studied and can be awarded credit
- you have met the requirements to progress to the next year of your course *(if you are on a course which lasts more than one year)*
- you have met the requirements to pass your course and what classification you will receive for each module
- you are eligible to receive a merit or distinction

If it determined that you have not passed sufficient credits to progress to the next stage of study, or, for final year students, to graduate, the Board of Examiners will also determine:

- what reassessment you could be offered and when you can take it[1]

Publication of results

The publication schedule for results can be found on the website. You will receive an email to your Essex email account as soon as your results are published online.

Failure to pass

The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your personal tutor, departmental administrators, or SU Advice.

If you **fail your course,** you are not able to repeat it. The Rules of Assessment for Postgraduate Taught Awards only allow reassessment for up to a maximum of 60 credits worth of modules for taught masters degrees. The Board of Examiners will inform you if you are eligible for reassessment once it has considered your marks.

If you **fail your dissertation** you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate Taught Awards. Alternatively, if you have obtained enough credits in your taught modules, you may be eligible for another award such as a postgraduate diploma or certificate.

Credit accumulation

You can decide if you want to **accumulate credit** by taking individual modules with the aim of achieving a postgraduate award; this is called Modular study. The Rules of Assessment are different when you study individual modules. There are opportunities to achieve postgraduate awards through credit accumulation study in an increasing number of departments, as an alternative to standard full or part-time study.

Reassessment

You may only undertake reassessment if the Board of Examiners says that you may do so.

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[1] The Board of Examiners will not be aware of any student's immigration status. As a result, some reassessment options may be offered that are not compatible with individual student visa rules. All options should be considered in conjunction with applicable visa restrictions.

If you have to take compulsory reassessment, whether coursework or examination, it is really important that you do this. If you do not, it is likely that you will be unable to progress with your studies at the University. The Board of Examiners will not consider permitting you to proceed carrying fails if you have not attempted the reassessment.

Reassessed modules are normally capped at the pass mark of 50% unless you have extenuating circumstances which are accepted by the Exam Board. Please be aware that reassessment in examinations and coursework carries a fee.

The School of Philosophy and Art History and Interdisciplinary Studies Centre Assessment Policy states that reassessment should by default take the same format as the original mode of assessment. Where a module is assessed exclusively by exam, it will be reassessed exclusively by exam. Where a module is assessed exclusively by coursework, it will be reassessed exclusively by coursework.

Where it is not possible to offer reassessment in the same format as the original, the School of Philosophy and Art History and Interdisciplinary Studies Centre will offer an approved alternative.

Resit exams

There are no exams at postgraduate level in Philosophy, Art History or ISC, but if you are taking modules from other departments the following may be relevant.

Resit exams are usually scheduled in late August and early September or 'out of residence' in the summer of the following year. A considerable amount of useful revision material for each module is available on Moodle. Students can contact staff, particularly Module Supervisors for the modules they are resitting if they need help with revision or specific queries (do not leave this until the last minute as staff availability will be reduced throughout the summer). Staff can give individual feedback on summer exam performance, if requested.

Exit Awards

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded your degree, you may be awarded a qualification at a lower level, if appropriate and applicable.

Extenuating Circumstances

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your assessment than you might have expected, or in some instances, may prevent you from submitting coursework or attending an exam entirely. In general, valid extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during assessment.

If you do need to make an extenuating circumstances claim, you should first read the guidance very carefully and seek advice from SU Advice or the Student Services Hub. Please be prepared that you may need to include supporting evidence with your claim. Extenuating circumstance claims must be submitted via MyEssex by the appropriate deadline noted.

Your department will review your claim at an Extenuating Circumstances Committee and determine whether it will be accepted or rejected. The Board of Examiners will determine an appropriate course of action, such as permitting further reassessment opportunities for uncapped marks. Please note that extra marks **cannot** be given in light of extenuating circumstances.

Computers, Learning Technologies and your Information

Computers

Using a campus computer
If you need to use a **computer on campus** our computer labs are the perfect place to study or work. We also have group study pods which are ideal for group projects. Many labs stay open until late and some are open 24/7. Labs may be booked for teaching, and so it is best to check availability first.

IT Help and Guidance
You can search the Student Directory for more IT information, including software available to students, how-to guides, answers to frequently asked questions, and links to video screencasts.

If you can't find what you're looking for, or if you need to talk to someone, then the IT Helpdesk team are here to assist you further.

Learning Technologies and Systems

Learner Engagement Activity Portal (LEAP)
LEAP is our student centred, personalised engagement tool. LEAP displays your engagement with university resources and an algorithm within LEAP combines your use of these resources and activities to produce an overall engagement indicator.

There are 5 engagement indicators (high, good, partial, low and very low) which will help you map and better understand your engagement pattern over time. Full details on the resources included in LEAP, the engagement ratings and how LEAP uses your data can be found on the LEAP webpage.

By providing you with a more holistic view of your studying experience, LEAP offers you the opportunity to take control of your own learning and make more informed choices about your studies, enabling you to:

- Reflect on your academic activities and overall engagement to make informed decisions about your academic studies
- Review the notes created in LEAP from meetings with Tutors or other university staff
- Check your attendance and ensure the information is correct

Tutors and other university staff may use the information in LEAP to:

- Suggest ways you could achieve better outcomes
- Check that all is well and offer information, advice and guidance
- Help you in areas of your studies that you are finding a challenge

The University has a Student Engagement Policy which provides a structured approach based on support and mutual decision-making to maximise the success and achievement of every student.

Moodle
We use **Moodle** as our online learning environment. It holds key course and module materials, discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER
FASER is our **online coursework submission and feedback system**. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

Online reading lists

Reading lists can be accessed online. Use this service to find out the details of each week's reading and to access resources through the library.

Listen Again

Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. It's available in teaching rooms or lecture theatres where you see a Listen Again sign.

Zoom

You can use Zoom to join online lectures delivered by the University or attend online meetings and tutorials. If your lecture or class is going to be online the link to join will be available in your individual timetable.

This quick start guide gives you an introduction to the essentials of joining and participating in a Zoom webinar or meeting.

Your information

Changes to your information

During your period of study at Essex, you may wish to be known by a preferred name or update your legal name on our student record database (ESIS) if your circumstances change. It is important you keep your information up to date, which you can manage and update online.

Your personal information

We collect and hold lots of information about you, your course, and your progress so that we know who you are, what you're doing, and how you are getting on. This means we can support you and also improve our services to reflect the need of our students.

All information about you is kept securely, and access to your information is only given to staff who need it in order to do their job. Where possible, we will ask you for your permission to share.

You have a right to ask for copies of information we hold about you. To find out more about what information we collect, what we do with it, who gets to see it, and your rights under the data Protection Act 2018, read our Privacy Notice for students.

Student Voice

At the University of Essex, the views, ideas and feedback of our students are at the heart of what the University does. The time students take to offer feedback is hugely appreciated and this feedback, both positive and developmental, is used to help make short and longer-term improvements, both to the experience of current students, but also for Essex students of the future. You can do this in a number of ways at Essex through your Student Voice.

Student Representatives

You can contact or volunteer to be a **student representative** who represent the voice of fellow students in departmental Student Voice Groups (SVG) and other University level committees.

Student Voice Groups

Student Voice Groups (SVGs) are made up of **student representatives** and members of staff. SVGs typically meet once per term and provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the department or school to consult with students and receive feedback on new proposals.

Student Surveys

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex.

Postgraduate Taught Experience Survey (PTES)

The Postgraduate Taught Experience Survey (PTES) is the only UK higher education sector-wide survey to gain insight from postgraduate taught students about their learning and teaching experience.

The PTES gives you the opportunity to provide open and honest feedback on your experience of study at Essex, your course and your department. It considers your motivations for studying your chosen programme and your experience, where relevant, of undertaking a major project/dissertation.

If you're eligible to complete the survey, we will contact you to invite you to take part.

Student Module Feedback

Every year, we will ask you to complete Student Module Feedback (previously known as Student Assessment of Module and Teaching, or SAMT). This survey allows you to feedback on each of the modules you have studied. Receiving feedback at this level is critical for the University to understand what works well, and what could be improved, from the perspective of students. All feedback will be summarised and discussed by SVGs and will inform reports written for central University committees as part of our quality assurance processes.

There are also many other satisfaction surveys taking place, to ensure students are happy with the services the University of Essex provides. From time to time you will be invited to participate via an email.

If you have some feedback but don't know who to tell, email: studentvoice@essex.ac.uk

Your Department will also welcome your feedback. They will have a range of quick feedback mechanism for you to use. Contact your departmental office if you are not sure what these are.

You Matter

We know university life can throw up all kinds of concerns and questions. Everyone has mental health – sometimes your mental health may be good, other times it may be not so good. It could be stress related to deadlines, general worries or concerns about friends and family members. Whatever is worrying you, if you need some information, advice or support, the University offer a wide range of services and support to help you.

Student Services Hub

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub can help. You can find out about health and wellbeing, accommodation, careers services, money matters and much more. Your questions matter and you'll get answers from our team of experts.

To Contact the Student Services Hub please use this link to access our web pages and talk to us on Live Chat: Ask the Hub

Support for students with disabilities or additional needs

We encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the Student Services Hub so that we can plan how best to support you in your studies.

Funding opportunities

UK students may be eligible for a Disabled Students' Allowance grant. If you are not a UK student, you may be eligible for other grants and funding. We would recommend you contacting the Student Services Hub to discuss all the options that may be available to you, as well as for general advice, support and information on health and wellbeing issues.

Personal Emergency Evacuation Plans (PEEP)

If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

Essex Accessibility Forum

The Essex Access Forum is a university-wide discussion and advocacy forum and consultation body working to support excellence in all aspects of physical and intellectual access at Essex (student education, staff employment and visitor experience). Membership is open to both staff and students, with and without disabilities.

Seeing a Doctor

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor. If you require emergency medical or mental health services, there are a number of options available both through the NHS and also the University, regardless which campus you are studying at.

Counselling services

Our University offers a wide range of services and resources to support all of our students. with a variety of counselling opportunities.

If you feel you would benefit from support, including counselling, please contact your Student Services Hub. You can find more information, including the full range of counselling services available to you.

Drop In/Wellbeing Appointments

The Wellbeing Assessors provide support to students with anything affecting their wellbeing, mental health and/or disability through pre-booked appointments (whilst remote working) or face to face appointments within the Silberrad Centre. To book an appointment please find further information on the website and scroll down to "enquiry form".

UK Immigration Advice and Guidance

Immigration advice and guidance is regulated in the UK by the Office of the Immigration Services Commissioner (OISC) and can only be given by those that are authorised to do so. We publish lots of information and guidance on our website for students and you can contact one of our authorised advice services via the 'ask us a question section' for further advice about the UK's student immigration rules.

Money management

If you get into financial difficulty you should get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. You may be eligible to apply for financial support to assist you with short-term unexpected and unforeseen costs. Advisers in our Student Services Hub and our independent Students' Union Advice can listen and talk you through the issues you are experiencing.

Students' Union Advice

Our SU Advice service also offers free, confidential, independent and impartial advice on many issues that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. You can speak to us about Academic processes and procedures, representation at University meetings, student UK visa extensions, housing, complaints, welfare and consumer issues.

Colchester students – suadvice@essex.ac.uk; 01206 874034
Southend students – suacsou@essex.ac.uk; 01702 328235 (term time only)
Loughton students – suaclou@essex.ac.uk; 01206 874034

Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents' assistant (RA) is assigned an area and will aim to get to know you, provide advice and support with any wellbeing issues and organise a range of social activities to help you connect with others. Find your RAs contact details on your flat kitchen poster if you live on campus. During term-time, our friendly RAs are available for a virtual chat via Zoom every day from 7pm – 8pm use Zoom Meeting ID: 920 1237 9049, all Essex students are welcome to drop in. You can find out about all our exciting events by following us on Facebook or by checking out the University Events page.

Religion, faith and beliefs

We're proud of our vibrant and diverse multicultural community and welcome everyone, of all faiths and none. The calm, friendly and supportive atmosphere in our Faith Centre is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

Harassment support

We are Essex. We pride ourselves on being a welcoming and inclusive student community. We offer a wide range of support to individuals and groups of student members who may have specific requirements, interests or responsibilities – to help you fulfil your potential.

We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our Harassment Report and Support Service of trained Harassment Support Workers are on hand to help.

COVID-19 (Coronavirus)

The health and wellbeing of our students is our priority. This means we are constantly monitoring advice from the UK Government, Public Health England, the Foreign and Commonwealth Office, and the World Health Organisation, and updating our guidance on students in line with their advice.

Our guidance to students on protecting yourself and others from COVID-19 is updated regularly. It is advisable to check the page frequently to be sure you are up to date with the latest guidance and information from the University.

The University offers lateral flow testing on all its campuses at our Asymptomatic Testing Clinic and require students to test twice weekly when studying on campus.

Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this, we work closely with local agencies including the police and borough councils. Take a look at our website for general information and advice.

Please familiarise yourself with fire safety and emergency evacuation procedures for your accommodation, work or study location. If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

Please take note of our advice on the safe use of electrical items and prohibited electrical items in residential and non-residential areas.

All students residing on campus **must** complete the Moodle Fire Safety Course for Residents training.

If you have any health and safety concerns or need to report an incident, please use the University's reporting service to notify us.

Making a Complaint

The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination.

The University aims to resolve complaints quickly and informally in accordance with the Student concerns and complaints procedure which can be found on our website.

Student Development

Careers Services

The Career Services team offer a programme of information, advice, guidance and support through various events, workshops and one- to- one sessions. We also have teams dedicated to Work Based Learning, Placements and Internships that can provide information and support as needed. Find out more about the Career Services.

CareerHub

Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on **CareerHub**, the online Essex careers and jobs portal. Login with your Essex username and password.

Your Personal Development at Essex

Activate your **Gradintelligence** account to discover the broad range of extra-curricular and voluntary opportunities available to you at Essex using **Chart My Path**, your personal development navigation tool. Find activities to inspire and develop you in your life, your studies and for your future . You can achieve **Big Essex Awards** through the activities that you complete during your time at Essex and gain University recognition on your Further Achievement Report (FAR). Join the **Career Mentoring Programme** and get matched with a mentor who can share their industry expertise, empower you, listen, talk through your plans, fears, and aspirations, and give you the time and space you need to make decisions that are right for you.

Volunteering

Join the vTeam and be the difference. There are plenty of opportunities to **volunteer** during your time at Essex. The vTeam, run by the Students Union, is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.

Get Work Experience

Frontrunners is the University's award winning on-campus placement programme. The scheme provides opportunities to students with little or no previous work experience to gain valuable skills and experience in Frontrunner level placements, as well as supporting more experienced students to develop new career pathways through Frontrunner Plus roles.

Essex Interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. Sign up for Essex Interns to kick-start your career.

You Are Essex

Graduation and Awards

Once your exam board has met, it can take between 7-10 working days for your results to be published. The University's [exam board and publication of results schedule](#) is updated in the summer term, and you will be notified once this information is available online. As soon as your results are ready, you will be sent an email and directed to a password protected web page. You will be able to see your marks obtained and any decisions that you must make in order to progress to the next stage of study.

You will be able to access your full academic transcript electronically via your [Higher Education Achievement Record (HEAR)](#).

Upon conferral of your award, all graduates will receive both an electronic and hard copy parchment [award certificate. Your electronic Certificate will be available on your GradIntelligence account within 5 working days of your conferral and your hard copy parchment](#) will be available to collect at graduation. If you are unable to attend graduation, the Graduation and Awards team will post this to your home address.

Graduation ceremonies

The culmination of all your hard work! [Graduation](#) ceremonies take place at our Colchester Campus in the Ivor Crewe Lecture Hall with a departmental Reception held afterwards on campus. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend their course's ceremony at the next available Graduation. Confirmed dates for future graduation ceremonies are [published online](#).

Students with exam boards held in Autumn term will be invited to attend our Winter Graduation ceremony where these are held; students with exam boards held in Spring or Summer term will be invited to attend our Summer Graduation ceremony in July.

HEAR

When you study at Essex, you graduate with far more than just a degree. Your [Higher Education Achievement Report (HEAR)](#) not only showcases a full record of your academic achievements, but also any activities you have undertaken and logged through the Big Essex Award, and any other awards and prizes that you may have received.

Your HEAR will be updated within 5 working days of results being release following ratification at a Board of Examiners.

When you graduate, you will have full electronic access to your HEAR and award certificate for free for life. You will be able to share this with employers and other universities by providing them with a University-certified record of your achievements. You will receive an e-mail from GradIntelligence to enable you to activate your account log-in. As soon as you do this you can start accessing your HEAR.

If you completed your undergraduate degree at Essex, you will be able to view both your undergraduate and postgraduate HEAR and award certificates through your [GradIntelligence account](#) as separate documents.

References

Requesting references from members of staff

If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject.

For example, final year project supervisors, year organisers, and core course supervisors are likely to be more suitable than lecturers that have taught you on a first-year option course. Every reasonable effort will be made to meet a request for reference for a student who has undertaken study within our Department. Requests received from students who have graduated from the University within the last three years will be prioritised. Requests received outside of this period may, of course, be met if a member of staff is equipped with the necessary information and is willing to provide a reference.

It is always helpful if you can provide the member of staff with details about the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – it is not always possible for a member of staff to write a reference immediately.

Copies of references

A copy of any reference provided will be retained within our department for no longer than three years for taught students.

Alumni

Essex is forever and although your time here will fly by, you'll be part of the Essex family for life. When you graduate, you'll get an alumni card and join a community of over 100,000 fellow graduates around the world. We'd love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits. Want to know more? Visit our alumni website!

What comes next?

The world is your oyster! The options and opportunities open to you as a graduate can be overwhelming. You may know the exact path and next steps that you wish to take, or you might not, and this is okay. Our Careers Services can offer information, guidance and advice on your different options after graduation and you can return to Essex for these services at any time.

Spread your wings graduand; but you can always come back! As an alumnus of Essex, you can take advantage of generous discounts on further postgraduate study and postgraduate research degrees.

We are proud of our world-class research at Essex and your invitation to contribute is lifelong. If you do decide to stay on for further study with us, you'll develop extensive knowledge in your chosen area and learn from some of the top academics in the field. You can explore our incredible range of courses online.

Whatever you choose to do, please stay in touch! Keep us up to date with your achievements and explore the variety of ways through which you can give back to Essex too.

Appendix A: Guidelines on Writing Art History Essays

Notes on essay writing:
Writing an essay is necessarily an individual enterprise, but the notes below are the result of a wide process of consultation amongst the staff of Art History. They are intended to relate directly to the writing of *art history* essays; students taking courses in other departments should bear this in mind.

Research for the essay
A good essay, in part, rests on a broad range of research. This will include the careful visual examination of works of art and of written texts. Since the primary objects of art historical study are visual artefacts, it is essential that you look at these very carefully. It is also important that you look at a wide range of examples. If you are asked to write an essay on Van Gogh, it is not enough to look only at his sunflowers! (Of course you may in some cases be asked to concentrate on one work, but even then it is usually important to examine related material.) It is equally important to read widely in the scholarly and critical literature in order to familiarise yourself with the variety of ways in which the subject of your essay has been interpreted. You can do this only if you have read extensively and are not reliant on one or two books or articles. In reading the art-historical literature on a subject, remember that work of quality derives from a *critical* engagement with the works you have read, where you show not only what you have learnt from the text, but also your ability to evaluate it. In other words you need to *question* what you read— however eminent the authors, do their observations fit in with your observations of the work of art? What evidence do they have for making a particular historical statement? Are their ideas based upon sound evidence or are they merely opinions? Be sceptical and that way you will make your own discoveries. This is also an essential skill to take with you into employment when you leave. This means that when you are reading, you should attend both to the content of the work *and* to the methodology and approach of the art historian and the context in which they are writing.

Make sure that you choose texts that are relevant to the essay question. It is better to read four articles that address a particular essay topic than seven textbooks, all of which give the same basic information. Don't forget to make use of academic journals: these are the principal medium in which scholarly exchange takes place.

Note-taking
It is absolutely essential to take notes whether you are looking at a work of art or reading a text. One's memory fades, and it is important to be able to refer in an essay to your observations and those of others. Individuals collect and process information in different ways; nevertheless it is important that you find your own system for keeping a record of the source of your observations, ideas and information—whether you are looking at a work of art or reading a text.

There are three important principles worth bearing in mind. First, the aim of note-taking when you are examining a work of art is to record what you see. Take detailed notes of everything you notice, even if you don't quite understand their relevance at first. Do this whether you are looking at reproductions, looking at slides in a lecture or, best of all, when you are looking at the original work. Second, when you are taking notes of something you

have read, try to summarise it in an accurate manner and, not reproduce it, so if you find your notes are as long as the article or book you are reading, there is something wrong with your approach! Third, always try to re-express ideas in your own words—this will help you to avoid the academic offence of plagiarism. Sometimes you will find it necessary to quote verbatim—in that case, be careful not to confuse the quotation with your own words when you are writing your essay.

Planning the essay

One of the most frequent mistakes that students make in writing essays is failing to answer the question. In planning your essay, you must make sure that the material you discuss and the texts to which you refer allow you to answer the question. When thinking about the essay question, consider different ways of approaching it before you decide on a particular line of argument. Once you have chosen the argument you wish to pursue, think of possible counter-arguments. It is often a good idea to engage with counter-arguments or perhaps to incorporate aspects of them in your own argument in order to make it stronger.

The nature of essays in a discipline like Art History varies, depending on whether the question is concerned with a single work of art, a comparison of several works, a study of a particular artist, an issue in art theory, or a broad-ranging historical issue. It is very important, therefore, to establish how you are going to tackle the essay question in your first paragraph. As a simple rule of thumb, you should explain *what* you are going to do**,** *how* you are going to do it, and *why* you are going to do it.

Build up your argument, if necessary repeating your initial premise, or at least including signposts from time to time to help the reader:
'Having considered Hogarth's theory, we can now turn to some examples of his work....'

End up with a proper conclusion that draws together the different threads of your argument. It may seem obvious to say that you need a beginning, a middle and an end, but make sure that, if asked, you could explain, for example, where the middle section begins and ends.

Remember, for essays in art history it is essential that when you discuss a work of art you demonstrate that you have looked at the work for yourself and are not simply reiterating someone else's observations and opinions about it. Evidence of careful looking will always gain marks and may even lead you to a new interpretation, assuming, of course, it is relevant to the answer as a whole.

Spelling, Punctuation, Grammar and Syntax

These matter, and don't be misled into thinking that a computer will do it all for you. If in doubt, try reading your text out loud, or better still, ask someone else to read it out to you. Don't be afraid to consult dictionaries, encyclopaedias, style guides and, of course, your teachers who will be happy to discuss your general ideas for your essay before you commit them to print.

Examples of why you should not rely on your computer's spell-check programme!

Michelangelo's Last Judgment is widely regarded as one of the mantelpieces of Renaissance art.

In the 1950s, the Suez crisis focused international attention on the strategic importance of the anal zone.

The Conservative party made a last-bitch attempt to from a new government. (Two mistakes here! Can you spot both of them?)

If you intend to drive, even one alcoholic drink is one two many.

The purpose of the quarantine regulations is to ensure that the UK remains free from babies.

Please state your impression of the candidate's aptitude for research, including his or her capacity for independent though.

Note: All of the above passed unscathed through the grammar and spelling programme that comes with Microsoft Word.

You have been warned!

A Beginner's Guide to the Apostrophe

The apostrophe has two main uses in English.
First, it denotes a contraction (e.g.: *You'll stay, won't you?*). This usage is mainly found in reported speech and informal types of writing and so *needn't* trouble us further.

The second—and it is here that the problems arise—is where is it used to denote possession and is equivalent to the use of the preposition 'of':

- *Hogarth's <u>Analysis of Beauty</u>* means the same as (but sounds better than) *<u>The Analysis of Beauty</u> of Hogarth*.
- You use an apostrophe even when the thing possessed is absent, such as *She came to today's seminar but not yesterday's.* (i.e. the seminar of yesterday)

For words that already end in 's' or 'z' you have a choice. You can follow the same pattern as above,

- *Euripides's plays*, or you can leave off the 's'
- *James' essay*, *Velázquez' patrons*. Either is fine (but be consistent, at least within a single piece of work).

So far so good, but this changes in the plural.

- *The artist's exhibition* means the exhibition of one artist, but
- *The artists' exhibition* means an exhibition involving more than one artist.

Except where the plural does not end in 's', in which case it works in the same way as singular nouns.

- ▪ *Women's work*
- ▪ *People's ideas*

The biggest problem area is its/it's but in fact this is not difficult at all.

- ▪ *It's* is a contraction and means 'it is'.
- ▪ *Its* is a possessive pronoun and behaves like *yours, his, hers, theirs, whose*

In an essay you should generally avoid contractions so if you never contract 'it is' to 'it's' you'll never need to use the 'it's' form at all, and be safe in the knowledge that every time you use 'its' you are using it correctly. (Ditto *who's* which means *who is.*)

Appendix B: Guidelines on Writing Philosophical Essays

<u>Aim of these Notes</u>
These notes are designed specifically to help with *philosophy* essays. You might also find this [general resource](#) helpful.

These notes are only guidelines, not rules. They may help you to think about your essay <u>from a reader's point of view</u>. Another source of help may be to look closely at the techniques used in essays (your own or others) which you think are good.

<u>1.) The First Steps</u>

    a) On most MA modules, you have to choose both a <u>topic</u> and a <u>title</u>. You'll want to pick a <u>topic</u> you find interesting and important – the strategy of choosing a 'safe' topic which doesn't interest you usually leads to an uninteresting piece of work which is tedious to produce.

    b) When your topic is chosen, you'll probably read around it a good bit, get together a variety of notes, quotes, fragments of argument, questions, etc.

    c) The next stage is crucial. You must choose your essay <u>title</u>, from the list or in consultation with your tutor, *never merely by paraphrasing or making up a title*. Make sure that you see what the question is about. This isn't always obvious, even when the question looks straightforward. For example, if you started trying to answer: 'what use did Descartes make of his hypothesis about a malicious demon?' you might begin by thinking this was just a question about how the malicious demon argument fits into a set of arguments in *Meditation 1*. But you might come to think that the hypothesis is used to raise and address difficult questions about the nature and limits of scepticism. This deepening of your understanding of a question is a sign that you are ready to sketch an essay plan.

    d) If your chosen title has more than one part, make sure that you think through the point and implications of each part at this stage. For example, if your question is 'What are the principal objections Popper raises for historicism? Can these objections be met by the historicist?', you will need to think through the historicist answer as well as Popper's objections.

<u>2.) Sketching an Essay Plan</u>

    a) This is the stage many find most difficult and often put off. This is dangerous: you won't begin to read and reread really critically until you have begun to define your writing aims. It's often helpful to realise that there are genuine reasons why this stage is difficult. One reason is that there is usually no obvious structure that a philosophy essay must follow – no equivalent of a chronological narrative or a survey of the empirical literature on a subject. A second reason is that philosophical problems are closely linked so that it can seem that if you are to write about <u>anything</u> you will have to write about <u>everything</u>. (For example, 'to write about the slave boy episode in *Meno*, I'll have to bring in learning theory and so the theory of knowledge and so the question of ontology and so Plato's theory of Forms and I can't do that in 2,500 words – or perhaps at all!')

b) To overcome these difficulties you're going to have to <u>decide</u> what the structure of essay will be and <u>what you're going to deal with</u>. It helps to think about the latter quite a lot. Since you can't bring in everything that is relevant, you're going to have to be pretty strict. For example, if you are tackling the Descartes question above you might initially think: I'll need something on the history of scepticism and Descartes' life, the scientific revolution, and the argument of the *Meditations*. A bit of thought may suggest that you can <u>ditch</u> the first three and be pretty selective about the fourth. As you sketch your essay ask yourself repeatedly: 'do I need this?' If you don't, leave it out.

c) A strategy of being selective isn't enough. You'll also need to have some principles for deciding what you will include. In general, philosophy essays will ask you to deal with some problem or controversy or a problematic aspect of some text. This gives you your first principle of selection: <u>set the context for your reader</u>. This isn't a trivial exercise. It will involve summarising a position or argument or explicating an aspect of text. But decontextualised summary or explication won't be enough – you've got to try to show why <u>this</u> is the position or argument or text on which you need to focus to answer the essay question you are addressing. This will be easy if your title directs you to a text – harder when it merely poses a question. Setting the context will generally mean that you have to think quite a lot about why the question is significant and what the implications of answering it one way or another may be. Hence your sketch of this part of the essay will often have to be quite full – perhaps even a draft of the entire introductory paragraph. (which, however, you are likely to amend later: see below).

d) Once you've got a focus on the context of your question you are well placed to decide what to do next. This may be obvious from the question asked, but if it is not it may help to organise your thoughts under a set of headings such as:

<u>Explication</u>: this could include analysis of argument, textual exegesis, further development of the presuppositions or implications of a position.

<u>Critical Comments</u>: This could include comments on the limitations of an argument or approach, or text, or position.

<u>Constructive Comments</u>: This could include suggestions of how an argument or a line of thought or approach might be developed in order to deal with some of the limitations you have discovered. Of course sometimes you will think that the critical comments are reason for <u>abandoning</u> a certain approach rather than <u>improving</u> it and your constructive comments might be rather:
<u>Sketches of Alternatives</u>, in which you suggest how a different starting point or argument or approach to the problem might be more suitable.

Or you may think that you have shown that the supposed problem actually dissolves on closer reflection and hence you will neither make constructive comments nor sketch an alternative, but rather:

<u>Comment on the Original Problem</u>, and perhaps suggest why it should not be posed, or not be posed in that way.

At this stage all you need to do is put your points in rough order, perhaps with connecting arrows to remind yourself of back and forward connections you will need to make.

e)   <u>The Conclusion</u>: Often your essay sketch won't include detailed conclusions. A short list of points is enough. There is little point in writing out a polished concluding paragraph at this stage. However, it is important to check at this point that the (rough) conclusion you've worked to is <u>relevant to the question you were addressing</u> and to make sure that you'll be able to show this.

<u>3.) Writing the Essay</u>:

In many ways you are through the difficult bit. But stamina is important now. As you work through the main body of your essay the following pointers can help.

a)   <u>Explication</u>:

i)   Are you being accurate? There is little point in setting up straw men, or women, to knock them down. So make sure that you've got the position or argument or text you are discussing as accurate as you can.

ii)   Don't write without relevant texts to hand. Be alert for cases where different writers use the same term in different senses.

iii)   Don't rely on paraphrases but on selective, accurate quotation. Quote <u>either</u> to sustain an interpretation <u>or</u> to provide a target for criticism. But never end up with a collage of quotations. An essay is a piece of reasoning, not an assembly job. Neither quotation nor paraphrase is a substitute for your own explication and reasoning.

iv)   If you think a thinker is assuming something, but can't find a quotation to establish this, give your reasons for attributing the claim to the thinker.

v)   Make the attributions detailed enough for your reader to check. (Parenthetical page numbers are often enough.)

vi)   Only explicate those passages that are relevant to your title: you're writing an essay not a commentary.

vii)   Remember that your interpretation should be reasonably sympathetic and try to make good sense of the author or argument. You wouldn't want to waste your energy dissecting a ludicrous position. If you find that you are attributing loony thoughts to a great thinker put the brakes on. <u>Either</u> you are on the wrong track (and risk sounding patronising or foolish) <u>or</u> (at best) you have chosen an unpropitious aspect of that thinker and will get more out of focussing on something else.

b)   <u>Critical comments</u>: Critical comments can be of many different sorts.

i) Does the position, text, argument you are discussing depend on false assumptions? On invalid moves? Is it incoherent? Does it leave out things that are pretty important?

ii) As you develop these comments, try to be self-critical. Ask 'what am I assuming in making this comment?' – it can help to ask 'what would somebody holding the view I'm criticizing consider most serious amongst my criticisms?' Try to notice where and why your comment might be thought to be beside the point.

iii) Don't claim you have refuted a whole position by a criticism of one argument for the position: there may be other arguments that are more convincing. (Avoid moves such as 'G.E. Moore's arguments for sense-datum theory are defective, so the sense-datum theory is untenable').

iv) Both criticisms of arguments and critical commentary on texts are exacting tasks. You will need to develop skill and confidence in both areas. Here are some suggestions for doing so:

Check the way you read and the way you keep notes. Are you looking all the time for the most fundamental assumptions and the structure of positions?

Try summarising the position of argument you intend to discuss. Then check whether your summary does match the original.

Be alert to alternative readings of a text. State your reasons for preferring one reading, if you do. Are they textual reasons? Or historical? Or is it just that it is an interesting or important reading?

If the text appeals to a description of how things are or a reconstruction of an historical state of affairs, try to decide the role and status of the description or reconstruction. (Ask, for example, whether the author concedes the legitimacy of alternative descriptions and within what parameters). Examine the terms used within the description; often these conceal ontological commitments. If you find the description or reconstruction illuminating, try to convey in what way. Whether you are dealing with an argument or a description, and irrespective of whether you are ultimately sympathetic or not with the position adopted, you do well to try to make it sound more plausible than the author was able to. But if your improvements amount to major revisions, then they should be signalled as such.

Try reconstructing difficult passages of argument. List each of the premises you find. Then add any other you think required to reach the conclusion validly. (Caution: elementary logic helps here, but this is not a mechanical exercise). Then consider how plausible the premises you've had to add are. Remember that there may be a different and more plausible route to the conclusion.

If you can't reconstruct any plausible argument to a conclusion see whether you can construct a plausible argument for its negation. This may give you new insights.

When you face a difficult passage in a text, check the key terms. Check that the translation, if it is the one, is one which your teacher thinks adequate. When stuck try reading a commentary then go back to the text. Write your essay referring to the basic text, and not to

X's commentary on it. But acknowledge where you have leaned on or significantly disagreed with a commentary.

     c)   <u>Constructive Comments</u>: Try to check that your constructive comments contribute to the position under discussion. Make sure in particular that you don't undermine or reject the very position you are trying to contribute to (e.g., 'Utilitarianism can be saved from its difficulties by adding to it the Kantian injunction to treat persons as ends and not as means'. A move like this doesn't rescue utilitarianism but undercuts it – better to offer the thought not as a constructive comment but as a sketched alternative.) Constructive comments should not demand new philosophical commitments, let alone ones at odds with the position under discussion. (But sometimes you may want to argue that positions conventionally thought incompatible aren't really so – in that case their combination may be a constructive comment.)

     d)   <u>Sketches of Alternatives</u>: Here you can be bolder. Your alternative doesn't have to move within the terms of the position you have criticised. But you must try to explain what commitments the alternative position has, check that it does address the question on which you are writing, and indicate in particular whether the alternative requires a significantly different construal of the question. But note that a sketch of an alternative must in some recognisable way address the <u>same</u> problem or question as the one addressed by the position you have articulated and commented on. It's like the countryman who answered the motorist who asked how to get to X by saying: "If I were you I wouldn't start from here" – but not like telling the motorist to go somewhere else.

If you don't want to sketch an alternative, you may want to round out your essay by pointing to the implications it has for what are standardly regarded as alternative positions.

<u>Comments on the Original Problem</u>: Very often in philosophical writing it turns out that a certain line of thought doesn't so much answer the question you originally addressed as lead you to ask a (more or less) different question. It is important to be alert for when this happens. It's very obvious, for example, in the case of logical positivists who wanted to take certain traditional philosophical problems off the agenda as meaningless, and were left not giving alternative answers to those questions but (at most) trying to suggest why such questions should have been asked perennially. But this type of thinking is widespread in less obvious forms. For example, many anti-sceptical arguments work not by refuting scepticism but by 'defusing' it, that is, by trying to show the inadequacies not of the sceptic's answers but of his questions. Wittgenstein's writings are full of moves of this sort. A very clear and penetrating account of some of the implications of answers being the answers to specific questions is given in Collingwood's *Autobiography*, Ch.V, which deals with 'the logic of question and answer'. (It is a philosophical joke that the answer is 42, and we are left needing 'only' to know what the question is).

If you discover that your line of thought has led you to criticise not just a proposed solution, but the very question addressed, there are a number of moves you might take. Perhaps you can suggest what you think the appropriate question – and why – and what follows by way of

answer from your reconstrual of the question. Perhaps this is too difficult and you can do no more than suggest why the question you have criticised as misplaced seemed to others a significant philosophical question.

> e) Conclusion: It's a safe bet that when you get to this point any detailed conclusion you wrote will need some revision. It is also a common experience to find at this stage that the first paragraph needs rewriting – if only to point to where the essay (as it is actually written) is headed and what (as it actually turned out) had to be left out. Check out that you reached the destination that you claim you will have reached – and that you show how the destination is related to the essay question. Some people find that the checking goes best if they read the essay aloud.

4.) Finally

Turn it in, in a format that is legible and leaves room for comments. It's a nuisance to write or read detailed feedback as an interlinear gloss.

Even if you feel more work would improve your essay, it is probably more productive to turn it in and turn your mind to other things.

Give five (or more) minutes to thinking about the aspects of the topic that you didn't include and might want to come back to.

5.) Postscript: How are Essays Assessed?

Please refer to Appendix F for the marking criteria.

Here are some of the positive things readers standardly look for:
- Has the writer got a good understanding of the question and its point?
- Has the writer got a reasonable understanding of the literature he or she has brought to bear on the question?
- Has the write represented a cogent, well-structured and clearly written case?
- Is the essay an answer to the question addressed?

Here are some of the negative things that standardly lose marks:
- A muddled account of what the question is about.
- Any writing that contributes nothing to the answer. (Even when this writing might in another context be thought relevant, inspiring, and brilliant!)
- Inaccurate accounts of positions or arguments that are presented.
- Muddled structure, murky prose, gaps in presentation or argument.
- Using rhetoric or technical terms inaccurately or unnecessarily. (Just because you are writing on Kant or Hegel or Heidegger you should be particularly careful not to write a pastiche of their writing).

Appendix C: Guidelines on MA Dissertations and Individual Exhibition Portfolios

As part of the dissertation submission process, you should submit a 500 word research proposal. This should also include a bibliography of 3-10 sources. This should be emailed to spahpg@essex.ac.uk after consolation with a potential supervisor along with a supervisor consent form. Students should approach potential supervisors to discuss their topics well in advance of submitting a proposal.

When preparing your dissertation remember that:

▪ The dissertation should be 10,000 words maximum in Philosophy and 20,000 words maximum in Art History, while the individual exhibition portfolio should be 15,000 words maximum. These word counts do not include bibliographies, footnotes/endnotes, figure captions and other paraphernalia.

▪ Your dissertation or individual exhibition portfolio should be typed on A4 paper, double-spaced, one side of the paper only, wide left-hand margin, and with the pages clearly numbered.

▪ Quotations must be clearly indicated and acknowledged (see also Appendix D below).

▪ The Chicago reference style should be used. For guidance, see this style guide.

Structure (Dissertations only)

▪ While the structure of the exhibition portfolio is flexible, the dissertation is meant to have a clear beginning, middle, and end.

▪ The beginning of the dissertation should be a *concise statement of purpose*. You, the writer, should say how you intend to focus the dissertation. You should make clear what restrictions you have imposed on your investigations of the topic.

▪ The middle of the dissertation should be a detailed and *documented* presentation of the evidence supporting the thesis. This evidence should appear in a logical progression leading to a conclusion synonymous with the thesis or the purpose stated earlier.

- The logical ending for the dissertation is a concise statement of conclusion on the topic. Here, the *findings* of the central part of the dissertation should be carefully *re-emphasised*.
- The style of the thesis should be direct, clear and precise. The dissertation should be written in formal English, i.e. no contractions, no colloquialisms, and no slang.

Basic Elements of the Dissertation

<u>*Title page*</u> should give your name in full (if not the anonymized copies), the title of the dissertation, the title of the course, the name of the University, the month and year of submission, and finally a word count – use the whole page for your layout.

Table of Contents should list all parts of the dissertation and their page numbers, i.e. introduction, chapter headings, notes (if they are endnotes), bibliography, list of illustrations with sources, illustrations, appendix or appendices. The arrangement will obviously vary according to the specific requirements of *your* dissertation.

Introduction: here is the place to introduce the subject and the way, in which you approach it, to tell the reader what you intend to do and, equally important, what you do not intend to do in your dissertation

Chapters should have titles, not just 1, 2, 3, etc.

Paragraphs should consist of more than one sentence and (typically) less than one page!

For Philosophy students

- Avoid jargon, define technical terms (even if only briefly, or in footnotes) and use them only when necessary.
- Try to achieve conceptual precision (get quickly to the point and stick to the central concerns, don't try to re-explain the author's whole theory).
- If you write on a philosopher, do not attempt to mimic his or her literary style. Try to write like the best commentator you have found on the subject.
- The dissertation is not a mini-PhD-thesis. Try to think of it as if it were a substantial article or contribution to a collection of essays, which explores a single issue or constellation of issues in some depth.
- Apply hermeneutic charity: before criticising an author's position, make sure you have done your best to bring out its strengths.
- Distinguish between central and minor issues and make sure you emphasise the central ones in the discussion.
- Be attentive to the way an argument works, so that you can criticise it in its specificity.
- Test your interpretation by trying to find examples.
- Avoid regurgitating secondary literature indiscriminately: make sure the chosen passages are appropriate to your topic, and try to discuss them.

▪ Consult existing dissertations in the School to see what was required for the students to succeed.

Appendix D: Acknowledging Your Sources – References, Bibliographies and Avoiding Plagiarism

All academic writing must refer to (or cite) its sources. This just means that we should identify any texts from which we take information and/or arguments for use in our own work. There are many reasons for this:

- Courtesy – we should always acknowledge our debts to the other people's hard work.
- Learning how to refer your sources helps you to use evidence more precisely and to develop a more accurate and reasoned style of argument.
- Proper references help your tutors to keep track of what you have read, and to spot whether you have missed or misunderstood an author.
- Failing to refer to your sources may make you liable to a charge of cheating or serious negligence in referencing dealt with under the regulations on cheating

'Plagiarism' is a form of cheating. It is defined as the presentation of another person's thoughts or words as if they were your own; in effect, it's a form of theft, and one that academics take very seriously. Regulation 6.19 spells out the consequences: any charge of cheating or serious negligence in referencing work will be investigated. If it is substantiated, you may get a zero mark for the piece of work concerned, or for the entire module. A second substantiated charge can result in expulsion.

Further guidance on how you can avoid plagiarism is also available online and includes definitions of plagiarism, an online test and some common mistakes.

All in all, then, it's well worth learning how to refer to your sources. As you will see, this part of presenting an essay or dissertation (or portfolio) can be very boring – it's the kind of attention to detail that sometimes gives scholarship and academic life a bad name. But it's important that you get it right, and precisely because it boils down to mechanically applying some simple rules, it's very easy to get it right.

There are two main ways of referring to sources:

 I. A bibliography – listing the books you used in preparing your essay.

 II. Reference notes – noting where the quotations and ideas you use in your essay come from.

Of course, the two methods are linked, since a bibliography will naturally mention every text from which you've directly quoted in the essay, which makes it easier for you to cite their source. But it should also range more widely, including books and articles that you consulted on the topic that had a real influence on your thinking.

Within the School, the **Chicago reference style should be used**. For guidance, see this style guide.

Reference notes are required to cite the sources of:

- quotations;
- summaries of borrowed ideas, opinions or interpretations;
- borrowed charts, tables and other graphic materials; and
- borrowed data used in graphic illustrations.

These can either be placed in a footnote or endnote. **Footnotes** appear at the bottom of each page. **Endnotes** can be either at the end of each chapter or at the end of the whole text immediately before the bibliography. Footnotes are preferable. Notes should be numbered consecutively for each chapter or throughout the dissertation.

Quotations

Quotations must be fully acknowledged. But also note that direct quotations should only be used for special reasons:

- when the passage is very important indeed;
- when the passage contains evidence, which the reader might question in any other form;
- when the meaning would be difficult to reproduce in any other statement; and
- when the phrasing is so apt that putting the idea into other words would detract from the effectiveness.

When direct quotations are used, certain rules should be observed:

- The introduction to the quotation should tie the quotation to the text in a logical manner; the introduction and the quotation should combine to make a complete and grammatically correct sentence. (See example A.)

- Any part omitted from a quotation should be indicated by three dots […]; these dots are used in addition to whatever punctuation appears in the quotation before or after the omission. (See example B.)

- Wording must be exactly as in the original with the exception that the editor may supply extra words by placing them in square brackets. (See B.)

- Punctuation and capitalisation must be the same as in the original with the exceptions that the first letter of the first word and the last mark of punctuation in the quotation should be adjusted to meet the needs of the sentence of which the quote forms a part. Such changes should be indicated by square brackets. (See A.)

- A quotation that consists of one sentence or less should be enclosed in quotation marks and woven directly into the text of the dissertation. (See A.)

- A quotation that consists of two or more sentences and that also amounts to four or more lines in the manuscript should be set off from the text by single spacing and indenting. The quotation should not be enclosed in quotation marks; only such quotation marks as appear in the original are reproduced in the quote. (See B.)

Example A. Paragraph incorporating short quotation

In his introduction to Eugene O'Neill's play Anna Christie, Richard A. Cordell points out that O'Neill had gathered first-hand information for the play and that '[h]e had lived at Jimmy-the-Priest's, and old Chris he knew'.[1] From his own experience, then, O'Neill could draw pictures of seaport talk.

Example B. Paragraph incorporating long quotation

In a study of the play *Anna Christie*, the reader should remember these facts, which Richard A. Cordell points out:

> The character and the materials of the play the author [Eugene O'Neill] lifted from his own experience and observations. … The materials of which *Anna Christie* is composed – sailors, booze, guns … – O'Neill was acquainted with. He had lived at Jimmy-the-Priest's, and old Chris he knew.[2]

From his own experience, then, O'Neill could draw clear pictures of seaport talk.

Remember that it isn't only direct quotations which should be given a reference. If your essay relies on facts or arguments provided by others, even if it doesn't directly quote from their work, you should make that clear by referencing the source you relied on. If, for example, you report someone else's conclusions in your own words, you should let the reader know whose conclusions they are and where they are stated.
Although you must always cite your sources, even a properly referenced essay that is just a patchwork of direct quotations from and/or paraphrase of other people's words is not likely to be a good piece of work. Essays can easily become too dependent on their sources, or dependent on them in the wrong way. Good essays tend to include reconstructions rather than mere paraphrase or direct quotations (unless the wording of the quotation is vital to the argument); and synthesise one source with others.

Bibliography
There are many different ways of presenting information in a bibliography. In the School, we use the **Chicago reference style**. For guidance, see this style guide.

The key information to include is:

1. The name of the author;
2. The title of the book or article or chapter;
3. The year and place of its publication;

4. The name of its publisher.

There are four common methods of arranging entries in the bibliography, but all lists must be in alphabetical order:
1. in one list under the last names of the authors and under the first important word in the title where the author is unknown;
2. in separate lists for primary and secondary sources;
3. in separate lists for books, magazines, newspapers, etc; and
4. in separate lists for works of primary importance and works of secondary importance.

Whatever method is used, the following conventions should be observed. In the bibliography the author's last name appears first, all facts of publications are included, inclusive page numbers are used for articles. A series of dashes may be used to indicate that the author is the same as the one named in the preceding entry. If there is more than one source by an author, then list them in chronological order.

Citing from Internet sources
You should use Internet sources sparingly and only cite from trustworthy sites (such as museum and gallery websites)! Give as much information as is available for the source you are citing. Include the date on which you accessed the site and the full URL:

Example: Thomson, Iain. "Heidegger's Aesthetics". *The Stanford Encyclopedia of Philosophy* (Fall 2015 Edition), ed. by Edward N. Zalta. Published 2010/revised 2015. Accessed 8th July 2019. https://plato.stanford.edu/entries/heidegger-aesthetics/

Illustrations can either be incorporated into the text, or placed at the end of the dissertation. If incorporated into the text they should be provided with an explanatory caption giving the artist, the title or object or place, and the source from which you obtained the illustration. If placed at the end of the dissertation, they should be preceded by a list of illustrations in which the artist, title, etc. and source are given. Wherever you decide to put the illustrations, you should indicate their existence in the text by including 'ill., fig. or plate and number' at the end of the sentence which directly refers to the illustration, or immediately after the reference to the object which you illustrate.

Example: 'Given the antique statues people's attention focused on at the time, the *Laocoon* (plate 4) and the *Niobe* (plate 17) made an obvious comparison….'

Explanatory notes
Sometimes you may judge it important to impart relevant information, which would aid the meaning and understanding but would disrupt the unity of the text if included there. Such information can be placed in an explanatory note. Definitions of terms used in the text can also be placed in such notes. These notes should be restricted to the absolute minimum – both in number and in length.

Appendix E: Internet Philosophy Resources – A Students' Guide

The wealth of information about philosophy on the Internet is considerable. From basic introductions ranging all the way up to sites dedicated to particular texts, you are sure to find something that meets your requirements as you research for your modules and assessments.

You will find links here to many useful pages including the library's own list of electronic and Internet philosophy resources. Most useful among these are:
- *Stanford Encyclopedia of Philosophy: https://plato.stanford.edu/index.html*
- 'The Philosopher's Index' (an online database of journal articles and books); and
- 'Erratic Impact' (a site dedicated to philosophy that has a very useful search facility).

Typing in a few key words related to your current studies will bring up reams of useful information. There are many other excellent sites, but these three are a really good and recommended starting point.

As with all things available on the Internet, you should be careful when utilising the information you find there. First and foremost, you should always make sure that you correctly reference all information that you gained from the Internet and used in your essay—not doing this could result in your being accused of plagiarism, an offence under University regulations that is taken very seriously. Due to the varying nature of the way in which web pages are put together it is difficult to give a definitive way of citing these resources, fundamentally though you should make sure that the person reading your essay can find the information you used as quickly and as easily as possible. Here is a basic format for citing Internet resources:

Author's name (last name first). Document title. Date of Internet publication. Date of access. <URL>

For example:

Newman, Lex. "Descartes' Epistemology". Published 1997. Accessed August 2002. <http://plato.stanford.edu/archives/fall1999/entries/descartes-epistemology/#Knowledge>

Plagiarism, by means of inserting text from the Internet into your essay and not referencing it, can be detected and cases are usually found each year.

The other thing to be aware of is the potential for you to come across inaccurate and misleading information with regard to philosophy; the number of slightly mad sites on the Internet is as considerable as the number of useful ones! A sure way to keep to the useful information is by (a) using information from links provided by the philosophy pages or the library and (b) checking up on any references to secondary literature that the online articles may use themselves.

Finally, do not neglect the more traditional methods of study, i.e. reading off-line resources, notably books! Although the Internet can provide much of the information you need to write good essays, most of the 'definitive' views on the philosophers you will be studying are in print on the shelves of the library—don't forget them.

Appendix F: Marking Scale and Criteria

The grading criteria set out below cover all postgraduate taught schemes in the School. Where necessary, alternative discipline-specific criteria are given under particular bullet points. A Pass at MA level indicates an essay that shows an advanced level of philosophical or art-historical understanding, commensurate with the additional period of study beyond entry level.

Fail 0-49.4*

Unsatisfactory achievement generally, including:
- Inadequate grasp of the topic and insufficient reading or a lack of evidence of use of appropriate sources;
- Inaccurate or weak visual analysis OR obscurity and vagueness of argument;
- Insufficient grasp of the historical or critical context OR sweeping generalizations unsupported by textual reference or argument;
- Poorly constructed argument and lack of critical reasoning AND/OR superficial exposition;
- A poorly presented text.

* Marks of 49.5 to 49.9 are treated as pass marks under the rules of assessment

Pass 50- 59%

GOOD achievement generally, including:
- evidence of sufficient and appropriate reading including relevant primary and secondary literature, and a competent grasp of the problems posed by the topic;
- generally sound and accurate visual analysis of works of art OR the generally sound presentation of philosophical ideas;
- competent sense of historical or critical context OR the adequate development of philosophical positions and arguments;
- generally coherent argument and sound reasoning OR evidence of a capacity for critical appraisal and independent thought;
- a well-presented text.

Merit 60-69%

VERY GOOD achievement generally, including:
- evidence of extensive (and well comprehended) reading including relevant primary and secondary literature;
- attentive and productive visual analysis of works of art OR the detailed presentation of philosophical ideas;
- awareness of the broader issues raised by the topic and ability to bring them to bear upon its discussion OR sustained discussion of philosophical positions and arguments;
- clear and well-structured argument based on detailed analysis and subtle observation AND/OR demonstrating some philosophical imagination and insight;
- a concise and lucid style of presentation with a sound grasp of scholarly conventions.

Distinction 70% and above

EXCELLENT achievement generally, including:

- evidence of informed, critical reading and competence in relevant literature;
- sensitive and original visual analysis of works of art OR precise and detailed presentation of philosophical ideas;
- well-founded knowledge of the broader historical or critical context of a particular problem or phenomenon OR convincing exploration of philosophical positions and arguments;
- sustained imaginative and rational argument based on individual reflection and thought AND/OR demonstrating a high level of philosophical imagination and insight;
- accomplished presentation and fluent and cogent style and expression.

High Distinction 80% and above

OUTSTANDING achievement generally, including:

- Evidence of wide reading in the relevant literature and of insight into what is at stake in debates within the literature;
- Visual analysis, theoretical discussion OR development of lines of philosophical argument which show strong evidence of independent and original thought;
- Clear evidence of subtle, sophisticated and discriminating thinking;
- Polished presentation and excellent style and expression.