STUDENT HANDBOOK

UNIVERSITY OF OXFORD

PPE FHS
2019 - 2021

PPE FHS Handbook 2019-21

1. Foreword

1.1 Statement of Coverage

This handbook applies to students starting the second year of PPE in Michaelmas term 2019. The information in this handbook may be different for students starting in other years.

1.2 Version

Version	Details	Date
Version 1.0	Handbook published	September 2019

1.3 Disclaimer

The *Examination Regulations* relating to this course are at www.admin.ox.ac.uk/examregs/2019-20/hsop-poliandecon/studentview. If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact the PPE administrator (violet.brand@politics.ox.ac.uk).

The information in this handbook is accurate as at September 2019, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the departments will publish a new version of the handbook together with a list of the changes and students will be informed.

1.4 List of Contents

1.5 Welcome

As Chair of the PPE Committee, I'm pleased to be able to welcome you to the Final Honour School in PPE at Oxford. As you will know, PPE is a strong and engaging multidisciplinary degree programme that has been in existence in Oxford for just short of 100 years, and successful enough to have inspired many institutions all over the world to initiate similar programmes. We are very proud of our Finals courses which balance the empirical with the theoretical, and the practical with the abstract. I hope that you will find yourself drawing on many of the ideas that you study in your future careers. PPE is unquestionably a challenging degree, but we believe strongly that the end result is a well-rounded intellect ready to face the future with an informed, critical and questioning mind. I very much hope you enjoy the Finals courses.

Prof Chris Bowdler
Chair of the PPE Committee
Associate Professor in Economics and Fellow of Oriel College

1.5.1 Purpose of the Handbook

This handbook contains useful information about the second and third years of PPE. Other sources of information are listed in the next section.

1.5.2 Other Key Sources of Information

On department websites you will find the contact details of academic and administrative staff. See www.philosophy.ox.ac.uk and www.politics.ox.ac.uk and www.economics.ox.ac.uk. On WebLearn/Canvas you will find lecture lists, reading lists, and other course materials. You can access WebLearn/Canvas by clicking on "current students" at www.ppe.ox.ac.uk.

In the *Examination Regulations* you will find the formal rules that govern your course choices and examinations for Prelims and Finals: www.admin.ox.ac.uk/examregs. The *Examination Conventions* set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award. You will be notified by email when the conventions that apply to you become available, normally one term before the examination begins. Conventions from previous years are on PPE WebLearn/Canvas.

The Oxford Students website provides information about the services and resources available to you across the University: www.ox.ac.uk/students. For general information and guidance and formal notification and explanation of the University's codes, regulations, policies and procedures, refer to the University student handbook: www.ox.ac.uk/students/academic/student-handbook. For college regulations, refer to your college handbook.

1.6 Useful Department Contacts

The Chair of the PPE committee or the PPE administrator can be contacted for questions about PPE as a whole. The Chair is Professor Chris Bowdler (christopher.bowdler@economics.ox.ac.uk) and the PPE administrator is Violet Brand (violet.brand@politics.ox.ac.uk).

The Director of Undergraduate Studies (DUS) or the Undergraduate Administrator can be contacted for questions about each department. In Philosophy the DUS is Professor Stephen Mulhall (stephen.mulhall@philosophy.ox.ac.uk) and the administrator is James Knight (james.knight@philosophy.ox.ac.uk). In Politics the DUS is Professor James Tilley (james.tilley@politics.ox.ac.uk) and the administrator is Durga Sapre (durga.sapre@politics.ox.ac.uk). In Economics the DUS is Professor Chris Bowdler (email above) and the administrator is Katherine Cumming (econundergrad@economics.ox.ac.uk).

The student representatives can be found on the WebLearn/Canvas site of each department or by contacting the relevant undergraduate administrator. The disability contacts for each department can be found at www.ox.ac.uk/students/welfare/disability/aboutdas.

1.7 Buildings, Locations, Maps and Access

Most of your lectures and classes will take place in the Examination Schools on the High Street. You are also likely to visit the Manor Road Building on Manor Road (which houses the Politics and Economics Departments and the Social Science Library) and the Radcliffe Humanities building on the Woodstock Road (which houses the Philosophy Faculty and Library). The access guide website provides interactive maps, floor plans, and access information for all University buildings: www.admin.ox.ac.uk/access.

1.8 Important Dates

The Oxford year is divided into three terms and three vacations. Within each term, a full term of eight weeks is the main teaching period. The dates of full term for this year are below. Future term dates are at www.ox.ac.uk/about/facts-and-figures/dates-of-term.

Michaelmas Term 2019
Sunday 13 October – Saturday 7 December

Hilary Term 2020
Sunday 19 January – Saturday 14 March

Trinity Term 2020
Sunday 26 April – Saturday 20 June

2. The Course Content and Structure

2.1 Overview

PPE seeks to bring together some of the most important approaches to understanding the social and human world. It fosters intellectual capacities that you can apply across all three

disciplines and develops skills that you will find useful for a wide range of careers and activities after graduation. The degree is constructed on the belief that the parallel study of related disciplines significantly enhances your understanding of each discipline, bringing added dimensions of understanding and perspective.

The study of Philosophy develops analytical rigour and the ability to criticise and reason logically. It allows you to apply these skills to many contemporary and historical schools of philosophical thought and to questions concerning how we acquire knowledge and how we make ethical recommendations.

The study of Politics gives you an understanding of the issues dividing societies and of the impact of political institutions on the form of social interest articulation and aggregation and on the character and effects of government policies. Among the big issues considered in Politics is why democracies emerge and may be consolidated or why states go to war or seek peace.

The study of Economics aims to give you an understanding of the workings of contemporary economies. This includes the study of decisions of households, the behaviour of firms, and the functioning of markets under competition and monopoly, as well as the role of government policies in many areas. The course also looks at the determination of national income and employment, monetary institutions, inflation, the balance of payments and exchange rates, and considers issues in macroeconomic policy, focusing in part on the UK economy.

The UK Quality Assurance Agency is the independent body responsible for monitoring, and advising on, standards and quality in UK higher education. It publishes Subject Benchmark Statements which set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. The statements for Philosophy, Politics, and Economics can be found at www.qaa.ac.uk/quality-code/subject-benchmark-statements.

After successfully completing the PPE programme, which lasts three years, you will be awarded a Bachelor of Arts (Honours) in Philosophy, Politics and Economics (FHEQ Level 6).

2.2 Course Aims

The course aims to enable PPE students to:

- acquire a good knowledge and understanding of the academic disciplines of Philosophy, Politics and Economics;
- engage and enhance their critical and analytical skills, to look for underlying principles, and to identify and analyse key concepts;
- develop the skill of independent thinking, good writing skills, a facility for independent learning and investigation and effective organisational skills;

- develop their ability to present their own critical understanding of the issues studied to tutors and peers, and to engage in dialogue with them;
- develop the ability to analyse topics in Philosophy, Politics and Economics on the basis of directed and independent reading, and to produce good quality essays and class assignments to deadline;
- promote skills of relevance to the continued professional development of philosophical understanding, and political and economic analysis, and which are transferable to a wide range of employment contexts and life experiences.

2.3 Intended Learning Outcomes

You will develop knowledge and understanding of:

- *Philosophy*: Selected philosophical texts and basic philosophical issues, concepts, theories and arguments, and the elementary techniques of formal logic.
- *Politics*: Key areas of the discipline, including empirical politics and political theory, as well as sociology and international relations.
- *Economics*: the basic principles of modern Economics, including appropriate mathematical techniques.

You will also develop knowledge and understanding, at a higher level, of at least two of the following:

- *Philosophy*: a higher-level knowledge and understanding of central philosophical texts of different ages and/or traditions, and of the interpretative controversies that surround them, and a deeper knowledge and understanding of philosophical issues, concepts, theories and arguments, and their application to a wide variety of different problems.
- *Politics*: a higher-level knowledge and understanding of the philosophical, theoretical, institutional, issue-based and methodological approaches to Politics and International Relations based on comparative study of societies, and higher level knowledge of some of the principal sub-areas of the discipline, different methods of data analysis, and the issues currently at the frontiers of debate and research.
- *Economics*: a higher-level knowledge and understanding of the principles of modern Economics, including appropriate mathematical and statistical techniques, a knowledge and appreciation of economic data and of the applications of economic principles and reasoning to a variety of applied topics.

In addition, you will acquire and develop a particular set of intellectual, practical and transferable skills:

- *Intellectual skills*: the ability to gather, organise and deploy evidence, data and information from a wide variety of secondary and some primary sources; interpret such material with sensitivity to context; identify precisely the underlying issues in a wide variety of academic debates, and to distinguish relevant and irrelevant considerations; recognise the logical structure of an argument, and assess its validity, to assess critically the arguments presented by others, and by oneself, and to identify methodological errors, rhetorical devices, unexamined conventional wisdom, unnoticed assumptions, vagueness and superficiality; construct and articulate sound arguments

with clarity and precision; engage in debate with others, to formulate and consider the best arguments for different views and to identify the weakest elements of the most persuasive views.

- *Practical skills*: the ability to listen attentively to complex presentations and identify the structure of the arguments presented; read with care a wide variety of written academic literature, and reflect clearly and critically on what is read; marshal a complex body of information in the form of essays, and to write well for a variety of audiences and in a variety of contexts; engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them.
- *Transferable skills*: the ability to find information, organise and deploy it; draw on such information, and thinking creatively, self-critically and independently, to consider and solve complex problems; apply the techniques and skills of philosophical argument to practical questions, including those arising in ethics and political life; apply concepts, theories and methods used in the study of Politics to the analysis of political ideas, institutions practices and issues; make strategic decisions with a sophisticated appreciation of the importance of costs, opportunities, expectations, outcomes, information and motivation; motivate oneself, to work well independently, with a strong sense of initiative and self-direction, and also with the ability to work constructively in co-operation with others; communicate effectively and fluently in speech and writing; plan and organise the use of time effectively; where relevant, make appropriate use of numerical, statistical and computing skills.

2.4 Course Structure

The PPE degree is divided into two parts. The first year is designed to give you a foundation in all three branches. You take three compulsory papers: *Introduction to Philosophy, Introduction to the Theory and Practice of Politics,* and *Introductory Economics.*

After the first year the choices are greater. First you must decide whether to select two branches from Philosophy, Politics, and Economics, which will make you 'bipartite', or to keep going with the third as well, making you 'tripartite'. This choice may be easy for you, if you were originally attracted to PPE for the sake of one or two of its branches and have not changed your priorities during your first year; or it may be difficult. If it is difficult, go by what interests you, provided that your tutors think you are suited to it; do not be too much affected by your marks in Prelims, which can differ greatly from Finals marks. A few subjects are available under more than one branch. Refer to the *Examination Regulations* for lists of subjects and the combinations in which they can be taken. Further guidance on the choice of individual subjects within the three disciplines is given in Appendix A.

2.5 Syllabus

Detailed syllabus information (for example, dates and times of lectures or classes and reading lists) is given on the Canvas/WebLearn site of each department.

3. Teaching and Learning

3.1 Organisation of teaching and learning

You will learn through a mixture of lectures, classes, and tutorials, with the last playing a particularly important part. The syllabus is set by the University, which grants degrees and therefore examines for them; but most teaching, apart from lectures and some classes, is arranged by your college. Tutorials are what differentiates Oxford from most universities in the world. The following brief notes should help you understand the importance of tutors, tutorials, and University lectures and classes for the course. All of these learning experiences will enhance your knowledge of the subjects being studied and contribute to your performance in the final examinations in which your degree classification is determined. If you have any issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in the complaints and appeals section.

3.1.1 Tutors

Anyone to whom you go for tutorials or college classes counts as one of your tutors. In your preparation for PPE Prelims there are bound to be at least three of them, and over the whole course there may well be eight or ten. Some will be tutorial fellows or lecturers of your own college; some may be tutorial fellows or lecturers of other colleges, or research fellows, or graduate students. The overall responsibility for giving or arranging your tuition will lie with tutorial fellows or lecturers of your own college, probably one in each of Philosophy, Politics, and Economics. Behind them stands the Senior Tutor, who must see that proper arrangements are made if one of these people is absent through illness or on leave.

Tuition for a term is normally arranged at the end of the preceding term; so before going down each term you should make sure that you have received reading guidance and the names of your tutors for all the work you will be doing in the following term. (In the occasional cases in which the name of the tutor is not yet known you should make sure you have received an explanation and that you are confident that arrangements will be in place by the beginning of term.) Some tutors like to see their pupils at the end of the preceding term to make detailed arrangements. Colleges have different rules about when term 'begins'. The official start is Sunday of First Week of Full Term, but you will almost certainly be required back before then, and you should try to ensure that by the Sunday at the very latest you know who your tutors for the term will be, have met or corresponded with them, and have been set work and assigned tutorial times by them.

If you would like to receive tuition from a particular person in Oxford, ask the in-college tutor concerned; do not approach the person yourself, who cannot take you on without a request from your college. If you would like a change of tutor, say so if it is not embarrassing; otherwise do not just do nothing, but take the problem to someone else in your college, such as your College Adviser, the Senior Tutor, or even the head of college, if your difficulty is serious. Most such problems arise from a personality clash that has proved intractable; but since in a university of Oxford's size there are almost certain to be alternative tutors for most of your subjects, there is no point in putting up with a relationship that is impeding your academic progress. In these circumstances you can usually expect a change, but not necessarily to the particular tutor whom you would prefer.

In Economics, the provision of classes and tutorials for courses other than Microeconomics, Macroeconomics, and Quantitative Economics is coordinated by the Department. Centrally nominated subject convenors will communicate with college tutors at the end of each term on the allocation of students to particular tutors for the forthcoming term.

3.1.2 Tutorials, Classes, Collections and Data Labs

What you are expected to bring to a tutorial is knowledge of the reading that was set for it (or a variant on your own initiative if some book or article proves really inaccessible) and any written work demanded. What you have a right to expect is your tutor's presence and scholarly attention throughout the hour agreed, plus guidance, e.g. a reading list, for next time. Beyond that, styles differ, depending on how many students are sharing the tutorial, the nature of the topic, and above all the habits and personality of your tutor. You must not expect uniformity, and you will gain most if you succeed in adapting to differences.

You will nearly always have more than one tutorial a week. You should not normally be expected to write more than twelve tutorial essays a term. All written work for a tutorial will receive either written or oral comments. Tutors submit written reports on the term's work as a whole, and you are entitled to see these. Many colleges have timetabled sessions at which college tutors discuss reports with their students.

Work on a tutorial essay involves library searches, reading, thinking, and writing. It should occupy a minimum of three days. Read attentively and thoughtfully. As your reading progresses, think up a structure for your essay (but do not write an elaborate plan which you will not have time to execute). Expect to have to sort out your thoughts, both during and after reading. Use essays to develop an argument, not as places to store information. You will learn a lot if you share ideas with fellow students, and if you try out ideas in tutorial discussion. Remember that tutorials are not designed as a substitute for lectures, or for accumulating information, but to develop coherent verbal arguments and the capacity to think on one's feet, and to tackle specific difficulties and misunderstandings. This means that note-taking, if it occurs in a tutorial at all, should be very much incidental to the overriding dialogue. You should, however, leave time after the tutorial to make a record on paper of the discussion.

Students are broadly encouraged to use computers, though there are arguments for and against. On the one hand it makes one's notes and essays more 'inviting' to read later, and in writing an essay it becomes possible to postpone commitment to all the stages in an argument until the very end of the essay-writing process. On the other hand there is a danger of getting out of practice in hand-writing time-limited examinations, especially University examinations, in which computers may not be used without special reason.

Some tuition is by means of classes, a system specially suited to subjects in which written work is exercises rather than essays, for example econometrics or statistics. You have a right to expect that written work for a class will be returned to you with written or oral comments.

Most colleges will require you to sit college examinations, so-called 'collections', before the start of each term. Their object is to test your comprehension of work already covered, and to give you practice in sitting examinations. Make sure at the end of each term that you know the times and subjects of next term's collections.

Oxford trains you as a writer to deadlines; so equip yourself with a writer's tools – a dictionary, such as the Concise Oxford Dictionary, and, unless you are very confident, a thesaurus and Modern English Usage.

As mentioned in the intended learning outcomes section, you are expected to develop the ability to make appropriate use of numerical, statistical, and computing skills. This ability is provided for in both the economics and politics components of the course. In economics, opportunities to develop these skills are provided in the *Quantitative Economics* paper and the use of statistical techniques is examined in this paper. In politics, the quantitative methods component of the first year course provides students with experience of data manipulation, data handling, and data analysis. You can go on to further quantitative methods study in Politics if you choose either *International Relations* or *Political Sociology* or *Comparative Government* as a second year paper. Data labs are a core element of the course, especially in the first year. The labs provide you with an introduction to statistical software packages like STATA and R.

3.1.3 Lectures

While tutorials and classes will be mainly organised by your college, lectures are provided centrally by the University departments. A combined PPE lecture list is published each term. All three departments also publish lecture lists, as well as provisional programmes for lectures for the remainder of the academic year, which will help you to plan for the future. The lists can be found via PPE WebLearn/Canvas. Take your copy of the lists to your meetings with tutors: all of them will have advice on which lectures to attend. Remember that printed lecture lists often go out of date and the most up-to-date versions will be online.

Do not expect lectures on a subject always to coincide with the term in which you are writing essays on that subject. Important lectures may come a term or two before or after your tutorials, and in the case of some less popular options they may come in your second year and not be repeated in your third year: consult your tutors early about this risk.

The importance of lectures varies from subject to subject within PPE. Some lectures give a personal analysis of a book or a set of books. Others provide an authoritative view on a fast developing subject, or an overview on a subject whose boundaries are not well recognised in the literature. It is perilous to miss the 'core' lectures on your chosen options: although in Oxford's system lecturers do not necessarily set the University examinations, they may be consulted by those who do.

3.1.3.1 Policy on the recording of lectures and other formal teaching sessions by students

Introduction

1. The University recognises that there are a number of reasons why students might wish to record lectures or other formal teaching sessions (such as seminars and classes) in order to support their learning. The University also recognises that in most cases copyright in lectures resides with the University or with the academic responsible for the lecture or formal teaching session, and that academics and students may have concerns about privacy and data protection. This policy sets out the circumstances in which such recordings may take place; the respective roles and responsibilities of those involved in such recordings; and the implications of breaches of this policy.

2. For the purposes of this policy, the term 'recording' refers to any audio or visual recording of a lecture or other formal teaching session, made with any type of audio or visual recorder.

Permission to record a lecture or other formal teaching session

3. Students who have been given permission to record lectures or other formal teaching sessions as a reasonable adjustment on disability-related grounds do not need to ask for permission to record from individual academics. Students who believe they have disability-related grounds for recording should contact the University's Disability Advisory Service (www.ox.ac.uk/students/welfare/disability/study or disability@admin.ox.ac.uk) for further information on the process for obtaining such permission.

4. Students may request permission to record any lectures or other formal teaching sessions. All such requests should be made in writing (including by email) prior to the lecture course or equivalent, to the academic responsible. Subject to paragraph 3 above, the decision on whether to grant permission is at the discretion of the academic. Students may only record lectures where the academic responsible for the session has given their consent prior to the start of the lecture in writing (e.g. by email), and recordings of lectures may not be made by students unless this consent has been given. Retrospective requests are not permissible under this policy and covert recording of lectures will be treated as a disciplinary offence.

5. Students granted permission in writing to record a formal teaching session other than a lecture should ask the session leader to check at the start of the session that there are no objections from others present to a recording being made.

6. Where recordings are made available routinely by departments and faculties, students may not make personal recordings unless they have been given permission to record as a reasonable adjustment.

Use of recordings

7. Recordings of lectures or other formal teaching sessions may only be made for the personal and private use of the student.

8. Students may not:

a) pass such recordings to any other person (except for the purposes of transcription, in which case they can be passed to one person only);
b) publish such recordings in any form (this includes, but is not limited to, the internet and hard copy publication).

9. Students may store recordings of lectures for the duration of their programme of study. Once they have completed the programme of study, students should destroy all recordings of lectures or other formal teaching sessions.

Implementation

10. Where a student breaches this policy, the University will regard this as a disciplinary offence. All such breaches will be dealt with in accordance with Statute XI (http://www.admin.ox.ac.uk/statutes/352-051a.shtml).

3.1.4 Teaching patterns

The recommended patterns of teaching for the second and third year of PPE are below. Lectures, classes, and tutorials typically last an hour.

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
In Philosophy, the core subjects are 103 and one of 101, 102, 115 or 116. In Politics, the core subjects are any two of 201, 202, 203, 214, and 220. In Economics there are no core subjects.						
Philosophy						
103 Ethics: Normative Ethics	MT			8		
	HT	8				
	TT					
103 Ethics: Metaethics	MT					
	HT	8				
	TT					
103 Ethics: Applied Ethics	MT	8				
	HT					
	TT					
Plus one of: 101, 102, 115 or 116						
101 Early Modern Philosophy: Descartes	MT	8		8		Students must answer in the examination on at least one of Descartes, Spi-
	HT					
	TT					
101 Early Modern Philosophy: Spinoza	MT	4				
	HT					
	TT					

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
101 Early Modern Philosophy: Leibniz	MT					noza and Leibniz, and on at least one of Berkeley, Locke and Hume. Tutorials will cover two or more authors, and students should attend lectures according to those they are covering.
	HT	8				
	TT					
101 Early Modern Philosophy: Hume	MT					
	HT	8				
	TT					
101 Early Modern Philosophy: Berkeley	MT	8				
	HT					
	TT					
101 Early Modern Philosophy: Locke	MT					
	HT	8				
	TT					
102 Knowledge and Reality: Metaphysics	MT			8		
	HT	8				
	TT					
102 Knowledge and Reality: Epistemology	MT	8				
	HT					
	TT					
115 Plato: *Republic*	MT	8		8		
	HT	8				
	TT					
116 Aristotle: Nicomachean Ethics	MT	8		8		
	HT	8				
	TT					
Politics: TWO OF						
201 Comparative Government	MT	8		6		6 tutorials, which can take place in any term. * 2 2-hour revision classes are held for 3rd year students in Hilary term.
	HT	8	2*			
	TT					
202 British Politics and Government since 1900	MT	8		8		8 tutorials, which can take
	HT	8				

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
	TT					place in any term. Colleges to arrange revision classes.
203 Theory of Politics (also Philosophy option 114)	MT	8		8		8 tutorials, which can take place in any term. Colleges to arrange revision classes.
	HT	8				
	TT					
214 International Relations	MT	8		7		7 tutorials, which can take place in any term.
	HT	8				
	TT					
220 Political Sociology	MT	8		7		7 tutorials, which can take place in any term.
	HT	8				
	TT					
Q-Step 2nd-Year component.	MT	1	7			Any student taking at least ONE of papers 201, 214 and 220 should attend one QS2 lecture in MT of 2nd year, plus a series of 7 1-hour Q-Step labs.
	HT					
	TT					
Economics There are no core subjects, but most subjects must be taken in combination with one or more of 300, 301 and 302.						
300 Quantitative Economics	MT			6		6 Quantitative Economics Tutorials (arranged by college tutors). NB: teaching given in 2nd year.
	HT					
	TT	23				
301 Macroeconomics	MT			8		

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
	HT	21				8 Macroeconomics Tutorials (arranged by college tutors). NB: teaching given in 2nd year.
	TT					
302 Microeconomics	MT	20		8		8 Microeconomics Tutorials (arranged by college tutors). NB: teaching given in 2nd year.
	HT					
	TT					
(302: Maths and Probability lectures)	MT	4				
	HT					
	TT					

Optional Papers

Philosophy:

- Philosophy options papers are normally taught through a course of 8-16 lectures (provided by the faculty) and 8 tutorials (provided by colleges).
- In some cases college teaching may be delivered through classes rather than tutorials, at the discretion of the colleges.
- Tutorials for a paper may not always be given in the same term as the lectures for that paper.
- The recommended teaching for students offering the optional thesis is 8 tutorials (provided by college).
- Students taking Philosophy and Politics at FHS may take 1-3 optional Philosophy papers.
- Students taking Philosophy and Economics at FHS may take 1-3 optional Philosophy papers.
- Students taking Philosophy, Politics and Economics at FHS may take 0, 1 or 2 optional Philosophy papers.

Politics:

- Politics options papers usually consist 8-16 lectures (provided by the faculty) delivered over one or two terms, and 8 tutorials (provided by colleges) given in a single term.

- Course providers for the papers Politics of Sub-Saharan Africa, Politics in South Asia, Comparative Demographic Systems, and Politics in China may offer supplementary classes. For papers including (but not limited to) Politics of the Middle East, tutorials may be replaced by college classes.
- Eight documents classes for Modern British Government and Politics take place in HT of third year; these run instead of lectures.
- Tutorials for Politics of China are ordinarily solely available in MT.
- Tutorials for a paper may not always be given in the same term as its lectures.
- The recommended teaching for students taking the optional thesis or supervised dissertation paper is 8 tutorials (provided by college). Additional support and guidance lectures and workshops are organised by the department.
- The final list of Politics optional papers will be announced during a student's second year. In the event that recommended teaching patterns of new options fall outside these norms, this information will be updated and students will be informed.
- Students taking Philosophy and Politics at FHS may take 1-3 optional Politics papers.
- Students taking Politics and Economics at FHS may take 1-3 optional Politics papers.
- Students taking Philosophy, Politics and Economics at FHS may take 0, 1 or 2 optional Politics papers.

Economics:

- Economics optional papers for 3rd year students run in Michaelmas term and Hilary term.
- The recommended teaching pattern is 16 lectures (provided by the faculty) and 8 tutorials (provided by colleges).
- For courses covering technical material, teaching may be given through classes rather than tutorials.
- The recommended teaching for students taking the optional thesis or supervised dissertation paper is 8 tutorials (provided by college).
- The final list of Economics optional papers will be announced at the Economics Department's options fair at the beginning of the fourth week of the first Hilary Full Term of candidates' work for the Honour School. In the event that recommended teaching patterns of new options fall outside these norms, this information will be updated and students will be informed.
- Students taking Philosophy and Economics at FHS may take 0, 1 or 2 optional Economics papers.
- Students taking Politics and Economics at FHS may take 0, 1 or 2 optional Economics papers.
- Students taking Philosophy, Politics and Economics at FHS may take 0, 1 or 2 optional Economics papers.
- There may be restrictions on numbers permitted to offer some Economics subjects in any particular year.

When choosing optional papers, it is essential that you consult both the *Examination Regulations* and your college tutors. Certain combinations of papers are not permissible, and some optional papers may not be taught every year.

3.2 Theses

One of your eight Finals subjects may be a thesis: see 199, 299, and 399 in the *Examination Regulations*. Begin planning no later than your penultimate Easter Vacation, and have a talk with a tutor no later than the beginning of Trinity Term. If your tutor thinks that your proposal is manageable, get initial suggestions for reading and follow them up, so that work can be done during the Long Vacation. Remember that tutors can only advise: the decision to offer a thesis is your own, and so is the choice of topic. So of course is the work; what makes a thesis worthwhile is that it is your own independent production.

Good undergraduate thesis topics can vary in character a great deal, but all have two things in common: they are focused, so as to answer a question, or set of questions, or advance an argument; and they are manageable, so that the time available is enough for your research and reflection on it, and 15,000 words is enough for an interesting treatment. Titles of past PPE theses are listed in the examiners' reports, which can be found via PPE WebLearn/Canvas.

If you decide to go ahead, submit your title and outline for approval in accordance with the regulations for theses in the *Examination Regulations*. Do not worry if your outline is not in the end very closely adhered to; the point of it is to make clear the general subject of the thesis and to show that you have some idea of how to go about tackling it.

The regulations state that you may discuss with your tutor 'the field of study, the sources available, and the method of presentation'. Before you start work, go over the plan of the whole thesis very carefully with your tutor. The plan must be yours, but the tutor can help you make sure it is clear, coherent and feasible. Get more advice on reading. But bear in mind that much of your reading will be discovered by yourself; so arrange to be in Oxford, or near a large library, for some weeks of the Long Vacation.

Avoid letting your topic expand, and focus your reading on the issue you intend to write about; 15,000 words is the length of two articles, not a book. Your tutor 'may also read and comment on a first draft' (in the case of Philosophy, 'on drafts'), and the amount of assistance the tutor may give is equivalent to the teaching of a normal paper; so tutorial sessions can be used for trying out first drafts of parts of the thesis. However, you have to write the finished version on your own; make sure you allow plenty of time – almost certainly more will be needed than you first anticipated. You must not exceed the limit of 15,000 words, excluding bibliography. That will probably, to your surprise, become a problem; but the exercise of pruning is a valuable one, encouraging clarity and precision which you should be aiming for in any case.

Some general advice:

i. the examiners cannot read your mind; explain in your introduction just what you are going to do, and in what follows present the argument, step by step, in as sharp a focus as you can achieve;

ii. examiners will notice if you try to fudge issues or sweep difficulties aside; it is much better to be candid about them, and to show that you appreciate the force of counter-arguments;
iii. take grammar and spelling seriously, and always aim at a simple English style, avoiding convoluted sentences and preferring short words to long (there is sound advice which may be relevant in George Orwell, 'Politics and the English Language', in his Collected Essays, Journalism and Letters, (1946), volume 4).

Your bibliography should list all works to which you refer, plus any others you have used that bear on the final version. The style for references can be modelled on any book or periodical in your field. The rules for format and submission, and for change of title, are in the *Examination Regulations.* The Department of Politics issues notes of guidance on Politics theses, which you can find on Politics WebLearn/Canvas. If you intend to undertake fieldwork as part of your thesis, please note the fieldwork safety guidance in the next section.

3.2.1 Fieldwork safety and training

Fieldwork

Many students will, as part of their course, be required to undertake fieldwork. Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Preparation

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to https://www.socsci.ox.ac.uk/fieldworkers-experiences.

Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Safety Office courses

- www.admin.ox.ac.uk/safety/overseastravelfieldwork

Run termly

- Emergency First Aid for Fieldworkers
- Fieldwork Safety Overseas: a full day course geared to expedition based fieldwork

Useful Links

More information on fieldwork and a number of useful links can be found on the Social Sciences Division website: https://socsci.web.ox.ac.uk/fieldwork-0

3.3 Supervised dissertations

If it is available in the appropriate year, one of your eight subjects may be a supervised dissertation in Politics, which is similar to a thesis except that there is a group of students, studying a common theme, all writing separate dissertations on it. The dissertation may not be combined with a thesis in any branch, or with fewer than three other politics subjects if you are a bipartite candidate.

The *Examination Regulations* state that 'with the approval of the Undergraduate Studies Committee, members of staff willing to supervise a research topic shall through the Undergraduate Studies Coordinator or Courses Team of the Department of Politics and International Relations circulate by email not later than Friday of Fourth Week of Hilary Term a short description of an area of Politics (including International Relations and Sociology) in which they have a special interest, a list of possible dissertation topics lying within that area, an introductory reading list, and a time and place at which they will meet those interested in writing a dissertation under their supervision for assessment in the following year's [Final] examination…'

This means Hilary Term of your penultimate year. So if the idea appeals to you, it is best discussed with your tutor no later than the beginning of that term; if your interest arises too late for the Hilary Term meetings, you will need your tutor's advice about the practicalities too. You do not need to seek formal approval for a dissertation topic, unlike a thesis. The rules on length, format and submission, late submission, and change of title, are the same as for Politics theses and are set out in the *Examination Regulations.* The department issues advice on supervised dissertations in the notes of guidance on Politics theses, which you can find on Politics WebLearn/Canvas.

3.4 Expectations of study and student workload

UK degree courses are among the shortest in the world. They hold their own in international competition only because they are full-time courses, covering vacation as well as term. This is perhaps particularly true of Oxford, where the eight-week terms (technically called Full Terms) occupy less than half the year.

Vacations have to include holiday time; and everyone recognises that for very many students they also have to include money-earning time. The University's guidance on paid work is at www.ox.ac.uk/students/life/experience. Nevertheless vacation study is vital, and students are responsible for their own academic progress.

You are said to 'read' for an Oxford degree, and PPE is certainly a reading course: its 'study' is mainly the study of material obtained from books and other documents. In term you will mostly rush from one article or chapter to another, pick their bones, and write out your reactions. There are typically six to eight lectures, and two tutorials (or one tutorial and one class) a week.

Vacations are the time for less hectic attention to complete books. Tutorials break a subject up; vacations allow consolidation. They give depth and time for serious thought. They are also particularly important for reading set or core texts.

4. Assessment

4.1 Assessment Structure

There are two University examinations for PPE: the Preliminary Examination ('Prelims'), normally taken at the end of your first year; and the Final Honour School ('Finals'), normally taken at the end of your third year. Prelims consist of three subjects, Finals of eight. The structure, types and weighting of assessments are set out in the *Examination Regulations*.

4.2 Feedback on learning and assessment

The mechanisms for providing you with feedback on your learning and assessment exist mostly at the college level. Each PPE undergraduate has at least two and sometimes more meetings each week with a college tutor. At least one of these meetings will be a tutorial focused on the discussion of the student's reading and of an essay completed by the student before the tutorial. Feedback is given both in written comments on the essay and verbally in the tutorial. In addition, students normally sit practice examinations (known as 'collections') in each paper at the start of the term following the tutorials which are marked and returned with comments.

Feedback on your progress is also given termly through individual reports provided through the college reporting system: OxCORT. The reports are discussed in a termly meeting with your college tutors and/or academic officers of your college. Problems that arise at other times are dealt with by college tutors and other college officers. Most colleges have special procedures to deal with academic under-performance or issues concerning fitness to study.

Feedback on your Prelims and Finals is given via marks and generic feedback on cohort performance through examiners' reports.

4.3 Examination conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

Examination conventions are published at least one term before the examination takes place, on the exams page of PPE WebLearn/Canvas. You will be notified by email when they are available. The examination conventions from previous years are also on the exams page of PPE WebLearn/Canvas.

4.4 Good academic practice and avoiding plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. The University website provides guidance on plagiarism at www.ox.ac.uk/students/academic/guidance/skills/plagiarism and on how to develop academic good practice at www.ox.ac.uk/students/academic/guidance/skills. What follows is subject-specific advice and a range of examples of plagiarism.

To avoid plagiarism, it is important for all students within individual subject areas to be aware of, and to follow, good practice in the use of sources and making appropriate reference. You will need to exercise judgement in determining when reference is required, and when material may be taken to be so much a part of the 'general knowledge' of your particular subject that formal citation would not be expected. The basis on which such judgements are made is likely to vary slightly between subject areas, as may also the style and format of making references, and your tutor or course organiser, where appropriate, will be in the best position to advise you on such matters; in addition, these may be covered, along with other aspects of academic writing, in your induction. By following good practice in your subject area you should develop a rigorous approach to academic referencing, and avoid inadvertent plagiarism.

Cases of apparently deliberate plagiarism are taken extremely seriously, and where examiners suspect that this has occurred, they bring the matter to the attention of the Proctors. The University employs a series of sophisticated software applications to detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors online essay banks, essay-writing services, and other potential sources of material. It reserves the right to check samples of submitted essays for plagiarism. Although the University strongly encourages the use of electronic resources by students in their academic work,

any attempt to draw on third-party material without proper attribution may well attract severe disciplinary sanctions.

Cases of plagiarism range from the culpably fraudulent to the carelessly inadvertent. Honesty is all you need to avoid the first, the cultivation of academic good practice will ensure that you do not fall foul of the second.

You must avoid:

- *The submission of other people's work as your own.* You should not use professional essay writing agencies nor submit any work which has been written in full or in part by any other person. It is also forbidden to submit work which you have already submitted (partially or in full) for another degree course or examination.
- *The verbatim quotation of other people's work without clear indication and due acknowledgement* (i.e. quotation marks or indentation, together with a full citation). Inadvertency in this may be avoided by scrupulous note-taking. Whenever taking notes always write down the full details of the source (author, title, page numbers, lecturer's name and date of lecture, URL). Where exact words are copied or taken down quotation marks should be used; your notes should make it completely clear, in case your memory does not, which of its words and ideas are your own and which other people's. The risk of plagiarism is increased where material is 'cut and pasted' from electronic resources. If you copy material in this way make sure it is fully referenced and does not become confused with your own work. You should be aware that there exist sophisticated systems to detect such copying.
- *Close paraphrase.* Linking together phrases from a source with just a few words changed here and there is not enough to avoid the charge of plagiarism
- *The reporting of ideas without acknowledging them as your own.* When you write, there should be no room for doubt which are your ideas and which are other people's. Note that where an idea is unattributed it will naturally be taken as the author's own. How often you provide references must to some extent be a matter of style and judgment; to begin each sentence of a paragraph of exposition with "Davidson says that…" would be redundant, but where you are substantially indebted to a particular author it may well not be enough to cite his or her work once in a footnote at the start or the end of the essay.

The surest way to avoid suspicion of plagiarism is by careful referencing. Tutors may be more concerned to check that you understand than that your essays display scholarly references, and no examiner expects full references in a three hour exam, but it is good practice to give proper references. There are many ways to do this (footnotes, author and date, bibliography, etc.). In general there is no one preferred system. Tutors and style guides are a source of advice. Note that some electronic sources explicitly tell you how to make references to their articles. You should not reference anything that you have not actually consulted. Where your knowledge of a primary source is via a secondary one this should be made clear (e.g. R.Descartes, The Principles of Philosophy, quoted in J.Cottingham, Descartes (Blackwell, 1986) p.92). Some ideas may be taken as part of the 'general knowledge' of a particular

subject and, as such, do not call for a formal reference. You will need to exercise judgment in determining when this is the case. If in doubt, seek advice or err on the side of caution.

4.4.1 Examples of plagiarism

Source text

> "Even more important, however, and certainly more generally applicable, is the argument from queerness. This has two parts, one metaphysical, the other epistemological. If there were objective values, then they would be entities or qualities or relations of a very strange sort, utterly different from anything else in the universe. Correspondingly, if we were aware of them, it would have to be by some special faculty of moral intuition, utterly different from our ordinary ways of knowing everything else."
>
> (J.L.Mackie, Ethics, Inventing Right and Wrong (Penguin, 1977) p.38)

Examples

(1) An important argument is that from queerness. It has two parts, one metaphysical and one epistemological. Metaphysically, if objective values existed, then they would be very strange entities, unlike anything else in the universe. Epistemologically, if we were aware of them, it would have to be by some strange faculty of moral intuition, quite different from our ordinary awareness.

> *Without reference of any kind to any source, this would be taken as the author's own words and ideas; when in fact it simply copies phrases verbatim from the source with just a few words changed here and there.*

(2) It has been argued against objective values on the grounds of queerness. The case can be made in either metaphysical or epistemological terms. If objective values existed, they would be strange things, utterly different from anything else in the universe, and they would have to be known in an equally strange way, utterly different from our ordinary ways of knowing everything else.

> *This is a mixture of verbatim copying and close paraphrase. Two phrases have been copied from the source, but no quotation marks or reference provided. The phrase 'It has been argued' is insufficient for this purpose.*

(3) 'The argument from queerness' (Mackie, 1977, p.38) has been stated as follows. 'If there were objective values, then they would be entities or qualities or relations of a very strange sort, utterly different from anything else in the universe.' Correspondingly, if we were aware of them, it would have to be by some special faculty of moral intuition, utterly different from our ordinary ways of knowing everything else.

By selective use of quotation marks and referencing this suggests that the second point here is the writer's own, when it is in fact just as heavily indebted to the source as the material explicitly acknowledged. All quoted material must be enclosed in quotation marks and adequately referenced.

Remember:

- Always make clear the extent of your borrowing. A text reference, such as (Mackie, 1977, p.38), can leave it unclear whether the debt you wish to acknowledge is with regard to a clause, a sentence, a few sentences or an entire paragraph that you have written.
- Try always to express the ideas and arguments you encounter in your own words; this is part of what it means to really understand them.

4.5 Entering for University examinations

You will be entered for your Prelims exams automatically, but must enter yourself for your Finals during Michaelmas Term of your third year. Further information is at www.ox.ac.uk/students/academic/exams/entry.

4.6 Examination dates

Your exam timetable will be published as early as possible and no later than five weeks before the start of the examination at www.ox.ac.uk/students/academic/exams/timetables. Prelims exams are normally in week 9 and Finals exams are normally from week 5 to week 7 in Trinity Term.

4.7 Sitting your examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident, or bereavement) are available on the Oxford Students website www.ox.ac.uk/students/academic/exams/guidance.

When planning your examination strategy, it is sensible to keep in mind the nature of the examination method which the University uses (the conventional method in UK higher education over the past two centuries). If the examiners allowed you to set the questions, you could prepare good answers in a few months; by setting the questions themselves, they ensure that a candidate cannot be adequately prepared without study over a broad area. They will therefore not be interested in answers which are in any way off the point, and they will severely penalise 'short weight' - too few properly written out answers. The examiners are looking for your own ideas and convictions and you mustn't be shy of presenting them. When you have selected a question, work out what it means and decide what you think is the answer to it. Then, putting pen to paper, state the answer and defend it; or, if you think there is no answer, explain why not. Abstain from presenting background material. Do not write too much: most of those who run out of time have themselves to blame for being distracted into irrelevance. Good examinees emerge from the examination room with most of

their knowledge undisplayed. Examiners' reports can be helpful in identifying the characteristics of good and bad answers in the various papers.

4.8 External examiner and examiners' reports

Internal and external examiners' reports for Prelims and Finals can be found on the exams page of PPE WebLearn/Canvas. The name, position and institution of the external examiners for PPE can be found in the examination conventions, also on PPE WebLearn/Canvas. Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see the complaints and appeals section).

4.9 Prizes

After your first year you will be eligible for a scholarship or exhibition from your college, on academic criteria which the college decides and applies. Other prizes for which you may be eligible include the various PPE examination prizes, which are listed on PPE WebLearn/Canvas. A central list of all prizes is at: www.ox.ac.uk/students/fees-funding/prizes-and-awards.

5. Skills and learning development

5.1 Academic progress

Your academic progress will be monitored mostly at college level. Feedback will be given via OxCORT, via termly meetings with your college tutors and/or academic officers of your college, via collections, and in tutorials. Refer to your college handbook for further information.

5.2 Learning development and skills

The skills you are expected to develop through the course are summarised in section 2.3.

5.3 Opportunities for skills training and development

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website www.ox.ac.uk/students/academic/guidance/skills.

5.4 Employability and careers information and advice

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course (often incorporating professional body requirements) will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend your skills and experiences through practical or project work, placements or fieldwork, writing extended essays or dissertations. In college and university sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as problem solving, leadership, and communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the Careers Service website at www.careers.ox.ac.uk. Further information can be found at www.ox.ac.uk/students/life/experience.

6. Student representation, evaluation and feedback

Consultation of students takes a number of forms. It is important that you give us your views and feel free to do so, in order that we may deal with problems that arise both relating to you personally and to the course. Confidentiality is preserved when we seek feedback and will be maintained if you wish it when you discuss issues of concern to you. Both the college and the departments will seek and welcome your feedback in various ways.

6.1 Department representation

Each department has an Undergraduate Joint Consultative Committee (UJCC). Typical agenda items for UJCC meetings include course developments, lecture arrangements, library provision, and IT. The department will look to UJCC student members for comments and suggestions which may bring beneficial changes. The UJCC is also the forum in which you should raise any matters of concern to you relating to the organisation, content, and delivery of the course.

The Politics UJCC comprises the Director of Undergraduate Studies, the Undergraduate Studies Coordinator or Academic Administrator, and an undergraduate representative from each College. Politics WebLearn/Canvas has a page with the committee membership, meeting times and further information.

The Economics UJCC has several department members, including the Director of Undergraduate Studies, and a student member from each college. The student representatives must be reading for one of the Honour Schools involving Economics. The UJCC meets once per term. It elects one of its student representatives as chair. Economics WebLearn/Canvas has a page with the meeting times and further information.

The Philosophy UJCC is currently being reinstated. You will be contacted once it is operational to invite your participation. Until then you can contact the Director of Undergraduate Studies or the Undergraduate Studies Administrator to raise any issues of concern.

If you need further information about one of the UJCCs please approach the undergraduate administrator for the department.

6.2 Division and University representation

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU). Details can be found on the SU website www.oxfordsu.org along with information about student representation at the University level.

6.3 Opportunities to provide evaluation and feedback

The feedback which you provide to lecturers and tutors is valued and is taken seriously. It has an important contribution toward maintaining the quality of the education you receive at Oxford.

You will be asked to comment on each set of lectures via questionnaires, which will be distributed either electronically or as paper copies. Paper copies will be handed out by the lecturer towards the middle or end of his or her set of lectures, and further copies will be available from the department. Completed forms may either be given to the lecturer at the end of the lecture or sent to the department office. The results of the questionnaire are seen by the lecturer and also by the Director of Undergraduate Studies or Teaching/Lectures Committee or panel. The DUS and/or committee or panel are responsible for ensuring that any problems reported through the questionnaires are addressed. These are reported on to the UJCC and the department.

You will also be asked to provide feedback on tutorial teaching to your college, and although colleges may differ in the exact ways in which they provide for this, in general they will ask your views on the amount and quality of teaching, reading materials, timeliness of comments on essays and tutorial performance, and feedback on your progress on the course. Colleges also arrange for you to hear or read reports written by your tutor and to make comments on them, and also for you to submit your own self-assessment of your progress to date and your academic goals.

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at www.ox.ac.uk/students/life/feedback. Final year undergraduate students are surveyed through the National Student Survey. Results from previous NSS can be found at www.unistats.com. Results from the NSS and the Student Barometer are monitored by the PPE Committee and the Undergraduate Studies Committees in the three departments.

7. Student life and support

7.1 Who to contact for help

If illness, or other personal issues such as bereavement, seriously affect your academic work, make sure that your tutors know this. Help may involve: excusing you tutorials for a while;

sending you home; asking the University to grant you dispensation from that term's residence; or permitting you to go out of residence for a number of terms, with consequent negotiations with your funding body as appropriate. If illness or other issues have interfered with preparation for a University examination, or have affected you during the exam itself, you can apply for alternative examination arrangements (www.ox.ac.uk/students/academic/exams/arrangements) or make the examiners aware of the factors that have impacted your performance (www.ox.ac.uk/students/academic/exams/guidance).

The University has a range of support and advice to help you manage your finances during your studies. Please see www.ox.ac.uk/students/fees-funding/assistance for further information, including on hardship funding for students who experience financial difficulties.

Every college has their own systems of academic and pastoral support for students. Please refer to your college handbook or website for more information on who to contact and what support is available through your college.

Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

7.2 Complaints and appeals

The University, the Divisions and the three departments all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with Director of Undergraduate Studies or with the Director of Graduate Studies as appropriate. If your concern relates to the course as a whole, rather than to teaching or provision made by one of the departments/faculties, you should raise it with the Chair of the PPE Committee. Complaints about departmental facilities

should be made to the Departmental Administrator. If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty. The officer concerned will attempt to resolve your concern/complaint informally. The names and contact details of these officers can be found on department websites, or by contacting the relevant undergraduate administrator.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

7.3 Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website www.ox.ac.uk/students/academic/regulations/a-z.

7.4 Equality and diversity

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected."

– University of Oxford Equality Policy (https://edu.web.ox.ac.uk/equality-policy)

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: www.edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice.

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.web.ox.ac.uk/religion-and-belief.

Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das.

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer.

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/.

There is a wide range of student clubs and societies to get involved in. For more details visit: www.ox.ac.uk/students/life/clubs.

8. Facilities

8.1 Libraries and museums

A list of museums that you may wish to visit while you are here is at www.ox.ac.uk/visitors/visiting-oxford/visiting-museums-libraries-places. A comprehensive list of all libraries associated with the University of Oxford, their locations, subject areas, and opening hours is at www.bodleian.ox.ac.uk/subjects-and-libraries/libraries. Your blue University Card provides you with access to the libraries. If your card is lost, stolen, or damaged, inform your college. They will advise you on how to replace it.

8.2 IT

A wide range of IT facilities and training is available to Oxford students. For further information see www.ox.ac.uk/students/life/it.

9. The Future

9.1 Taking your Degree

University of Oxford degrees are conferred at degree ceremonies, held in the Sheldonian Theatre. You may graduate in person or in absence, either straight after you've finished your degree, or many years later. If you choose to graduate in person, you will be presented by your college, hall or society. Once your degree has been conferred at a degree ceremony either in person or in absentia, you will automatically receive a degree certificate. This will be either presented to you by your college on the day of the graduation ceremony, or posted to you after the event. You will automatically receive one paper copy of your final transcript (an official summary of your academic performance, including final marks) upon completing your degree. This will be sent to the 'home address' listed in Student Self Service. Electronic copies of transcripts (final and on-course) are not available. Further information on your degree ceremony, certificate, transcript, and preparing to leave the University is at www.ox.ac.uk/students/graduation.

9.2 Proceeding to Further Study

If you are considering graduate study, the beginning of your final year is the latest time by which you should research the various degrees on offer and choose the ones that appeal to you. At that time you might also discuss the options with your tutors. Most applications for graduate study, particularly to institutions in the northern hemisphere, must be submitted by December or January. Deadlines are often strictly enforced and the competition for a place on a particular degree may be intensive. Your initiatives are likely to fail if they are not completed in good time. Further advice on proceeding from undergraduate to postgraduate study is at www.ox.ac.uk/students/graduation/continuing.

Every year a number of PPE finalists apply to continue their studies at Oxford. You will be able to find a comprehensive list of courses and application deadlines at www.ox.ac.uk/graduate. Graduate students must secure their own funding to cover fees and maintenance, both of which can be costly. The closing dates for some fellowships and scholarships, especially those overseas, may fall in advance of the application deadline for your

chosen degree programme, and the competition for funding can also be fierce, so it is important to research the deadlines for these opportunities and to plan your applications in a timely manner. Further information and advice is at www.ox.ac.uk/graduate/fees-and-funding.

Appendix A: Outline of Papers

For your second and third years you may continue with all three subjects or pursue only two of them. This is a matter you should discuss with your college tutors. There are various requirements to take particular papers and restrictions on the option papers you can take. These are listed in detail in the *Examination Regulations*. Course outlines, teaching arrangements, and reading lists are on the WebLearn/Canvas sites for each department.

What follows here is an outline of what the papers in each of the three branches involve. You may well find it helpful to look at recent examination papers on OXAM help build up a picture of these papers. If you find the examination questions interesting you are more likely to find working on the paper engaging.

This information is subject to change: Economics options will be finalised at the options fair in Hilary Term of your second year; Politics and Philosophy special subjects and Politics supervised dissertations will be finalised and confirmed by email during your second year. Contact the relevant undergraduate administrator if you have any questions.

A.1 Philosophy

Formal requirements
Students must take two core subjects: 103 Ethics, and one of papers 101 Early Modern Philosophy, 102 Knowledge and Reality, 115 Plato: *Republic*, or 116 Aristotle: *Nicomachean Ethics*. In your choice of further subjects you should be guided by the Normal Prerequisites (see below). You may only take 199 (Philosophy Thesis) if you are taking at least three other Philosophy subjects. You may take only one from 106 (Philosophy of Science and of Social Science) and 124 (Philosophy of Science). You may not take both of 110 (Aquinas) and 111 (Duns Scotus and Ockham).

Bi-partite Politics and Economics students may take any one Philosophy subject (except 199, Thesis in Philosophy), but should be guided by the Normal Prerequisites.

The official syllabuses for subjects may be found in the *Examination Regulations*, and it is these which form the framework within which exam questions on a paper must be set. But to help your choices, see below brief, informal descriptions of the subjects, followed in some cases by a suggested introductory reading. You should always consult your tutor about your choice of options, noting also the advice in the next paragraph.

Normal Prerequisites (indicated by NP)
In what follows, you will find that some subjects are named as 'normal prerequisites' for the study of others. For instance: 112 The Philosophy of Kant (NP 101) means that those studying 112, Kant, would either normally be expected to have studied 101 (Early Modern Philosophy), or to have undertaken relevant background reading in the History of Philosophy, as suggested by their tutor. In some cases alternatives are given as the prerequisite, e.g. 107 Philosophy of Religion (NP 101 or 102) means that those studying 107, Philosophy of Religion, would normally be expected either to have studied 101 (History of Philosophy) or 102 (Knowledge and Reality), or to have undertaken relevant preparatory work in one or other of those areas, as suggested by their tutor. In cases of doubt students are encouraged to consult their tutors and establish with them, in their individual circumstances, what the best options are.

101. Early Modern Philosophy
The purpose of this subject is to enable you to gain a critical understanding of some of the metaphysical and epistemological ideas of some of the most important philosophers of the early modern period, between the 1630s and the 1780s.

This period saw a great flowering of philosophy in Europe. Descartes, Spinoza and Leibniz, often collectively referred to as "the rationalists", placed the new "corpuscularian" science within grand metaphysical systems which certified our God-given capacity to reason our way to the laws of nature (as well as to many other, often astonishing conclusions about the world). Locke wrote in a different, empiricist tradition. He argued that, since our concepts all ultimately derive from experience, our knowledge is necessarily limited.

Berkeley and Hume developed this empiricism in the direction of a kind of idealism, according to which the world studied by science is in some sense mind-dependent and mind-constructed. (Kant subsequently sought to arbitrate between the rationalists and the empiricists, by rooting out some assumptions common to them and trying thereby to salvage and to reconcile some of their apparently irreconcilable insights.) Reading the primary texts is of great importance.

The examination paper is divided into two sections and students are required to answer at least one question from Section A (Descartes, Spinoza, Leibniz) and at least one from Section B (Locke, Berkeley, Hume). NB: previously this paper was known as “History of Philosophy from Descartes to Kant” and further allowed study of Kant (who remains available within paper 112).

Reading

- R.S.Woolhouse, *The Empiricists*
- J.Cottingham, *The Rationalists* (both O.U.P. Opus series)

102. Knowledge and Reality

The purpose of this subject is to enable you to examine some central questions about the nature of the world and the extent to which we can have knowledge of it.

In considering knowledge you will examine whether it is possible to attain knowledge of what the world is really like. Is our knowledge of the world necessarily limited to what we can observe to be the case? Indeed, are even our observational beliefs about the world around us justified? Can we have knowledge of what will happen based on what has happened? Is our understanding of the world necessarily limited to what we can prove to be the case? Or can we understand claims about the remote past or distant future which we cannot in principle prove to be true?

In considering reality you will focus on questions such as the following. Does the world really contain the three-dimensional objects and their properties - such as red buses or black horses - which we appear to encounter in everyday life? Or is it made up rather of the somewhat different entities studied by science, such as colourless atoms or four-dimensional space-time worms? What is the relation between the common sense picture of the world and that provided by contemporary science? Is it correct to think of the objects and their properties that make up the world as being what they are independently of our preferred ways of dividing up reality? These issues are discussed with reference to a variety of specific questions such as 'What is time?', 'What is the nature of causation?', and 'What are substances?' There is an opportunity in this subject to study such topics as reference, truth and definition,

but candidates taking 102 and 108 should avoid repetition of material across examinations. However, if your answers are well-crafted and relevant to the specific question set, this is unlikely to be a problem.

Reading

- Jonathan Dancy, Introduction to Contemporary Epistemology (Oxford), chs. 1-3
- Michael J. Loux, *Metaphysics* (Routledge)

103. Ethics

The purpose of this subject is to enable you to come to grips with some questions which exercise many people, philosophers and non-philosophers alike. How should we decide what is best to do, and how best to lead our lives? Are our value judgments on these and other matters objective or do they merely reflect our subjective preferences and viewpoints? Are we in fact free to make these choices, or have our decisions already been determined by antecedent features of our environment and genetic endowment? In considering these issues you will examine a variety of ethical concepts, such as those of justice, rights, equality, virtue, and happiness, which are widely used in moral and political argument. There is also opportunity to discuss some applied ethical issues. Knowledge of major historical thinkers, e.g. Aristotle and Hume and Kant, will be encouraged, but not required in the examination.

Reading

- John Mackie, *Ethics* (Penguin), chs. 1-2

104. Philosophy of Mind (NP 101 or 102)

The purpose of this subject is to enable you to examine a variety of questions about the nature of persons and their psychological states, including such general questions as: what is the relation between persons and their minds? Could robots or automata be persons? What is the relation between our minds and our brains? If we understood everything about the brain, would we understand everything about consciousness and rational thought? If not, why not? Several of these issues focus on the relation between our common sense understanding of ourselves and others, and the view of the mind developed in scientific psychology and neuroscience. Are the two accounts compatible? Should one be regarded as better than the other? Should our common sense understanding of the mind be jettisoned in favour of the scientific picture? Or does the latter leave out something essential to a proper understanding of ourselves and others? Other more specific questions concern memory, thought, belief, emotion, perception, and action.

Reading

- Paul Churchland, *Matter and Consciousness* (Cambridge) chs. 1-3

106. Philosophy of Science and Social Science (NP 101 or 102)

The purpose of this subject is to enable you to study topics in the philosophy of science in general, and topics in the philosophy of social science in particular.

In the broadest sense the philosophy of science is concerned with the theory of knowledge and with associated questions in metaphysics. What is distinctive about the field is its focus

on "scientific" knowledge, and the metaphysical questions - concerning space, time, causation, probability, possibility, necessity, realism and idealism - prompted by such a focus. This branch of philosophy is therefore concerned with distinctive traits of science: testability, objectivity, scientific explanation, and the nature of scientific theories. Whether economics, sociology, and political science are "really" sciences is a question that lay people as well as philosophers have often asked. The technology spawned by the physical sciences is more impressive than that based on the social sciences: bridges do not collapse and aeroplanes do not fall from the sky, but no government can reliably control crime, divorce, or unemployment, or make its citizens happy at will. Human behaviour often seems less predictable, and less explicable than that of inanimate nature and non-human animals, even though most of us believe that we know what we are doing and why. So philosophers of social science have asked whether human action is to be explained causally or non-causally, whether predictions are self-refuting, whether we can only explain behaviour that is in some sense rational - and if so, what that sense is. Other central issues include social relativism, the role of ideology, value-neutrality, and the relationship between the particular social sciences, in particular whether economics provides a model for other social science. Finally, some critics have asked whether a technological view of 'social control' does not threaten democratic politics as usually understood.

Please note: the Faculty of Philosophy has recently permitted PPE students taking this paper to specialise in the Philosophy of Social Science. That is, students must answer at least one question on Philosophy of Social Science in the exam, but can answer up to three. This is to allow you to play to your strengths and experience as a student not just of Philosophy but also of Politics and Economics.

Reading

- Martin Hollis, *The Philosophy of Social Science* (Cambridge); Alexander Rosenberg, *Philosophy of Social Science* (Westview).

107. Philosophy of Religion (NP 101 or 102)

The purpose of this subject is to enable you to examine claims about the existence of God and God's relationship to the world. What, if anything, is meant by them? Could they be true? What justification, if any, can or needs to be provided for them? The paper is concerned primarily with the claims of Western religions (Christianity, Judaism and Islam), and with the central claim of those religions, that there is a God. God is said to be omnipresent, omnipotent, omniscient, perfectly good, a source of moral obligation and so on. But what does it mean to say that God has these properties, and are they consistent with each other? Could God change the past, or choose to do evil? Does it make sense to say that God is outside time? You will have the opportunity to study arguments for the existence of God - for example, the teleological argument from the fact that the Universe is governed by scientific laws, and the argument from people's religious experiences. Other issues are whether the fact of pain and suffering counts strongly, or even conclusively, against the existence of God, whether there could be evidence for miracles, whether it could be shown that prayer "works", whether there could be life after death, and what philosophical problems are raised by the existence of different religions. There may also be an optional question in the exam paper about some specifically Christian doctrine - does it make sense to say that the life and

death of Jesus atoned for the sins of the world, and could one know this? There is abundant scope for deploying all the knowledge and techniques which you have acquired in other areas of philosophy. Among the major philosophers whose contributions to the philosophy of religion you will need to study are Aquinas, Hume and Kant.

Reading

- M. Peterson and other authors, Reason and Religious Belief, An Introduction to the Philosophy of Religion (Oxford University Press)

108. The Philosophy of Logic and Language (NP Prelims/Mods Logic)

The purpose of this subject is to enable you to examine some fundamental questions relating to reasoning and language. The philosophy of logic is not itself a symbolic or mathematical subject, but examines concepts of interest to the logician. If you want to know the answer to the question 'What is truth?' this is a subject for you. Central also are questions about the status of basic logical laws and the nature of logical necessity. What, if anything, makes it true that nothing can be at the same time both green and not green all over? Is that necessity the result of our conventions or stipulations, or the reflection of how things have to be independently of us? Philosophy of language is closely related. It covers the very general question how language can describe reality at all: what makes our sentences meaningful and, on occasion, true? How do parts of our language refer to objects in the world? What is involved in understanding speech (or the written word)? You may also investigate more specific issues concerning the correct analysis of particular linguistic expressions such as names, descriptions, pronouns, or adverbs, and aspects of linguistics and grammatical theory. Candidates taking 102 as well as 108 should avoid repetition of material across examinations. However, if your answers are well-crafted and relevant to the specific question set, this is unlikely to be a problem.

Reading

- Mark Sainsbury, 'Philosophical Logic', in *Philosophy*, a Guide through the Subject, edited by A. C. Grayling (Oxford).

109. Aesthetics (NP 101 or 102 or 103 or 104 or 115)

The purpose of this subject is to enable you to study a number of questions about the nature and value of beauty and of the arts. For example, do we enjoy sights and sounds because they are beautiful, or are they beautiful because we enjoy them? Does the enjoyment of beauty involve a particular sort of experience, and if so, how should we define it and what psychological capacities does it presuppose? Is a work of art a physical object, an abstract object, or what? Does the value of a work of art depend only upon its long- or short-term effects on our minds or characters? If not, what sorts of reasons can we give for admiring a work of art? Do reasons for admiring paintings, pieces of music and poems have enough in common with one another, and little enough in common with reasons for admiring other kinds of things, to support the idea that there is a distinctive sort of value which good art of every sort, and only art, possesses? As well as general questions such as these ones, the subject also addresses questions raised by particular art forms. For example, what is the difference between a picture and a description in words? Can fiction embody truths about its sub-

ject-matter? How does music express emotions? All of these questions, and others, are addressed directly, and also by examining classic texts, including Plato's *Republic*, Aristotle's *Poetics*, Hume's essay 'Of the Standard of Taste' and Kant's *Critique of Aesthetic Judgement*.

Reading

- Malcolm Budd, *Values of Art* (Penguin)

110. Medieval Philosophy: Aquinas

The purpose of this subject is to introduce you to many of Aquinas's central ideas and arguments on a wide variety of theological and philosophical topics. These are studied in translation rather than in the Latin original, though a glance at Aquinas's remarkably readable Latin can often be useful. Candidates are encouraged to carefully read and analyse Aquinas's texts and to focus on the philosophical questions they raise.

The subject will be studied in one of two sets of texts (the fathers of the English Dominican Province edition, 1911, rev. 1920):

- Aquinas, *Summa Theologica,* Ia, 2-11, 75-89, which will cover the following topics: arguments for the existence of God; God's essence and existence; God and goodness; God and time; the soul in relation to the body; individual intellects; perception and knowledge; free will; the soul and knowledge.
- Aquinas, *Summa Theologica,* Ia IIae 1-10, 90-97, which will cover the following topics: natural and supernatural happiness; voluntary action; the will; natural and universal law; human law.

Reading

- Anthony Kenny, *Aquinas*
- F.C. Copleston, *Aquinas*
- B. Davies, The Thought of Thomas Aquinas (O.U.P.)

This paper will include an optional question containing passages for comment. This subject may not be combined with subject 111. Paper 116, Aristotle: *Nicomachean Ethics* is a good background for this option.

111. Medieval Philosophy: Duns Scotus and Ockham (NP 101 or 108)

Duns Scotus and Ockham are, together with Aquinas, the most significant and influential thinkers of the Middle Ages. The purpose of this subject is to make you familiar with some fundamental aspects of their theological and philosophical thought. As to Scotus, these include the proof of the existence and of the unicity of God (the most sophisticated one in the Middle Ages) and the issues about causality that it raises, the theory of the existence of concepts common to God and creatures (the univocity theory of religious language), the discussion about the immateriality and the immortality of the human soul, and the reply to scepticism. As to Ockham, they include nominalism about universals and the refutation of realism (including the realism of Duns Scotus), some issues in logic and especially the theory of "supposition" and its application in the debate about universals, the theory of intellectual knowledge of singulars and the question of whether we can have evidence about contingent properties of singulars, the nature of efficient causality and the problem of whether we can

prove the existence of a first efficient cause. These are studied in translation rather than in the Latin original, though a glance at the Latin can often be useful. Candidates are encouraged to carefully read and analyse Scotus's and Ockham's texts and to focus on the philosophical questions they raise.

Texts

- Scotus: *Philosophical Writings*, tr. Wolter (Hackett), chapters II-IV, pp. 13-95 (man's natural knowledge of God; the existence of God; the unicity of God); *Five texts on the Mediaeval Problem of Universals*, tr. Spade (Hackett), pp. 57-113 (universals, individuation).
- Ockham*: Philosophical Writings*, tr. Boehner (Hackett), pp. 18-27 (intuitive and abstractive cognition); pp. 97-126 (the possibility of natural theology, the existence of God); *Five texts on the Mediaeval Problem of Universals*, tr. Spade (Hackett), pp. 114-231 (universals).
- R. Cross, *Duns Scotus*; M. McCord Adams, *William Ockham*, vol. 1.

This subject may not be combined with subject 110.

112. The Philosophy of Kant (NP 101)

The purpose of this paper is to enable you to make a critical study of some of the ideas of one of the greatest of all philosophers.

Immanuel Kant lived from 1724 to 1804. He published the *Critique of Pure Reason* in 1781, and the *Groundwork of the Metaphysic of Morals* in 1785.The 'Critique' is his greatest work and, without question, the most influential work of modern philosophy. It is a difficult but enormously rewarding work. This is largely because Kant, perhaps uniquely, combines in the highest measure the cautious qualities of care, rigour and tenacity with the bolder quality of philosophical imagination. Its concern is to give an account of human knowledge that will steer a path between the dogmatism of traditional metaphysics and the scepticism that, Kant believes, is the inevitable result of the empiricist criticism of metaphysics. Kant's approach, he claims in a famous metaphor, amounts to a "Copernican revolution" in philosophy. Instead of looking at human knowledge by starting from what is known, we should start from ourselves as knowing subjects and ask how the world must be for us to have the kind of knowledge and experience that we have. Kant thinks that his Copernican revolution also enables him to reconcile traditional Christian morality and modern science, in the face of their apparently irreconcilable demands (in the one case, that we should be free agents, and in the other case, that the world should be governed by inexorable mechanical laws). In the 'Groundwork' Kant develops his very distinctive and highly influential moral philosophy. He argues that morality is grounded in reason. What we ought to do is what we would do if we acted in a way that was purely rational. To act in a way that is purely rational is to act in accordance with the famous 'categorical imperative', which Kant expresses as follows: 'Act only on that maxim through which you can at the same time will that it should become a universal law'.

Reading

- *Critique of Pure Reason*, P. Guyer and A. Wood (CUP)

- Groundwork of the Metaphysics of Morals, trans. M. Gregor (CUP)
- Roger Scruton, *Kant*

113. Post-Kantian Philosophy (NP 101 or 102 or 103 or 112)
Many of the questions raised by German and French philosophers of the 19th and early 20th centuries were thought to arise directly out of Kant's metaphysics, epistemology and ethics. Hence the title of this subject, the purpose of which is to enable you to explore some of the developments of (and departures from) Kantian themes in the work of Hegel, Schopenhauer, Nietzsche, Husserl, Heidegger, Sartre and Merleau-Ponty. Students typically focus their study on only two chosen authors.

Hegel and Schopenhauer delineate global, metaphysical systems out of which each develops his own distinctive vision of ethical and (especially in the case of Hegel) political life. Nietzsche's writings less obviously constitute a 'system', but they too develop certain ethical and existential implications of our epistemological and metaphysical commitments. Husserl will interest those pupils attracted to problems in ontology and epistemology such as feature in the Cartesian tradition; his work also serves to introduce one to phenomenology, the philosophical method later developed and refined by Heidegger, Sartre and Merleau-Ponty.

In Heidegger and Sartre, that method is brought to bear on such fundamental aspects of human existence as authenticity, social understanding, bad faith, art and freedom. Merleau-Ponty (who trained as a psychologist) presents a novel and important account of the genesis of perception, cognition and feeling, and relates these to themes in aesthetics and political philosophy. While this is very much a text-based paper, many of the questions addressed are directly relevant to contemporary treatments of problems in epistemology and metaphysics, in aesthetics, political theory and the philosophy of mind.

Reading
- Robert C. Solomon, Continental Philosophy since 1750: The Rise and Fall of the Self (O.U.P.)

114. Theory of Politics (NP 103)
Can also be taken as a Politics subject, see Politics entry 203.

115. Plato: Republic
Plato's influence on the history of philosophy is enormous. The purpose of this subject is to enable you to make a critical study of the *Republic*, which is perhaps his most important and most influential work. Written as a dialogue between Socrates and others including the outspoken immoralist Thrasymachus, it is primarily concerned with questions of the nature of justice and of what is the best kind of life to lead.

These questions prompt discussions of the ideal city - which Karl Popper criticised as totalitarian - of education and art, of the nature of knowledge, the Theory of Forms and the immortality of the soul. In studying it you will encounter a work of philosophy of unusual literary merit, one in which philosophy is presented through debates, through analogies and images, including the famous simile of the Cave, as well as rigorous argument, and you will

encounter some of Plato's important contributions to ethics, political theory, metaphysics, philosophy of mind and aesthetics. You are expected to study the work in detail; the examination contains a question requiring comments on chosen passages, as well as a choice of essay questions.

Reading

- Julia Annas, *An Introduction to Plato's Republic*, Introduction and ch. 1
- Set translation: Plato: *Republic*, trans. Grube, revised Reeve (Hackett)

116. Aristotle: Nicomachean Ethics

The purpose of this subject is to give you the opportunity to make a critical study of one of the most important works in the history of philosophy. Like Plato in the *Republic*, Aristotle is concerned with the question, what is the best possible sort of life? Whereas this leads Plato to pose grand questions in metaphysics and political theory, it leads Aristotle to offer close analyses of the structure of human action, responsibility, the virtues, the nature of moral knowledge, weakness of will, pleasure, friendship, and other related issues. Much of what Aristotle has to say on these is ground-breaking, highly perceptive, and still of importance in contemporary debate in ethics and moral psychology.
You are expected to study the work in detail; the examination contains a question requiring comments on chosen passages, as well as a choice of essay questions.

Reading

- J. L. Ackrill, Aristotle the Philosopher, ch. 10
- Set translation: Aristotle: *Nicomachean Ethics* translated and with notes by T.H. Irwin (Hackett) second edition

120. Intermediate Philosophy of Physics

The purpose of this subject is to enable you to come to grips with conceptual problems in special relativity and quantum mechanics. Only those with a substantial knowledge of physics should offer this subject, which is normally available only to candidates reading Physics and Philosophy.

122. Philosophy of Mathematics (NP 101 or 102 or 108 or 117 or 119 or 120)

What is the relation of mathematical knowledge to other kinds of knowledge? Is it of a special kind, concerning objects of a special kind? If so, what is the nature of those objects and how do we come to know anything about them? If not, how do we explain the seeming difference between proving a theorem in mathematics and establishing something about the physical world? The purpose of this subject is to enable you to examine questions such as these. Understanding the nature of mathematics has been important to many philosophers, including Plato, Aristotle, and Kant, as a test or as an exemplar of their overall position, and has also played a role in the development of mathematics at certain points. While no specific knowledge of mathematics is required for study of this subject, it will be helpful to have studied mathematics at A-level, or similar, and to have done Logic in Prelims/ Mods.

Reading

- Stephen F. Barker, *Philosophy of Mathematics* (Prentice-Hall).

124. Philosophy of Science (NP 101 or 102)

Philosophy of science is applied epistemology and applied metaphysics. It is theory of scientific knowledge and scientific method, including elements in philosophy of language, philosophy of mathematics, and metaphysics. It deals with metaphysical questions – about space, time, causation, ontology, necessity, truth – as they arise across the board in the special sciences, not just in physics. Questions of method include questions of the theory-observation distinction, testability, induction, theory confirmation, and scientific explanation. They also include theory-change, whether inter-theoretic reduction, unification, or revolutionary change. They are at once questions about scientific rationality, and connect in turn with decision theory and the foundations of probability. They connect also with metaphysics, particularly realism: theory-change, scepticism, fictionalism, naturalism, the under-determination of theory by data, functionalism, structuralism, are all critiques of realism.

The subject also includes the study of major historical schools in philosophy of science. The most important of these is logical positivism (later logical empiricism), that dominated the second and third quarters of the last century. In fact, some of the most important current schools in philosophy of science are broadly continuous with it, notably constructive empiricism and structural realism. The syllabus for this subject contains that for Part A of 106.

Reading

- Don Gillies, Philosophy of Science in the Twentieth Century (Blackwells)
- James Ladyman, Understanding Philosophy of Science (Routledge)

125. Philosophy of Cognitive Science (NP 102 or 104)

This paper covers some of key questions about the nature of the mind dealt with by a variety of cognitive scientific disciplines: experimental psychology, cognitive neuroscience, linguistics and computational modelling of the mind. Studying this paper will provide insight into the ways that contemporary scientific advances have improved our understanding of aspects of the mind that have long been the focus of philosophical reflection. It will also introduce you to a range of theoretical issues generated by current research in the behavioural and brain sciences.

The core topics are:

- Levels of description and explanation (e.g. personal vs. subpersonal, functional vs. mechanistic, mind vs. brain)
- Cognitive architecture, modularity, homuncular functionalism
- Conceptual foundations of information processing: rules and algorithms, tacit knowledge (e.g. of grammar), competence vs. performance
- Nature and format of representations: representationalism vs. behaviourism, the computational theory of mind and language of thought, connectionist alternatives
- The scientific study of consciousness, including the role of subjects' reports, non-verbal and direct measures; neural and computational correlates of consciousness; and the problem of distinguishing phenomenal and access consciousness empirically

The lectures will also cover philosophical issues raised by some areas of cutting-edge research, such as: agency and its phenomenology; attention and neglect; cognitive neuropsychology; concepts; delusions; dual-process theories; dynamical systems, embodied and embedded cognition; evolutionary psychology and massive modularity; forward models and predictive coding; imagery; implicit processing (e.g. blindsight, prosopagnosia); innateness (e.g. concept nativism); language processing and knowledge of language; perception and action (e.g. dorsal vs. ventral visual systems); spatial representation; theory of mind / mindreading; unity of consciousness. Lectures may also cover some historical background (e.g. the cognitive revolution).

For those studying psychology, neuroscience, linguistics or computation, the paper is a crucial bridge to philosophy. But you do not need to be studying a scientific subject to take this paper, as long as you enjoy reading about scientific discoveries about the mind and brain. The paper will be of great interest to philosophers without a scientific background who want to understand the benefits and limitations of bringing scientific data to bear on deep issues in the philosophy of mind.

Recommended Pathways

- Although there are no absolute prerequisites, it would be beneficial to study FHS 102 Knowledge and Reality and/or FHS 104 Philosophy of Mind in conjunction with this paper. For those doing so it would be useful to have begun work on one or both of those papers first.

Background Reading

- Martin Davies, 'An approach to philosophy of cognitive science', in F. Jackson & M. Smith (eds.) The Oxford Handbook of Contemporary Philosophy (Oxford: O.U.P., 2005). An expanded version is available online at the Philosophy Faculty Weblearn site, in the Undergraduate Section, under 'Reading Lists'.
- Clark, A. (2001), Mindware: An Introduction to the Philosophy of Cognitive Science (Oxford, OUP).

127. Philosophical Logic

This paper is a second course in logic. It follows on from the first logic course provided by *The Logic Manual* in Prelims. This is, at the time of writing, a new paper, and will first be offered in the 2014-5 academic year.

This course exposes you to logical systems that extend and enrich—or challenge and deviate from—classical logic, the standard propositional and predicate logic familiar from Prelims. Why depart from classical logic? Here's one example: classical logic has exactly two truth-values, true and false. How, then, are we to deal with sentences like 'Hamlet has blood type O' which appear to defy classification with either? One systematic answer is provided by three-valued logics which deviate from classical logic by permitting their sentences to be neither truth nor false. Another example: classical logic only has truth-functional connectives. How, then, are we to deal with connectives like 'It must be the case that…' whose semantics cannot be captured with a truth-table? One systematic answer is provided by modal logic, which extends classical logic by allowing its connectives to be non-truth-functional.

The course has two principal aims. The first is to give you the technical competence to work with, and prove things about, a number of logical systems which have come to play a central role across philosophy. These include non-classical propositional logics, such as three-valued and intuitionistic systems, and extensions of classical logic, such as propositional and predicate modal logic, as well as systems for counterfactual conditionals and 'two-dimensional' logic. The second principal aim is for you to come to appreciate the diverse philosophical applications of these systems. The logic studied in this paper has important connections to the metaphysics of time and existence, a priori knowledge, obligation, vagueness, and conditionals, amongst many other issues, and is often presupposed in the contemporary literature on these topics. Competence with the logic in this paper unlocks a wide range of fascinating work across philosophy.

The paper is studied in conjunction with a set textbook:

- Theodore Sider, *Logic for Philosophy* (Oxford University Press).

Like Prelims logic, the paper is mostly examined through problems not essays. The exam will require you to apply logic and prove things about it, as well as to critically discuss its philosophical applications. Consequently, the course calls for some technical ability but is considerably less mathematically demanding than the Logic and Set Theory paper (B1), studied in mathematics. (B1 is also available to be studied by philosophy students, and in **very** exceptional cases it is a suitable option for them. Note, however, that there is no special teaching provision for philosophy students taking B1: they are taught in classes alongside mathematicians and must be prepared for the possibility that knowledge of relatively advanced mathematics will be presupposed. For the very great majority of PPE students who wish to undertake further work in logic, paper 127 will be the better option.)

128. Practical Ethics

The purposes of this course are to help you to appreciate that many practical moral issues are intellectually demanding, and also to enable you to evaluate them in a critical and rigorous way. Issues that will be covered include war, torture, punishment, the killing of animals, markets, organ sales, consent in medicine and medical research, abortion, euthanasia, causing people to exist, screening for disability, genetic enhancement, global poverty, racial and gender equality, and so on. These and other related moral problems raise fundamental issues of moral theory, such as whether the distinctions between doing and allowing, means and side effects, partiality and impartiality, and so on are relevant to the permissibility of action. Considerable engagement with normative ethics will therefore be unavoidable in this course, though practical moral issues will not be addressed solely through the mechanical application of any of the familiar moral theories, such as consequentialism. Indeed, one of the aims of the course is to explore and question different methods of thinking about practical ethics, such as reasoning by reference to moral theories, reasoning on the basis of intuitions about particular cases, or some combination of the two.

129. The Philosophy of Wittgenstein

This paper will cover the material included in the old paper 118 The Later Philosophy of Wittgenstein, as well as allowing the opportunity to study Wittgenstein's *Tractatus*, an important early work. Students interested in the old paper 117 Frege, Russell, and Wittgenstein should consider taking this paper if you would like to study the *Tractatus.* If you would like to study the philosophy of language and mathematics, you should consider papers 108 The Philosophy of Logic and Language, and 122 Philosophy of Mathematics. For more information please refer to the Examination Regulations.

137. Plato on Knowledge, Language, and Reality in the Theaetetus and Sophist

The course covers some of the most fascinating and rewarding arguments in Plato's late epistemology, philosophy of language, and metaphysics on the basis of his dialogues Theaetetus and Sophist. Starting from the Theaetetus, Plato's dialogue about the nature of knowledge, it discusses the claim that knowledge is perception; being and becoming; the self-refutation of relativism; the refutation of the proposed definition of knowledge as sense perception; knowledge as true belief; false belief; Socrates' dream; knowledge as true belief plus an 'account' (logos). On the basis of the Sophist, the dialogue where Plato attempts to define what a sophist is, the course examines the method of definition by division; the view that it is impossible to say or think 'what is not'; the discussion of the number and nature of what there is; the view of the so-called 'Late-Learners'; the communion of kinds; the analysis of negative predication; the 'fragmentation' of the kind difference; negative properties; and the analysis of falsehood. The examination for those taking the paper in Greek will involve a compulsory question with passages for translation and critical comment, as well as essay questions. In the translated version of the examination there will be a compulsory question with passages for critical comment and essay questions. You will be expected to have read both dialogues – in Greek or in translation depending on the option.

138. Aristotle on Nature, Life and Mind

Aristotle wrote extensively about the natural world, living beings and the soul. His writings on these topics discuss questions that would now be classed as metaphysics (e.g. the nature of causation, time, place, change, the infinite), questions that would now be classed as philosophy of science (e.g. what types of explanation are needed in natural science and whether teleological explanation is legitimate in biology) and questions that would now be classed as philosophy of mind (e.g. the relation between mind and body, the nature of life, perception, thinking). For Aristotle, these questions are all related: they are all part of the study of the natural world. This course provides an excellent introduction to Aristotle's philosophy in general. By working through these difficult Aristotelian texts, we can shed light on Aristotle's method, his relation to earlier philosophers, and on certain central questions that are still discussed by philosophers today.

For candidates taking the paper in English:

- The examination includes a compulsory question with passages for critical comment as well as essay questions.
- The passages for critical comment will be in English and will be from the set texts (Physics II, III and IV, De Anima II, III 1-5, Parts of Animals I).

139. Knowledge and Scepticism in Hellenistic Philosophy (Sextus Empiricus)
'Human beings have a natural desire for knowledge', said Aristotle. However, both before and after him the philosophical quest for knowledge led some to the view that it was a hopeless or misguided aspiration. In the Hellenistic age the debate on the possibility of knowledge took centre stage as Plato's school, the Academy, 'turned sceptical' with Arcesilaus and Carneades and argued against the epistemological optimism of the two major rival Hellenistic schools, Stoicism and Epicureanism. Cicero's *Academic Books* are our main source for these debates. To complicate things, not long before Zeno of Citium and Epicurus founded their schools, Pyrrho embraced and embodied the anti-dogmatic ideal of a human life stripped of knowledge and belief and thereby free from anxiety as a recipe for human happiness. That ideal was revived and developed more than two centuries later by Aenesidemus, the founder of the Pyrrhonian school, a brand of Scepticism different from the Academic one and in competition with it; the late writings of Sextus Empiricus are our best source.

In this paper we study the central Hellenistic epistemological views and debates as they developed between (and within) these philosophical schools. We look to understand:

- some of the main sources for philosophical scepticism from the fourth century BC to the 3rd century AD, and for the 'empiricist' epistemologies of Stoicism and Epicureanism;
- the variety of different positions encompassed by the term 'Sceptic';
- the Sceptics' attacks on 'dogmatic' epistemology and the various strategies adopted by the 'dogmatists' to defend the possibility of knowledge;
- the 'dogmatic' counter-attacks against the Sceptical positions, and the Sceptics' attempts to defend themselves;
- how the issue of epistemology impacted ethics and moral psychology: do we need knowledge to live a good and happy life? Is it possible and desirable to *live* one's Scepticism in a consistent way?

For students taking the paper in translation:
The examination includes a compulsory question with passages for critical comment, as well as essay questions. Passages will be from Sextus Empiricus, Cicero and the Long & Sedley selection. At least one commentary must be on a passage from Sextus Empiricus and at least one commentary must be on a passage from Cicero.

Set texts:

- Sextus Empiricus, *Outlines of Pyrrhonism* Book I 1-39; 164-241; Book II 1-204; Book III 1-81; 168-281 (in translation): Annas and Barnes (CUP 2000)
- Cicero, *Academic Books* (in translation): Brittain (Hackett 2006)
- Selected texts on Epicurean epistemology, Stoic epistemology, Pyrrhonian
- Scepticism, Academic scepticism (in translation): Long & Sedley (CUP 1987, vol. 1), sections 1-3 (Pyrrho); 15-19 (Epicureans); 39-42 (Stoics); 68-70 (Academics); 71-72 (Aenesidemus)

150. Jurisprudence
This paper, from the Final Honour School of Jurisprudence, may be taken by PPE FHS students as a subject in Philosophy.

The subject can be taken either as one of the PPE candidate's (three to five) Philosophy papers, or as the one Philosophy subject which Politics/Economics students can elect to take. Candidates offering the Jurisprudence subject are prohibited from combining it with Theory of Politics (i.e., with either subject 114 or 203). Jurisprudence teaching comprises two elements: core topics, taught by means of tutorials in Hilary or Trinity Term of the second year; and mini-options (particular subjects within the general field of philosophy of law) taught by classes in Trinity Term of the second year. Tutorial provision will be subject to the availability of Law tutors and will be organised on the normal college basis; tutorials will be given at the same time as they are normally given to Law students (in either Hilary or Trinity terms); and PPE students will normally be included in tutorial groups of 2 or 3 with Law students. Jurisprudence is examined by means of a 3,000-4,000 word assessed essay written during the summer vacation of the second year; and a two-hour timed examination at the end of the student's third year. The essay is written on one of a number of questions relating to the particular mini-option undertaken by the student. Because of the timing of the essay, Jurisprudence can only be taken in the second year.

198. Special subjects
As specified in the regulations for *Philosophy in All Honour Schools including Philosophy* in the *Examination Regulations*. Any special subjects on offer to your cohort will be announced by a separate message.

199. Thesis
As specified in the regulations for Philosophy in All Honour Schools including Philosophy in the Examination Regulations.

A.2 Politics

You should choose your core subjects with care. The choice of two from five core subjects is deliberately permissive. In the first year, you acquire the basic tools of political analysis, but the discipline of Politics consists of several distinct schools of analysis, none of which is self-evidently more fundamental than the others. The core papers are each designed to enhance your ability to conceptualise, to compare, and to develop analytical skills. In a joint honours degree, to require you to take papers covering all approaches would leave no space for choice and specialisation. Your choice of core subjects will however have a bearing on your subsequent work in Politics, and you are strongly advised to consult your college tutor and option-paper tutors before selecting any optional subject. For a number of options, it is helpful, though not essential, already to have taken a related core subject. Thus the study of political systems in particular areas or countries is based on issues that are raised in Comparative Government and Political Sociology; several subjects in the area of political theory are most readily tackled with the background provided by Theory of Politics; the two optional subjects in International Relations follow most naturally from the core paper, as to a lesser degree, do those in Sociology from the core paper in Political Sociology. The Department sets no 'normal prerequisites' (papers you should normally have studied before studying

others) similar to those in Philosophy. It prefers to leave final decisions on the appropriateness of particular choices to the individual, in conjunction with college tutors, and to leave open the possibility, where you might otherwise lack sufficient background, that you attend additional lectures or follow a course of directed vacation reading covering important material from the relevant core subject.

A. Core subjects

Three of the five core papers contain a further Political Analysis component. These are papers 201, 214 and 220. Candidates taking these papers are expected to complete the course of study in Political Analysis, which consists of further lectures and data labs. They are also expected to submit an assessed methods essay in each of the papers they propose to take in the Final Honour School.

201. Comparative Government

This course is a comparative study of the main political institutions through which con-temporary societies are governed. It focuses on the origins and effects of democratic institutions and attempts to understand the differences between forms of government and what effects they have within the polity. As such, topics studied include those such as state-building, colonial legacies, judiciaries, bureaucracies, the origins of parties, interest groups and the nature of political activism. Through reference to the distinct methodological approach used by different scholars in studying these phenomena, students acquire an understanding of the utility and limits of different means of analysis. The course builds on material covered at Prelims, for instance by developing on conceptual ideas about regimes to move towards causal theories of democratization and factors sustaining authoritarian regimes. It provides students with an understanding of key concepts and tools of empirical political analysis, and in this way also prepares them for the more specialised study of specific regions or single countries that follow as options later in the PPE syllabus. While the main instruction is via the usual mixture of lectures and tutorials, students should note that the range of knowledge covered makes the lectures even more vital than they might be for some courses. The lecture course is formed of sixteen lectures, and students are expected to treat it as a commitment running right through the academic year.

202. British Politics and Government Since 1900

This course consists of the close study of political developments in Britain since 1900 and the major academic debates surrounding them. It allows students to study a single political system in depth, over a period long enough both to make visible long-run processes of social, economic and political change, and to permit comparisons and contrasts to be drawn between the situations of political actors at different times. It is also a period with an extraordinarily rich and rewarding academic literature, which encourages students to explore problems of evidence and interpretation, and to consider a range of explanations, based on different scholarly traditions, for the same events. These include techniques and methods as diverse as archivally-based historical analysis, political biography and political science modelling. Among the topics covered are the decline of the Liberal Party and the rise of the Labour Party; the political effects of the two world wars and the widening franchise; the development of the institutions and procedures of modern government; the changing party system under mass democracy; the challenges and failures of political extremism; the domestic

impact of foreign policies such as appeasement, decolonisation and European integration; the challenges posed to modern governments by relative economic decline, and efforts to transform the system such as tariff reform, social democracy and Thatcherism.

203. Theory of Politics

The course is designed to acquaint students with the political concepts central to the theoretical, normative and interpretative analysis of politics. The study of concepts such as liberty, justice, authority or power provides the foundation for understanding the nature of political thought. These concepts underpin the study of politics in general and are therefore crucial to enhancing the awareness of the relation between political thought and action. Students are also directed towards discursive ideologies displaying complex conceptual arrangements such as liberalism or socialism. The course is devised so as to develop a manifold range of skills necessary for constructing critical arguments in political theory, for working with problems of consistency and justification, for analysing the complexities of the usage of political language, for understanding the principal forms through which political thought presents itself, both as theory and as ideology, and for appreciating the main current and recent debates that command attention in the field. To those ends philosophical, ideological and historical analyses are all appropriate, and the merits of each type may be assessed and contrasted. Students are therefore encouraged to explore different ways of approaching these issues, though they are also enabled, if they so wish, to choose a specific strategy from among these approaches. Students are also invited, in consultation with their tutors, to balance a broad appreciation of the field with a development of their own interests within the wide choice of available concepts and ideologies. The literature to which they are directed is therefore diverse, encompassing classical texts, seminal philosophers and theorists, significant journal articles, and typical examples of ideological debate. Both substantive arguments and methodological issues are consequently aired. By extending the initial understanding of political thought gained by students in the first year introduction to politics, or by building on other related introductory lectures and subjects, the course provides the basis for specialization in political theory, as well as tools that other specializations may draw upon. It will enable students to reflect on the principles underlying politics, to make reasoned assessments of political discourse, and to develop their own arguments at a requisite degree of sophistication.

214. International Relations

The aim of this core subject is to introduce PPE students to the academic study of International Relations and to develop a broad knowledge and understanding of the major issues in international relations, concentrating on the period since 1990. The subject seeks to strike a balance between empirical knowledge and theoretical understanding. Those taking the subject will have the opportunity to study some of the major questions in contemporary international relations (e.g. the role of the United Nations and of alliances such as NATO; the impact on international relations of globalization and of democratization; the development of European integration; the international impact of civil wars and humanitarian disasters; and problems that arise from national self-determination and attempts to promote human rights). But they will also develop a broad knowledge of the most important analytical and theoretical tools that are needed to make sense of these questions. This knowledge of the

principal theories and concepts is intended to tie in closely with work for the Further Subjects in International Relations (International Relations in the Era of the Cold War [subject 213] and International Relations in the Era of the Two World Wars [subject 212] and with work for the Special Subject in International Security and Conflict [subject 297].

220. Political Sociology

The course builds on some of the concepts, theories and knowledge introduced in the Politics Prelims syllabus - notably the study of electorates, parties and interest groups, and the study of the interaction of political ideas such as democracy with political processes. In this Final Honour School subject students will study in more detail the major theoretical approaches to social class, race and ethnicity, gender, religion, nationality, states, interest groups including unions, parties, movements and single issue campaigns, and the interrelationships between culture, economy, social structure, and political processes and institutions. The theoretical approaches will be critically assessed in the light of empirical evidence from a range of countries, and also put in the context of the philosophically rigorous analysis of power and change. To aid students in attaining a comprehensive grasp of the field of study, they will have the opportunity to look at 'approaches' such as structuralism, rational choice theory, political culture theory, and the historical and comparative perspective as such, as well as studying the application of these to the specific topics mentioned. Thus by the end of the course students should have an understanding of recent sociological explanations of political processes and events, a grasp of the competing approaches in the field, an understanding of the main methods of data collection and analysis, and an appreciation of the role of models and theories in sociological knowledge.

B. Further Subjects

204. Modern British Government and Politics

The course aims to provide a specialist knowledge of contemporary British government and politics. It provides candidates with both an awareness of the most significant debates in the academic literature and of different methodological approaches to the subject and a thorough understanding of the issues and controversies surrounding the operation of British government. This involves the study of the UK electoral system, political parties and voting behaviour; of the organisation and political activities of the executive, legislature, judiciary and civil service; of the powers of Parliament and local government; of the devolution of power to regions of the UK; and of the political influence of the media and pressure groups. The interaction of these political institutions with the European Union is also studied. Current and recent proposals for reforming the constitution are a particular focus of attention. The course includes the examination of a wide range of primary documents, including parliamentary papers and government reports. It aims to provide candidates with the ability to retrieve and analyse official information and other primary documents and to place them in historical and political context. On completion of the course candidates will be familiar with the detailed workings of British governmental institutions, with decision-making processes in government and the evolution of strategies for managing the public sector, and with the political dynamics of the system.

205. Government and Politics of the United States

This subject seeks to provide students with a basic understanding of American exceptionalism, of the United States' political institutions, and of selected areas of public policy, and a good knowledge and understanding of the scholarly literature in the field. It covers the constitution; federalism and separation of powers; the presidency; congress; the federal courts; the federal bureaucracy; parties and the party system; electoral politics; political culture; mass media; interest groups; state and local politics; processes of policy formation and implementation, especially as related to urban policy, economic policy, race, and civil rights. It enables students to use data drawn from the large resources available (inter alia) in the Harmsworth Library (in the Rothermere American Institute) and the Law Library to form their own interpretations of governmental processes, to refine the skill of thinking rigorously and critically for themselves, and thus to contribute more fully to tutorials and classes held in other subjects in Politics.

206. Politics in Europe

This paper is a comparative study of the national party and institutional systems of Europe, and of comparative issues in European politics, including democratisation, institutional relations, political economy and party politics. Candidates are expected to show a broad knowledge of European politics, and may where appropriate include reference to the UK in answers, but should not answer any questions mainly or exclusively with reference to the UK.

207. Politics in Russia and the Former Soviet Union

Candidates will be required to show knowledge of the transformation of the Soviet system from 1985, and an understanding of the politics of countries of the former Soviet Union with respect to their formation, post-Soviet transitions, regime types, institutional arrangements, party systems, electoral processes, ethnic and clan composition, political economy, corruption, and the influence of external factors.

208. Politics in Sub-Saharan Africa

This course will enable students to acquire a knowledge and understanding of the recent history and contemporary politics of particular African countries; to analyse, compare, and contrast their political processes and institutions, to situate them in their social and economic context; and to examine the political conditions and consequences of economic policies. Students will be expected to study the politics of at least three African countries in detail. They will also be expected to read material on other countries relevant to the study of specific themes and topics dealt with in tutorials and in class. These include the politics of democratization and political parties, structural adjustment and economic reform, agricultural policy, gender, class and ethnicity, the politics of religion, civil conflict and the politics of natural resources. The course will allow students to extend their understanding of comparative politics and international relations, particularly of issues common to Africa and other regions they may be studying, as well as political theory and political sociology, by raising relevant questions in the African context. Students will acquire an informed and critical understanding of African countries. Students may use this course as a foundation for graduate research as well as for further work in and about Africa in business, government,

journalism, NGOs and advocacy work, etc. It will contribute to their wider education as informed citizens.

209. Politics in Latin America

The course aims to introduce students to the main features of Latin American politics within a comparative perspective. By the end of the course students will be able to identify the main issues in the contemporary democratic politics of Latin America and use comparative methods to clarify and analyse them. This course focuses on the politics of the major states of Latin America and the current challenges – economic, social and political - to their democratic governments. It is organized around key concepts and categories from mainstream comparative politics, and comparative methods will be used throughout to analyse the main issues. Yet the course also demonstrates the continuing relevance of the historical and cultural contexts of Latin American politics, and the main issues are placed in context by reference to the politics of particular countries, including Argentina, Bolivia, Brazil, Chile, Mexico, Peru and Venezuela. In this way topical questions can be studied with reference to the enduring characteristics of the politics of the region.

210. Politics in South Asia

This course introduces students to the nature of political change in the major South Asian countries (India, Pakistan, Sri Lanka and Bangladesh) in the period after independence from colonial rule. The subject is intended to educate students in the most significant themes and issues in contemporary South Asian politics, through the study of illustrative cases taken from the various countries of the region. The subject also seeks to enable students to develop a critical engagement with the analytical literature on South Asia, in particular, and on the 'Third World' or 'developing countries', more generally. While each of the major South Asian countries is studied separately, students are, at the same time, encouraged to analyse political developments comparatively. The course examines the nature of the post-colonial state and the evolution of political institutions and party politics, with a focus on the functioning of democracy and the tendencies towards authoritarianism or martial rule. The interface of democratic politics with the political economy of the 'developmental' state is also addressed. The course also explores the development of 'movement' politics or social movements as an important element of the democratic process. The course gives attention to social organisation, culture and identities as they bear on politics. In particular, the politics of gender, class, caste, religion and ethnicity are emphasised. The course engages with the evolution of political ideologies, especially those of nationalism and 'development', which have played significant roles in the political history of post-colonial states. The course is expected to enable second and third year students to develop the ability to construct rigorous arguments on South Asian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. This course will prepare students to undertake post graduate studies on South Asia and the 'Third World', and for careers in journalism, diplomacy, national and international 'development' organisations, NGOs and 'Think Tank' or consultancy organisations, which specialise on the 'Third World' and the field of 'development'.

211. Politics in the Middle East

The course aims to give the student a wide-ranging and sophisticated introduction to the domestic political dynamics of the contemporary Middle East and its wider social relations. The course is organised thematically, with weekly topics including the nature of the state, political economy, the military, democratisation, succession and gender. The thematic emphasis gives the student maximum flexibility to concentrate on whichever countries most interest him/her. The geographical scope of the course is inclusive, covering North Africa, Turkey and Iran, as well as the core countries of region. It is expected that the student will complete the course knowing six or seven countries in some depth. The course is designed to relate to the discipline of politics in general, eschewing the notion that the Middle East is somehow unique and mysterious; students are encouraged to bring their knowledge of political concepts to bear in the course. Inter-regional comparisons are also encouraged, with students who have studied other parts of the developing world especially welcome. The course has been designed both for the generalist, who may go on to work in business, government, journalism or the professions, and for the budding specialist who may then proceed to a Masters in Middle Eastern studies. Please note that demand sometimes outstrips teaching supply on this paper.

212. International Relations in the Era of the Two World Wars

This course is the study of central issues in the international history of a period which had a profound influence on the subject of international relations. Students are introduced through the study of historical topics to the major debates and different theoretical approaches. These include Realist, Liberal, and Marxist views of the international system, levels of analysis, decision making processes and the role of individual leaders, the concepts of the balance of power, collective security, and détente and the concert of powers, isolationism and appeasement. The course also considers the impact of total war on the international system, causes of regional instability (nationalism, imperialism), the inter-action of different regional theatres in an evolving global international system, the role of financial and economic factors, revolutionary ideologies (Communism and Fascism), and the 'learning process' as it affected policy-making in and immediately after the Second World War. The course enables students to consider the major theories and concepts of international relations critically in relation to the historical evidence, on which several of the theories were based, and to draw on a rich academic literature. It develops the skill of analysing empirical material in a way which is both informed by theory and sensitive to the complexity of the evidence. The course is closely related to the core subject International Relations and to the option International Relations in the Era of the Cold War.

213. International Relations in the Era of the Cold War

The course covers the international relations of a period (1945-91) crucial for the evolution of today's world. These have always generated much writing of high quality, which is now further enlivened by the progressive release and assimilation of archive material; and the period now appears sufficiently self-contained for scholars to be able to step back and gain perspective by viewing it as a whole. The course links strongly with the Politics 'core' 'International Relations' course, providing factual context and tests for many of that subject's theoretical approaches to international relations, and also valuable background for its treatment of the post-1990 'contemporary' scene. The 'Cold War' subject also links back to the Further

Subject 'International Relations in the Era of Two World Wars', especially as many post-war statesmen were avowedly seeking to avoid the mistakes of that earlier period, and it provides case studies useful for the 'Government and Politics of the United States' Further Subject.

215. Political Thought: Plato to Rousseau

The objective of this paper is to introduce students to some of the canonical texts in political thought and to help them to develop an appreciation of the significance of these texts for their own time and for contemporary political theory. The subject is designed to enhance students' skills in reading and interpreting texts and to develop their appreciation of the richness of the traditions of political thought in the West and their significance for a broader understanding of the discipline. The subject allows students to choose from a range of classical texts in the history of political thought and also offers a number of supplementary topics which encourage students to examine issues raised by these texts in the context of related discussions in the wider canon of political thought. In both cases, the subject encourages students to develop skills in reading and critically reflecting on the arguments of complex works of political philosophy. It offers students the opportunity to develop an appreciation of the intellectual context in which the texts were written and/or to discuss the arguments of the texts in relation to issues in contemporary political theory. The subject permits students to take either a narrow focus, concentrating on a few thinkers in depth, or aiming for a wide coverage of many. Either approach, however, relies on developing the capacity to grasp both the way particular texts work as arguments, and to gain some independent critical purchase on the arguments themselves.

216. Political Thought: Bentham to Weber

This subject is designed to acquaint students with the transition from classical political philosophy to modern social theory --- that is, to introduce them to major theories developed from the late eighteenth century to the early twenty century, theories which (a) explored the nature and direction of social and economic change in Europe and (b) grappled with the moral and political issues raised by social and economic change. The subject enables students to study in depth a range of important texts, helping them to develop the skills required to identify and comment critically on the principal arguments contained in those texts. Students are also encouraged to appreciate the intellectual and historical context in which the texts were written. Students may, in consultation with their tutors, choose between a number of approaches to this subject. They may concentrate on a smaller number of named theorists in greater depth or aim for a broader coverage of many theorists by way of topics. Thus, they may approach the subject by choosing a number of clusters of thinkers (e.g. Bentham and Mill, Hegel and Marx, Weber and Durkheim, Saint-Simon and Tocqueville). Or they may focus on topics such as individualism and community, centralisation, the idea of progress, science and religion, by reading further primary texts in addition to those specified in the reading list. These further texts can include both additional works by the named thinkers and works by other relevant writers, for instance those who pre-date the named thinker and who were particularly influential for him, contemporary writers whose work was pertinent and, in some cases, later writers. In any event, students will be expected to demonstrate detailed and critical acquaintance with the major texts, and to analyse some of the main issues of contention, or agreement, in the period covered by the subject. This

subject will enable students to read complex texts with discrimination and attune themselves to the variety and depth of modern social and political debates in an historical perspective.

217. Marx and Marxism
The course, unusual in being devoted to a single intellectual and political tradition, gives students the opportunity to develop a deep and systematic understanding of Marx's own writings and some subsequent Marxist theory. The course focusses on the political, philosophical, and sociological aspects of this body of work, but there is some opportunity to look at Marxist economic thought if students want (in consultation with tutors). All students are required to cover the central ideas of Marx and Engels; including their theory of history, view of human nature, understanding of class and politics, and vision of socialism. However, there is also an opportunity to strike a balance between concentrating on these texts - and their interpretation and evaluation - and considering the theoretical contributions of later Marxists (including Rosa Luxemburg, V.I. Lenin, and Leon Trotsky). While most attention is devoted to issues in Marxist theory, students can also approach Marxism as a practical body of political thought with concrete political consequences. In all cases, the course teaches students to be able critically to evaluate, not just to show knowledge of, the Marxist tradition.

218. Sociological Theory
The course investigates ways of theorizing social phenomena. It builds on insights from the founders of sociology—including Weber and Durkheim—and shows how these insights have been developed in recent work. The first part of the course is devoted to understanding various theoretical perspectives. Some perspectives examine how social structures are built up from individual action, whether driven by evolutionary psychology, decided by rational choice, or motivated by meaningful values. Others identify the emergent properties of social life, ranging from face-to-face interaction to social networks to structures of thought. The second part of the course examines the basic sociological problems that theories must explain. These include the main axes of social division—class, gender, and ethnicity—as well as topics such as social norms and the problem of collective action.

222. Labour Economics and Inequality
A special subject in Economics, which can also be taken as a Politics subject. Further information will be provided at the Economics options fair.

223. The Government and Politics of Japan
This course provides a study of one of the very few nations outside the Western world whose politics appears to be stably based on democratic principles and a democratic constitution. It introduces students to Japanese political history since 1945 and the social context of Japanese institutions and policy-making, enabling them to understand the vicissitudes of Japanese experience in the last twenty years: from the 1980s, when Japanese exports were seen as threateningly ultra-competitive in Europe, North America and elsewhere, through the more difficult 1990s and 2000s which have precipitated a concentrated debate on "restructuring" both of the economy and of the political system. The course covers the constitu-

tional framework and structure of government; parliamentary and local politics; the electoral and party systems; the role of corporate interests and pressure groups; the bureaucracy; foreign policy. It aims to provide an understanding of the major debates on the nature of Japanese liberal democracy, and to some of the main interpretive models: "bureaucratic polity", "developmental state", "iron-triangle dominance by bureaucrats, business leaders and politicians", "patterned pluralism" etc. The underlying principle of the course is that Japanese politics is just as capable of being understood empirically as is any other political system, so long as preconceptions are not allowed to get in the way of understanding. No previous knowledge of Japan is required.

224. Social Policy
The course enables students to develop a critical understanding of welfare states, different approaches to social policy, and definitions and explanations of problems such as poverty. It permits students to draw on different perspectives in their previous study of, for example, public economics or political theory. The course encourages students to engage with both theoretical principles and empirical evidence across a range of issues and policy areas such as: the development, principles and problems of welfare states; the mixed economy of welfare, including the state, private provision, voluntary organisations and the informal sector; the efforts to cluster different types of welfare states; and the analysis of social policy problems and policies. The first four weeks of more generic topics such as these are followed by four weeks of more specific issues chosen from amongst such topics as: ageing; poverty and social exclusion; health; education; family policy; housing or homelessness; labour market policy; and immigration. Principles, concepts and institutions are analysed on a cross-national basis, drawing on the UK as an example. Where specific policy areas are examined, the focus is on the UK.

225. Comparative Demographic Systems
The course deals with the major subject areas and controversies in contemporary demography. Students will gain an understanding of major contemporary demographic trends, the theories advanced to account for them and their practical importance. These include: the status of demographic transition models, theories of low fertility and of divergent mortality in the industrial world; the prospects for welfare systems in ageing societies, new forms of family and household and their future; the realities and prospects of mass migration. Population growth, economic development, environmental pressures and new threats to health in the post war third world will receive attention, and the future of world population as growth rates slacken and poor societies begin population ageing. Intended and unintended consequences of government actions on demographic phenomena, and the historical origins of Europe's distinctive demography will be emphasised. On the technical side of the subject, by the end of the course students will know the limitations and origins of demographic data, the advantages of measuring demographic phenomena through different indices and the use of models in population analysis. They will be able to perform elementary operations in the analysis of fertility and mortality, including methods of standardization, the construction and manipulation of the life table and simple population projection. Only elementary arithmetic ability is needed, but sympathy for arguments presented as graphs, numbers or simple expressions is important. No previous demographic knowledge is required. This subject

provides an unusual opportunity to combine numerical analysis of human populations with an interdisciplinary comparative analysis of population change at micro and macro level. The examination paper will comprise two sections. Section 1 will test the candidate's ability to interpret quantitative results and the methods of demographic analysis. Section 2 will test the candidate's knowledge of substantive trends and their explanation. Candidates will be required to answer three questions, one from Section 1 and two from Section 2.

227. Politics in China

This course will enable students to acquire a knowledge and understanding of the recent history and contemporary politics of China. China has been in transition from the long rule of Mao Zedong since 1978, and its politics and society have transformed radically during that period. Students will gain an understanding of the Chinese Communist party (the most powerful Communist party left in the world), looking at its historical background before analysing its current strategy to remain in control of China in the post-Cold War era. The reform era under Deng Xiaoping and Jiang Zemin will be analysed through a variety of themes, including elite politics and the Tian'anmen crisis of 1989, rural reforms, urban culture, and gender. China's new status as a regional power in international relations will also be examined, as well as its relations with Taiwan and Hong Kong, two very different Chinese societies. This course will allow students to develop a strong knowledge of one of the world's most important countries, and could serve as stimulation for further work in and about China in journalism, business, government, NGOs and academic research. Please note that demand sometimes outstrips teaching supply on this paper.

228. The Politics of the European Union

This paper focuses on the study of the history, institutions, and policy processes of the European Union. It includes analysis of the history and theories of the European integration process. Candidates are expected to show knowledge of politics of the European Union, including the main institutions of the EU, decision making procedures and specific policies, as well as relations between the EU and the rest of the world. The paper also focuses on democracy in the European Union and the impact of European integration on the domestic politics and policies of the member states.

229. Advanced Paper in Theories of Justice

Theories of justice often focus on adults who lack any disabilities, who live in a single society with no history of injustice and who are contemporaries. This paper aims to examine the questions that arise when we broaden the focus of justice beyond these confines. In particular, it examines what principles of justice should apply with respect to:

i. global politics and justice (What principles of justice, if any, apply at the global level? In a globalized world, goods and services cross borders. This raises the question as to what are just terms of trade. What would constitute 'fair trade'? People also often cross borders. This raises the question: Is there a human right to free movement? Or may states permissibly limit migration, and, if so, on what grounds? In addition to this, environmental hazards (like climate change, biodiversity loss, ocean acidification) transcend borders. This raises the question of who should bear the burdens of

addressing global environmental degradation, and what would be a fair share of the world's natural resources.)

ii. historic injustice (How should we respond to past injustice? Are reparations required, and if so, when? Is it fair to make those alive today pay for the actions of earlier generations? Do current generations have duties to rectify the situation because they have benefited from injustice? What implications do these principles have given histories of colonialism, imperialism, and racial and other kinds of historic injustice?)

iii. future generations (Do we have duties of justice to those who have not yet been born? If so, why? Many conventional theories of justice hold that there are duties not to harm individuals or violate individual rights; some emphasize duties of justice among those engaged in schemes of cooperation. What implications, if any, do such ideals have for intergenerational justice? If we do have duties of justice to future generations, what principles of justice apply? What implications does this have for environmental sustainability, economic growth, and the future of the welfare state?)

iv. disability and justice (Mainstream theories of justice often assume agents who lack any disability. How should we conceptualize disability? Should it be understood as a 'mere difference' or in some other way? In addition to this, are mainstream theories well-equipped to provide a plausible and attractive account of what those with disabilities are entitled to? What kinds of policies are demanded by a commitment to treating all fairly, and what limits, if any, are there to the demands which may be required by such policies?)

v. children and justice (Conventional theories of justice tend to focus on adults. What rights, if any, do children have? And, who is obligated to pay for the welfare and education of children? Should it be parents, because, and to the extent that, they brought them into existence? Or society at large on the grounds that children are a public good?)

The course is centred around these five sets of normative issues. The aim of the course is to develop students' knowledge and understanding of the content and scope of principles of justice, and allow them to assess the normative underpinnings of key policy debates (such as those surrounding climate change and environmental degradation; trade, development, migration; the legacy of colonialism, imperialism and past injustice; disability rights and the demands of justice; and, the future of the welfare state and state support for families with children).

Students are not required to have taken 'Theory of Politics' (but it is recommended).

230. Comparative Political Economy

The study of comparative political economy (CPE) examines the relationships between politics and economics across nations. The paper introduces students to the systematic analysis of these interconnections across economically developed democracies in the West and with additional reference to rapidly developing economies such as China and India. Its principal aim is to provide students with insights into how market economies are institutionally designed and how they function both politically and economically. An emphasis is placed on how different ways of institutionally organising societies in turn shapes national economic

performance and societal inequality. This theme, regarding the balance which nations strike between economic efficiency and socio-economic inequality, is explored through centuries of scholarship from the 18th and 19th century writings of Adam Smith and Karl Marx to the latest analyses in the field of the recent economic crisis. There will also be a focus on comparing the way in which national economies have been governed and what this imparts about the development and the changing nature of global capitalism. The principal objective will be to acquaint students with the diversity of perspectives and academic approaches which scholars have used over the centuries and up to the present day in order to understand how politics and economics shape the world in which we live. The paper has been designed with a view to accommodating both those who are interested in the historical study of CPE and those who are interested in its quantitative study with assigned texts in the course reading list drawing upon both academic perspectives. Topics include: Economic Policy and Economic Performance, The Politics of Redistribution and Inequality, Firms and Labour Markets, The Interests of Business and Organised Labour, Financial Systems and Corporate Governance, Economic Crisis, Classic Theories of Political Economy, Public Sector Growth and the Rise of the Welfare State, Institutional Change and Changing Approaches to Capitalism.

297. Special Subject in Politics

Where offered, Special Subjects are examined like most other papers in Politics: by three hour unseen examination, in which three questions must be answered. What is distinctive about them is that their subject matter is likely to be more narrowly defined than is the case with other papers, and may be closely linked to the specialist research areas of the members of staff who teach them. What they offer therefore is the opportunity, hitherto only available to those writing theses or supervised dissertations, to study an area of political studies in greater depth. Special Subjects will only be available to undergraduates in Michaelmas Term of their third year. The subjects below are expected to be available for examination in 2021 but this will be formally confirmed by email during your second year.

297. International Security and Conflict (Special Subject in Politics)

International security and conflict is a core concern of the discipline of international relations. This paper offers an introduction to this field of scholarship, providing students with a thorough grounding in major debates regarding the nature of security, the form and scale of traditional and novel threats to security, and the dynamics of violent conflict in the contemporary world. Specifically, the course will cover twelve key topics: theories and concepts of security; the causes of interstate war; regional security; civil wars; nuclear, chemical and biological weapons; terrorism; mass atrocities and genocide; refugees, displacement and forced migration; sexual violence and gender in conflict; organised crime and piracy; cyber threats and cybersecurity; and conflict prevention and response. Students are required to have taken the International Relations 214 core paper in order to select this special subject paper. The teaching provided for a Special Subject will be equivalent to the teaching provided for a normal Politics paper. Some special rules apply to the Special Subject and these are set out in full in the Examination Decrees. No candidate may offer more than one Special Subject in Politics. Depending on the availability of teaching resources, not all Special Subjects will be available to all candidates in every year. There might be other further subjects which it would not be possible to offer alongside it. For example, if there were a Special Subject on *The U.S. Supreme Court*, it might be restricted to candidates not taking *Government and Politics*

of the USA. Any such restrictions would be announced at the same time as the Special Subject's introduction. There may also be restrictions on the numbers of students permitted to take a given Special Subject. These restrictions would also be announced in advance, and a fair means of deciding who could take the Special Subject (e.g. a ballot) would be used in the event of excessive numbers.

298. Supervised dissertation in Politics
See separate entry in this handbook.

299. Thesis in Politics
See separate entry in this handbook.

A.3 Economics

The subjects on offer to you – and any prerequisites – are listed in the *Examination Regulations*. In Hilary Term of your second year there will be an Economics options fair, at which one of the tutors teaching each option will be available to give an introduction to the content of the course, and answer questions on its organisation and teaching arrangements. Any special subjects will also be announced at the options fair.

300. Quantitative Economics
The QE course is designed to give students a good understanding of the rationale for and intuition about the application of statistical methods to the analysis of a range of applied economics issues, such as the economics effects of education or the behaviour of aggregate consumption. Topics covered will include statistical and causal inference, multivariate regression analysis, testing and interpretation of regression results and empirical applications and interpretation of current and recent literature in a number of areas of empirical economics.

301. Macroeconomics
The course will introduce you to the ideas and tools of modern macroeconomic analysis, and show how these tools can be applied to issues in macroeconomic policy. The Macroeconomics paper in Finals will contain two sections. Part A will consist of shorter questions designed to ensure that students demonstrate a reasonable coverage of the syllabus. Part B will consist of questions requiring longer answers showing more detailed knowledge of particular topics. You will be required to answer questions from both sections. The course will cover: macroeconomic theories and their policy implications; macroeconomic shocks and fluctuations; unemployment and inflation; exchange rates, interest rates and current account; intertemporal adjustment, growth theory and monetary and fiscal policy.

302. Microeconomics
The Microeconomics paper in Finals will contain two sections. Part A will consist of shorter questions designed to ensure that students demonstrate a reasonable coverage of the syllabus. Part B will consist of questions requiring longer answers showing more detailed knowledge of particular topics. You will be required to answer questions from both sections. The course aims to introduce you to some of the fundamental ideas and tools of modern microeconomic theory and their applications to policy issues, such as competition and

environmental policies. The course will cover: Risk, expected utility theory; welfare economics and general equilibrium, public goods and externalities; game theory and industrial organisation; information economics and applications of microeconomics.

304. Money and Banking
The role of money in general equilibrium models. Aggregate models of price and output fluctuations. The role of banks and other financial intermediaries. Models of monetary policy. Inflation targeting and other policy regimes. Money and public finance. The transmission of monetary policy to asset prices and exchange rates.

310. Economics of Developing Countries
Economic development for the world's poorer nations is a self-evident challenge, which demands serious economic analysis. This course introduces you to key areas of development economics, relating analysis to conditions in developing countries, and exploring some of the major economic policy issues relating to developing countries. The topics covered include: theories of growth and development; poverty and income distribution; human resources, labour markets and employment; industrialisation and technology; agriculture and rural development. Familiar topics which have to be adapted to the situation in developing countries also include monetary and fiscal issues; inflation; foreign trade and payments; foreign and domestic capital; the role of economic aid. An overarching theme is the role of government in development and the operation of markets. While the approach taken in the course is analytical, you will be expected to have an interest in the problems and policies of particular regions or countries, and use knowledge of actual situations to inform and illustrate the analysis.

311. Development of the World Economy since 1800
This course aims to provide an overview of the development and integration of the world economy since the First Industrial Revolution. World economic history over this period can be divided into four phases: (1) the birth of the modern world, 1800-1870 (2) globalisation, 1870-1914 (3) globalisation backlash, 1914-1950 and (4) globalisation since 1950. The interrelationships between the developing international economy and growing national economies are examined through topics that include: the Industrial Revolution in Britain and how growing prosperity spread to some parts of the world but not to others; the role of institutions and culture in economic development; the links between demographic transition and prosperity; the roles of the international monetary and trading systems; business cycles and economic policy.

314. Econometrics
Econometrics is concerned with the application of statistical theory to the analysis of economic data and the estimation of economic relationships. A variety of econometric topics will be covered, drawn from the following list: maximum likelihood, endogeneity and instrumental variables, unit roots and cointegration, limited dependent variable models, duration models and panel data models. Application of the introduced econometric methods to economic problems will also be discussed.

A descriptive list of the topics will be published on the Economics website before the beginning of the year in which the course is taught and examined.

319. Game Theory
Strategic-form games and extensive-form games. Solution concepts. Games with incomplete information. Applications and topics which may (but not necessarily) include bargaining, auctions, global games, evolutionary games, cooperative games, learning, games in political science. The paper will be set in two parts. Candidates will be required to show knowledge on both parts of the paper.

1. Part A. Questions will be set requiring candidates to solve problems involving the core elements of game theory.
2. Part B. Questions will be set requiring candidates to solve problems in and show knowledge of specific applications and topics in game theory.

398. Special Subjects in Economics
Special subjects will be announced at the options fair.

399. Thesis
See separate entry in this handbook.

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