# POLI20008: Apocalypse or Ecotopia? Green Political Thought

**Teaching Block:** 2  
**Weeks:** 13-24

<table>
<thead>
<tr>
<th>Unit Owner:</th>
<th>Hannah Parrott</th>
<th>Level:</th>
<th>I/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>0117 928 8402</td>
<td>Credit points:</td>
<td>20</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Hannah.Parrott@bristol.ac.uk">Hannah.Parrott@bristol.ac.uk</a></td>
<td>Prerequisites:</td>
<td>None</td>
</tr>
<tr>
<td>Office:</td>
<td>1.2, 10 Priory Road</td>
<td>Curriculum area:</td>
<td>Political Theory</td>
</tr>
</tbody>
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**Unit owner office hours:**  
Tuesday 16:00 - 17:00 and Wednesday 13:00 - 14:00.  
Scheduled office hours do not run during reading weeks, though you can still contact tutors for advice by email and to arrange individual appointments.

## Timetabled classes:

- **ONE lecture each week:** Tuesday 15.00 – 16.00, location: SENATE HOUSE 2.10  
- **ONE seminar each week**  
- **Workshops:** In weeks 14- 17 and 20.

The unit is taught through a combination of lectures, seminars and workshops. Your online personal timetable will inform you to which seminar group and workshop you are allocated.

**Weeks 18 and 24 are Reading Weeks; there is NO regular teaching in these weeks.** In addition to timetabled sessions there is a requirement for private and group study, reading, revision and assessments. Reading the required readings in advance of each seminar is the minimum expectation. The University Guidelines state that one credit point is broadly equivalent to 10 hours of total student input.

## Learning Outcomes:

On successful completion of the unit, you will be able to:

1. **Describe** the core arguments of a range of authors in green political thought.  
2. **Situate** these arguments in terms of the authors’ green political perspective.  
3. **Analytically apply** core green concepts, such as ‘the tragedy of the commons’, ‘limits to growth’, ‘ecological footprints’, ‘bioregionalism’ and ‘ecotopia’, to case study examples from the global North and/or South.
4. **Analyse and critique** dominant discourses of environmentalism and ecological modernisation approaches to sustainability, from a variety of ‘ecologising’ perspectives, such as: eco-feminism; eco-structuralism; post-ecologism; political ecology; eco-anarchism.  
5. **Demonstrate key skills** in evaluation, speaking and listening, independent research, group work, essay writing and ICT.

## Requirements for passing the unit:

- Satisfactory attendance at seminars and workshops  
- Attainment of a composite mark of all summative work to a passing standard (40 or above)
## Details of coursework and deadlines:

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Word count:</th>
<th>Weighting:</th>
<th>Deadline:</th>
<th>Day:</th>
<th>Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment 1a Group Conference Poster (PowerPoint)</td>
<td>NA&lt;br&gt;Max. size AO</td>
<td>10%</td>
<td>9:30am on 15&lt;sup&gt;th&lt;/sup&gt; March 2019</td>
<td>Friday</td>
<td>19</td>
</tr>
<tr>
<td>Summative Assessment 1b Group Conference Presentation</td>
<td>NA&lt;br&gt;Max. length – 15 minutes</td>
<td>5%</td>
<td>14:00 on 21&lt;sup&gt;st&lt;/sup&gt; March 2019&lt;br&gt;OR&lt;br&gt;14:00 on 22&lt;sup&gt;nd&lt;/sup&gt; March 2019</td>
<td>Thursday&lt;br&gt;Friday</td>
<td>20&lt;br&gt;20</td>
</tr>
<tr>
<td>Summative Assessment 1c Self-Reflection</td>
<td>500</td>
<td>5%</td>
<td>9:30am on 27&lt;sup&gt;th&lt;/sup&gt; March 2019</td>
<td>Wednesday</td>
<td>21</td>
</tr>
<tr>
<td>Summative Assessment 2: Essay</td>
<td>3,000 words</td>
<td>80%</td>
<td>09:30am on 28&lt;sup&gt;th&lt;/sup&gt; May 2019</td>
<td>Tuesday</td>
<td>Summer Assessment Period</td>
</tr>
</tbody>
</table>

- Summative essay questions will be made available on the individual Blackboard unit sites under ‘assignments’.
- Instructions for the submission of coursework can be found in the UG Handbook.
- Assessment in the school is subject to strict penalties regarding late submission, plagiarism and maximum word count. A summary of key regulations is in the UG Handbook.
- Marking criteria can be found in UG Handbook.
Apocalypse or Ecotopia?
Green Political Theory in the Anthropocene

Over the last three decades, prominent geologists and – increasingly – social scientists, have argued that the Earth is entering a new geological era: the Anthropocene. Human activity, they argue, has altered the Earth’s climatic and other natural systems to the extent that the geo-physical make-up of the planet and its atmosphere has been irrevocably changed. In this unit we explore the political, social, cultural, economic and ecological causes and consequences of this transformation, and ask whether humanity currently stands on the precipice of ecological ‘apocalypse’ or whether an ‘ecotopian’ future is both pragmatically possible and normatively desirable.

Throughout the unit we apply core environmental concepts, such as ‘the tragedy of the commons’, ‘limits to growth’ and ‘ecological footprints’ to case-study analyses from the global North and South in order to critically evaluate the value of distinct strands of green political thought to political theorising in the Anthropocene. In doing so, we simultaneously interrogate and critique dominant, liberal environmentalist and ecological modernisation responses to a range of ecological problems, including climate change, deforestation, land degradation and biodiversity loss.

This unit aims to:
- Encourage student understanding of, and interest in, a range of ecological problems, including the causes and consequences of these problems.
- Develop student appreciation of the connections between environmental theory and philosophies, policy and practice, and the range of actors that have input into these processes.
- Enhance understanding of the complexity of the relationship between the environment, economics, politics and socio-cultural factors.
- Extend student key skills in independent research, group work, essay writing and ICT.

Overview of the unit

Week 13: Welcome to the Anthropocene
Week 14: Conceptualising and Theorising the Anthropocene
Week 15: The Population / Consumption Debate
Week 16: On the Value of Nature
Week 17: Utopia and the Politics of (Un)sustainability
Week 18: Reading Week
Week 19: Eco-communities as Transgressive Utopia
Week 20: Prosperity Without Growth
Week 21: Prefigurative Politics the Vita Activa
Week 22: A Commune of Communes?
Week 23: Assessing You, Me and the Anthropocene
Week 24: Reading Week
**Summative Assessments**

**Assessment 1: Group Conference Poster Presentation (25%)**
In groups of three, students are required to research, design and present a Conference Poster on one of the following conceptual themes: ‘The Tragedy of the Commons’; ‘Limits to Growth’; ‘Ecological Footprints’, ‘Bioregionalism’, ‘Ecotopia’, ‘The Land Ethic’.

The assessment will comprise three component parts: group based research, design and production of an A0 sized Conference Poster, using PowerPoint; 15 minute group presentation / Q&A; 500 word written self-reflection on the group work component of the assessment.

Detailed guidance on this assessment is provided on Blackboard.

**Assessment 2: Essay (75%)**
For your second summative assessment, you are required to submit a 3000 word essay, answering one question from a choice of 8. Guidance on essay writing is provided on Blackboard.

**Essential, Recommended and Further Readings**
Throughout this unit you will be exposed to some of the liveliest ongoing debates in environmental, ecological and (un)sustainability politics, and the readings for some weeks contain relatively technical and/or philosophically challenging material. The key purpose is to understand the main arguments in these texts, and students are encouraged to seek clarity around the concepts, theories and debates introduced in the readings during the seminars. Access to the Reading Lists is through Blackboard, and we will run through how it works in the first seminar. All of the essential, recommended and further readings for the unit will be locatable through Tallis.

Seminars will proceed from the assumption that you have completed the essential reading for each week; naturally you are encouraged to read more. Recommended readings include material that will broaden your contribution to seminar discussions and I hope that students will read at least one supplementary reading each week, in addition to the essential readings. This extends the depth and breadth of the groups’ collective knowledge and understanding and thus facilitates more fruitful and critical debate in seminars. Details of further readings are available on Tallis. These sources may be useful for your essay, but the reading lists are by no means exhaustive (they barely touch the surface!); they are intended as a starting point from which you will embark on your own research.

**Blackboard and Email**
Blackboard is used a great deal in this unit. Course documents and additional material is posted on this website, including several unpublished papers that may not necessarily be locatable elsewhere, and crucially, the ‘Tallis Aspire Reading Lists’ for the unit are also accessible through Blackboard (see below). There are also useful links to electronic sources and announcements, and email messages will also come through this route.

By default, emails sent via Blackboard are sent to your University email account, so please ensure that you check your University email account regularly throughout the course since this is how important information will be communicated to you. The University strongly advises that you do not re-direct your email.
WEEK 13: WELCOME TO THE ANTHROPOCENE

In the opening lecture, students are introduced to the unit and the utopian theoretical framework that underpins it. We explore the nature and extent of the ecological crisis, the causes and consequences of this crisis, and critically interrogate the notion of ‘the Anthropocene’. Core themes and concepts addressed in the unit are outlined, and the case is made for the value of ‘utopian thought and practice’ as we enter the Anthropocene. In the seminars, students are introduced to my teaching methods (and expectations of students!) and you are also encouraged to express your expectations of the unit, me (as the seminar tutor) and of your fellow students. Details of your assessments are also clarified in this seminar, and we indulge in some co-operative game play in a series of ice-breaker activities.

**Essential readings:**

**Further readings:**

**Workshop:** There is no workshop this week.

**Key words:** Anthropocene; crisis; planetary boundaries; tipping point; the Great Acceleration; (un)sustainability; pedagogy.

WEEK 14: CONCEPTUALISING AND THEORISING THE ANTHROPOCENE

This week we critically evaluate dominant conceptualisations and theorisations of ecological decline and change. Students are introduced to concepts such as the ‘tragedy of the commons’, limits to growth and ecological footprints. Through an exploration of the history of environmentalism and sustainability politics, we interrogate the distinctions between ‘environmentalism’ and ‘ecologism’, and begin to consider the technophilia / technophobia distinction in green political theory, in relation to ‘ecological modernisation’.

**Essential readings:**

**Further readings:**
**Key words:** Environmentalism; ecologism; waves of environmentalism; resource efficiency; ecological modernisation; technophilia; technophobia; leap-frogging.

**Workshop: Conceptualising the Anthropocene**

**Essential readings:**
- Wackernagel, Mathis (2015) ‘How Much Nature Do We Have? How Much Do We Use?’, TEDx San Francisco, Online (Youtube).

**Further readings:**

**Key words:** tragedy of the commons; limits to growth; ecological footprints; one planet lifestyle; ecological space; bio-capacity; global hectares; appropriation.

**WEEK 15: THE POPULATION / CONSUMPTION DEBATE**

This week we apply the limits to growth thesis to one of the key debates in environmental / sustainability politics, namely the population vs. consumption debate. We focus initially on the question of population growth, and explore - from an eco-feminist perspective – the limitations of ‘limits discourse’ in reducing unsustainability at both the national and international level. From this, we go on to begin explore the second strand of limits to growth thinking, that of limits to economic growth. Through an interactive exercise, you are encouraged to think about whether population growth or modes of production and levels of consumption are the key driver on environmental change, and to consider the implications of your answer for the politics of (un)sustainability.

**Essential readings:**

**Further readings:**
WEEK 16: ON THE VALUE OF NATURE – DOES NATURE HAVE RIGHTS?

Humanity’s relationship with nature and the environment has been conceptualised in diverse frameworks. At one end of the spectrum, Enlightenment philosophers such as Descartes and Bacon promoted the mastery of nature that underpins capitalism and modernity, while radical green perspectives such as ‘deep ecology’ have challenged such anthropocentrism and have argued instead for the intrinsic value of nature, the equality of all organisms, and environmental ethics. This week we explore these differing approaches to understanding nature and the environment through consideration of how we, as individuals, value nature and the environment. We also interrogate the claim that nature has rights, and consider the implications of this for green political theorising in the Anthropocene.

Essential readings:

Further readings:
Key words: Green theory of value; intrinsic value; Nature; environment; wilderness; Deep ecology; rights.

Workshop: The Vegetarian Myth: The Environmental Impact of Meat Production and Consumption

Essential readings:

Further readings:

Key words: Ecological hoofprint; meatification; food miles; foodshed.

WEEK 17: UTOPIA AND THE POLITICS OF (UN)SUSTAINABILITY

This week we explore more fully the utopian theoretical framework that underpins the remainder of the unit. Core themes and concepts addressed within green utopian thinking are outlined and assessed, core critiques against utopianism challenged, and the value of ‘utopian thought and practice’ in the Anthropocene is restated. In the seminar, we discuss the utopic / dystopic vision of the future presented in Ernest Callenbach’s fictional narrative Chocco and discuss the value of green utopian theory as a means to explore the Anthropocene and the future of humanity.

Essential readings:

Further readings:
**Key words:** the politics of unsustainability; utopia; dystopia; ecotopia; utopia of sufficiency / utopia of abundance; critical / uncritical utopia; abstract / concrete utopia; utopia as method; hope; future; primitivism; futurism; utopias of process; utopia of the way.

**Workshop: Building the Future - Eco-homes and Low-impact Structures**

**Essential readings:**

**Further readings:**

**Key words:** Socio-material interdependencies; eco-homes; low-impact; off-grid; passive-solar.

**WEEK 18: READING WEEK**
There are no classes or office hours this week.

**WEEK 19: EARTH CARE, PEOPLE CARE, FAIR SHARES: ECO-COMMUNITIES AS TRANSGRESSIVE UTOPIA**
This week, I reflect on my experiences of living with, and researching at, an eco-community in the UK. I present some of my key research findings and demonstrate that members of the community articulate a similar conceptualisation of (un)sustainability as that presented by John Barry. I also show that, through the practical application of the ethics of permaculture (Earth Care, People Care, Fair Shares) and by adopting permaculture practices and principles, members of the community make significant reductions to their ecological footprints. I place my research findings within a utopian analytical framework and argue that eco-communities are most accurately characterised as a form of ‘concrete, critical and transgressive utopia of sufficiency’, which provide an invaluable lived critique of dominant, neoliberal and ecological modernisation approaches to the politics of (un)sustainability, and offer radical hope for the future of genuinely engaged sustainability. In the student led seminar, we reflect on what it means to live the ‘Good Life’ in the context of an eco-community and you are encouraged to reflect on what you would be prepared to ‘do without’ to ensure an ecological stable world. You are also asked to think about what aspects of living in such a community may enhance your emotional, mental, and physical well-being.

**Essential readings:**
- You should spend 45 minutes exploring the videos available from the YouTube channel ‘Living in the Future’: https://www.youtube.com/channel/UCtBpisU-PpTF6p7qYv0aL7A.

**Further readings:**


**Key words:** Permaculture; Earth Care; People Care; Fair Shares; the politics of actually existing unsustainability; bender; off-grid; eco-community; consensus; Way of Council; ecological footprints; eco-community; transgressive utopia; sufficiency; permaculture; ecological footprints; engaged sustainability; alternative hedonism; art of living; nature connection and awareness.

**Workshop: Apocalypse or Ecotopia Annual Conference**

This week you present your conference poster at the *Apocalypse or Ecotopia Annual Conference*. Please note that the workshop time and location may be different to usual.

**WEEK 20: PROSPERITY WITHOUT GROWTH**

This week, we return to the population / consumption debate and explore more fully the second strand of the limits to growth thesis, that of economic growth. Proponents of ‘degrowth’ argue that the transition to sustainable society requires the transition to a zero-growth or steady-state economy, premised on notions of the circular economy. We explore whether it is normatively desirable and pragmatically possible to transition to a ‘no-growth’ economy, and consider what the implications of this for human flourishing in the Anthropocene may be.

**Essential readings:**

**Further readings:**

**Key words:** Limits to growth; consumer capitalism; degrowth; steady-state economy; no-growth economy; the Good Life; prosperity; human flourishing.

**WEEK 21: PREFIGURATIVE POLITICS AND THE VITA ACTIVA**

Prefigurative politics emphasises the centrality of means as well as ends in genuine political and democratic action, and this week, we explore the value of prefiguration to emancipatory politics in the Anthropocene. Through a critical exploration and reimagining of Hannah Arendt’s notion of the *vita activa*, we consider the relevance of civic-republican conceptualisations of citizenship to the politics of (un)sustainability.

**Essential readings:**

**Further readings:**


**Key words:** Prefigurative politics; *vita activa*; work, labour, action; non-violent communication; consensus decision making; direct democracy.

**WEEK 22: A COMMUNE OF COMMUNES?**

This week we explore Murray Bookchin’s reconstructive and transformative approach to social, political and ecological issues, through a critical consideration of ‘social ecology’. We evaluate Bookchin’s suggestion that the roots of the environmental crisis lie in hierarchical modes of social organization and explore the feasibility of a directly democratic ecotopian future built on Bookchin’s articulation of the ‘commune of communes’.

**Essential readings:**


**Further readings:**


**Key words:** Social ecology; decentralisation; ecology of freedom; libertarian municipalism; libertarian socialism; equality of unequals; bioregionalism; future; nature; hope; praxis.

**WEEK 23: ASSESSING YOU, ME AND THE ANTHROPOCENE**

In the lecture this week we focus on your upcoming summative assessments. Detailed guidance on the assessment is provided: my expectations for the assessment are expressed and you are encouraged to bring any concerns or queries.
that you have. You are also encouraged to engage with the marking criteria used by SPAIS, and to understand the distinctions between degree classifications. Please be aware that information given in this lecture will not be repeated in future email correspondence – this is the forum in which to seek clarity on the essay assessment and raise any generic queries that you have. In our final seminar we explore our experiences of the unit, critically reflect on our intellectual and emotional engagement with the literatures that we have explored throughout the unit, and consider the future of humanity in a climate-changed, carbon-constrained world.

Essential readings:

There are no essential readings for this week.

Further readings:

There are no recommended readings for this week.

Key words: Marking criteria; feedback; research; essay; evaluation; future; nature; hope; praxis.

WEEK 24: READING WEEK

There are no classes or office hours this week.
Appendix A

Instructions on how to submit essays electronically

1. Log in to Blackboard and select the Blackboard course for the unit you are submitting work for. If you cannot see it, please e-mail spais-ug@bristol.ac.uk with your username and ask to be added.

2. Click on the “Submit Work Here” option at the top on the left hand menu and then find the correct assessment from the list.

3. Select ‘view/complete’ for the appropriate piece of work. It is your responsibility to ensure that you have selected both the correct unit and the correct piece of work.

4. The screen will display ‘single file upload’ and your name. Enter your name (for FORMATIVE ASSESSMENTS ONLY) or candidate number (for SUMMATIVE ASSESSMENTS ONLY) as a submission title, and then select the file that you wish to upload by clicking the ‘browse’ button. Click on the ‘upload’ button at the bottom.

5. You will then be shown the essay to be submitted. Check that you have selected the correct essay and click the ‘Submit’ button. This step must be completed or the submission is not complete.

6. You will be informed of a successful submission. A digital receipt is displayed on screen and a copy sent to your email address for your records.

Important notes

- You are only allowed to submit one file to Blackboard (single file upload), so ensure that all parts of your work – references, bibliography etc. – are included in one single document and that you upload the correct version. You will not be able to change the file once you have uploaded.

- Blackboard will accept a variety of file formats, but the School can only accept work submitted in .rtf (Rich Text Format) or .doc/.docx (Word Document) format. If you use another word processing package, please ensure you save in a compatible format.

- By submitting your essay, you are confirming that you have read the regulations on plagiarism and confirm that the submission is not plagiarised. You also confirm that the word count stated on the essay is an accurate statement of essay length.

- If Blackboard is not working email your assessment to spais-ug@bristol.ac.uk with the unit code and title in the subject line.

How to confirm that your essay has been submitted

- You will have received a digital receipt by email and if you click on the assessment again (steps 1-4), you will see the title and submission date of the essay you have submitted. If you click on submit, you will not be able to submit again. This table also displays the date of submission. If you click on the title of the essay, it will open in a new window and you can also see what time the essay was submitted.
Appendix B
Summary of Relevant School Regulations
(Further information is in the year handbook)

Attendance at classes
SPAIS takes attendance and participation in classes very seriously. Seminars form an essential part of your learning and you need to make sure you arrive on time, have done the required reading and participate fully. Attendance at all seminars is monitored, with absence only condoned in cases of illness or for other exceptional reasons.

If you are unable to attend a seminar you must inform your seminar tutor, as well as email spais-absence@bristol.ac.uk. You should also provide evidence to explain your absence, such as a self-certification and/or medical note, counselling letter or other official document. If you are unable to provide evidence then please still email spais-absence@bristol.ac.uk to explain why you are unable to attend. If you are ill or are experiencing some other kind of difficulty which is preventing you from attending seminars for a prolonged period, please inform your personal tutor, the Undergraduate Office or the Student Administration Manager.

Requirements for credit points
In order to be awarded credit points for the unit, you must achieve:

• Satisfactory attendance in classes, or satisfactory completion of catch up work in lieu of poor attendance
• Satisfactory formative assessment
• An overall mark of 40 or above in the summative assessment/s. In some circumstances, a mark of 35 or above can be awarded credit points.

Presentation of written work
Coursework must be word-processed. As a guide, use a clear, easy-to-read font such as Arial or Times New Roman, in at least 11pt. You may double-space or single-space your essays as you prefer. Your tutor will let you know if they have a preference.

All pages should be numbered.

Ensure that the essay title appears on the first page.

All pages should include headers containing the following information:

<table>
<thead>
<tr>
<th>Formative work</th>
<th>Summative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: e.g. Joe Bloggs</td>
<td><strong>Candidate Number</strong>: e.g. 12345</td>
</tr>
<tr>
<td>Unit e.g. SOCI10004</td>
<td>Unit: e.g. SOCI10004</td>
</tr>
<tr>
<td>Seminar Tutor e.g. Dr J. Haynes</td>
<td>Seminar Tutor: e.g. Dr J. Haynes</td>
</tr>
<tr>
<td>Word Count: e.g. 1500 words</td>
<td>Word Count: e.g. 3000 words</td>
</tr>
</tbody>
</table>

Candidate numbers are required on summative work in order to ensure that marking is anonymous. Note that your candidate number is not the same as your student number.

Assessment Length
Each piece of coursework must not exceed the stipulated maximum length for the assignment (the ‘word count’) listed in the unit guide. Summative work that exceeds the maximum length will be subject to penalties. The word count is absolute (there is no 10% leeway, as commonly rumoured). Five marks will be deducted for every
100 words or part thereof over the word limit. Thus, an essay that is 1 word over the word limit will be penalised 5 marks; an essay that is 101 words over the word limit will be penalised 10 marks, and so on.

The word count includes all text, numbers, footnotes/endnotes, Harvard referencing in the body of the text and direct quotes. It excludes, the title, candidate number, bibliography, and appendices. However, appendices should only be used for reproducing documents, not additional text written by you.

**Referencing and Plagiarism**

Where sources are used they must be cited using the Harvard referencing system. Inadequate referencing is likely to result in penalties being imposed. See the Study Skills Guide for advice on referencing and how poor referencing/plagiarism are processed. Unless otherwise stated, essays must contain a bibliography.

**Extensions**

Extensions to coursework deadlines will only be granted in exceptional circumstances. If you want to request an extension, complete an extension request form (available at Blackboard/SPAIS_UG Administration/forms to download and School policies) and submit the form with your evidence (e.g. self-certification, medical certificate, death certificate, or hospital letter) to Catherine Foster in the Undergraduate Office.

Extension requests cannot be submitted by email, and will not be considered if there is no supporting evidence. If you are waiting for evidence then you can submit the form and state that it has been requested.

All extension requests should be submitted at least 72 hours prior to the assessment deadline. If the circumstance occurs after this point, then please either telephone or see the Student Administration Manager in person. In their absence you can contact Catherine Foster in the UG Office, again in person or by telephone.

**Extensions can only be granted by the Student Administration Manager.** They cannot be granted by unit convenors or seminar tutors.

You will receive an email to confirm whether your extension request has been granted.

**Submitting Essays**

<table>
<thead>
<tr>
<th>Formative essays</th>
<th>Summative essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unless otherwise stated, all formative essay submissions must be submitted electronically via Blackboard</td>
<td>All summative essay submissions must be submitted electronically via Blackboard.</td>
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</table>

Electronic copies enable an efficient system of receipting, providing the student and the School with a record of exactly when an essay was submitted. It also enables the School to systematically check the length of submitted essays and to safeguard against plagiarism.

**Late Submissions**

Penalties are imposed for work submitted late without an approved extension. Any kind of computer/electronic failure is not accepted as a valid reason for an extension, so make sure you back up your work on another computer, memory stick or in the cloud (e.g. Google Drive or Dropbox). Also ensure that the clock on your computer is correct.
The following schema of marks deduction for late/non-submission is applied to both formative work and summative work:

<table>
<thead>
<tr>
<th>Up to 24 hours late, or part thereof</th>
<th>Penalty of 10 marks</th>
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<tbody>
<tr>
<td>For each additional 24 hours late, or part thereof</td>
<td>A further 5 marks deduction for each 24 hours, or part thereof</td>
</tr>
<tr>
<td>Assessment submitted over one week late</td>
<td>Treated as a non-submission: fail and mark of zero recorded. This will be noted on your transcript.</td>
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</tbody>
</table>

- The 24 hour period runs from the deadline for submission, and includes Saturdays, Sundays, bank holidays and university closure days.
- If an essay submitted less than one week late fails solely due to the imposition of a late penalty, then the mark will be capped at 40.
- If a fail due to non-submission is recorded, you will have the opportunity to submit the essay as a second attempt for a capped mark of 40 in order to receive credit points for the unit.

Marks and Feedback

In addition to an overall mark, students will receive written feedback on their assessed work. The process of marking and providing detailed feedback is a labour-intensive one, with most 2-3000 word essays taking at least half an hour to assess and comment upon. Summative work also needs to be checked for plagiarism and length and moderated by a second member of staff to ensure marking is fair and consistent. For these reasons, the University regulations are that feedback will be returned to students within three weeks of the submission deadline.

If work is submitted late, then it may not be possible to return feedback within the three week period.

Fails and Resits

If you fail the unit overall, you will normally be required to resubmit or resit. In units where there are two pieces of summative assessment, you will normally only have to re-sit/resubmit the highest-weighted piece of assessment.

Exam resits only take place once a year, in late August/early September. If you have to re-sit an exam then you will need to be available during this period. If you are not available to take a resit examination, then you will be required to take a supplementary year in order to retake the unit.
### Appendix C

#### Level 5 Marking and Assessment Criteria (Second Year)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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</table>
| **High 1st (80+)** | Excellent comprehension of the implication of the question and your argument  
  Sound engagement with or application of theoretical and methodological approaches  
  Demonstrates originality and creativity in response to the question set that is based upon the integration of argument and evidence  
  A structure that demonstrates excellent logic and coherence  
  Excellent comprehension and utilisation of and critical engagement with the relevant literature and academic debates  
  Outstanding organisation and style of presentation (including excellent referencing) with no or very few grammatical and spelling errors |
| **1st (70-79)** | Excellent knowledge and understanding of the subject and understanding of theoretical & methodological issues  
  A coherent argument that is logically structured and supported by evidence  
  Demonstrates a capacity for intellectual initiative/ independent thought and an ability to engage with the material critically  
  Use of appropriate material from a range of sources extending beyond the reading list  
  High quality organisation and style of presentation (including referencing); minimal grammatical or spelling errors; written in a fluent and engaging style |
| **2:1 (60–69)** | Very good knowledge and understanding of the subject and displays awareness of underlying theoretical and methodological issues  
  A generally critical, analytical argument that is reasonably well structured and well-supported  
  Some critical capacity to see the implications of the question, though not able to ‘see beyond the question’ enough to develop an independent approach  
  Some critical knowledge of relevant literature; use of works beyond the prescribed reading list; demonstrating some ability to be selective in the range of material used and to synthesise rather than describe  
  Well presented: no significant grammatical or spelling errors; written clearly and concisely; fairly consistent referencing and bibliographic formatting |
<table>
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<tr>
<th>Grade</th>
<th>Description</th>
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<td>2:2 (50–59)</td>
<td>Good comprehension of the subject, though there may be some errors and/or gaps, and some awareness of underlying theoretical/methodological issues with little understanding of how they relate to the question. Capacity for argument is limited with a tendency to assert/state opinion rather than argue on the basis of reason and evidence; structure may not be evident. Tendency to be descriptive rather than critical, but some attempt at analysis. Some attempt to go beyond or criticise the ‘essential reading’ for the unit; displaying limited capacity to discern between relevant and non-relevant material. Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling errors; inconsistent referencing but generally accurate bibliography.</td>
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<td>3rd (40–49)</td>
<td>Limited knowledge and understanding with significant errors and omissions and generally ignorant or confused awareness of key theoretical/methodological issues. Largely misses the point of the question, asserts rather than argues a case; underdeveloped or chaotic structure; evidence mentioned but used inappropriately or incorrectly. Very little attempt at analysis or synthesis, tending towards excessive description. Limited, uncritical and generally confused account of a narrow range of sources. Satisfactorily presented: but not always easy to follow; frequent grammatical and spelling errors; limited attempt at providing references (e.g. only referencing direct quotations) and containing bibliographic omissions.</td>
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<td>Marginal Fail (35–39)</td>
<td>Shows very limited understanding and knowledge of the subject and/or misses the point of the question. Incoherent or illogical structure; evidence used inappropriately or incorrectly. Unsatisfactory analytical skills. Limited, uncritical and generally confused account of a very narrow range of sources. Unsatisfactory presentation e.g. not always easy to follow; frequent grammatical and spelling errors and limited or no attempt at providing references and containing bibliographic omissions.</td>
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<td>Outright Fail (0–34)</td>
<td>Shows little or no knowledge and understanding of the subject, no awareness of key theoretical/methodological issues and/or fails to address the question. Unsuccessful or no attempt to construct an argument and an incoherent or illogical structure; evidence used inappropriately or incorrectly. Very poor analytical skills. Limited, uncritical and generally confused account of a very narrow range of sources. Very poor quality of presentation and limited or no attempt at providing references and containing bibliographic omissions.</td>
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