Writing and Referencing

in Interpol 2020–2021
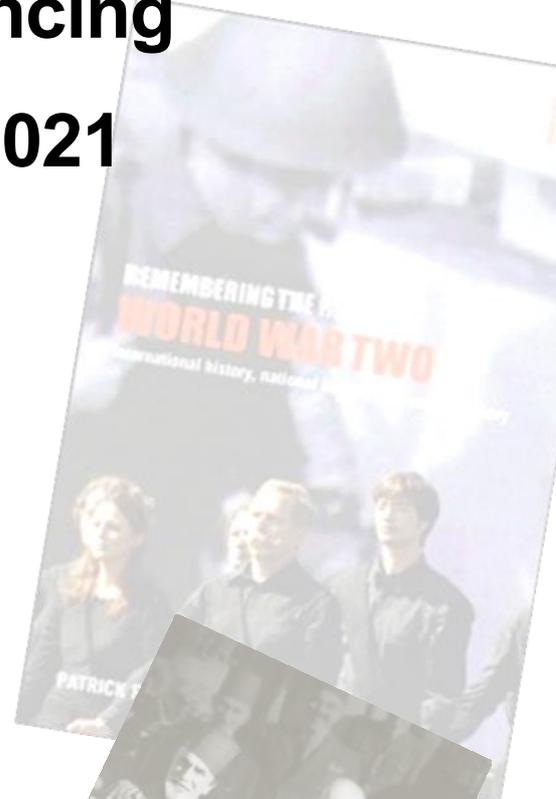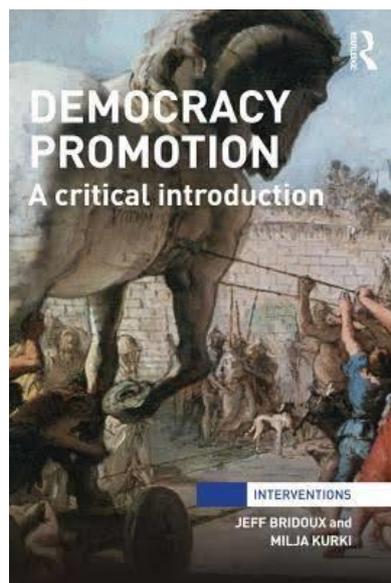
Contents

Unacceptable Academic Practice

The university is committed to detecting unacceptable academic practice and imposing appropriate penalties on those students who engage in it. Unacceptable academic practice comes in several forms, including:

1. Plagiarism

Plagiarism is defined as using another person's work and presenting it as your own, whether intentionally or unintentionally. Examples of plagiarism include:

- Use of quotation without the use of quotation marks.
- Copying another person's work (for example, submitting a friend's work from a previous year).
- Unacknowledged translation of another person's work.
- Paraphrasing or adapting another person's work without due acknowledgement.
- Unacknowledged use of material downloaded from the internet.
- Use of material obtained from essay banks or similar agencies.

2. Collusion

Collusion occurs when work that has been undertaken by or with others is submitted and passed off as solely the work of one person.

3. Fabrication of evidence or data

Fabrication of evidence or data and/or use of such evidence or data in assessed work includes making false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis. Fabrication of evidence or

data and/or use of such evidence or data also includes presenting false or falsified evidence of special circumstances to Examination Boards or Appeals Panels.

4. Unacceptable academic practice in formal examinations

Examples of unacceptable academic practice in formal examinations includes the following:

- Introducing into an examination room and/or associated facilities any unauthorized form of material such as a book, a manuscript, data or loose papers, information obtained via any electronic device, or any source of unauthorized information, regardless of whether these materials are of relevance to the subject in question.
- Copying from, or communicating with, any other person in the examination room and/or associated facilities except as authorized by an invigilator.
- Communicating electronically with any other person, except as authorized by an invigilator.
- Impersonating an examination candidate or allowing oneself to be impersonated.
- Presenting an examination script as one's own work when the script includes material procduced by unauthorized means.

5. Recycling of data or text

Recycling of data or text in more than one assessment. In International Politics it is forbidden to submit the same—or a substantially similar—essay on two different modules.

Full details of University procedures are available online in the Regulation on Unacceptable Academic Practice. Please note that every essay submitted via

TurnItIn is automatically checked for plagiarized material, so it is very unlikely that unacceptable academic practice will escape detection.

Penalties for unacceptable academic practice can be severe, including the cancellation of marks or even permanent exclusion from the University.

A Note on Plagiarism

To plagiarise is to take and use another person's thoughts, writings or ideas as one's own, without proper attribution. Plagiarism in a piece of academic work submitted during study for a degree is a very serious offence. On the one hand, the use of proper citation and bibliographic format is the cornerstone of good scholarly practice: it is what makes academic writing distinctive as a genre. On the other hand, plagiarizing to gain credit towards an academic qualification that may bring financial and other benefits is not only intellectually dishonest, it is tantamount to fraud.

For these reasons, **the Department and the University regard plagiarism as absolutely unacceptable and heavy penalties may be imposed including, ultimately, exclusion from the University.**

We recognize that it can sometimes be difficult for students to understand how to apply proper citation and bibliographic practices, and when and how material taken from another source should be referenced. As a general rule, while commonly known facts need not be referenced, all borrowed ideas or figures must be followed by proper academic citations. **Example 1** below illustrates that close paraphrasing without references to the source can be considered to be plagiarism.

Example 1: paraphrasing without references to the source.

Political realism believes that politics, like society in general, is governed by objective laws that have their roots inhuman nature. **Plagiarism.**

Morgenthau (1978: 4) states that 'political realism believes that politics, like society in general, is governed by objective laws that have their roots in human nature'. **OK – not plagiarism.**

As previously mentioned, commonly known facts need not be referenced. In Example 1, a general statement about the attributes of political realism would not need to be referenced; but a quotation or close paraphrase of a particular formulation of such a statement does require a reference. Facts such as that the French Revolution begain in 1789 or that the United Kingdom is no longer a member of the European Union need not be accompanied by citations. When in doubt as to whether or not a fact or statistics requires a reference, it is always better to include a reference.

Example 2: facts or figures without references to the source.

Between 580,000 and 660,000 children below the age of fifteen in sub-Saharan Africa alone are believed to have been infected with HIV in 2003. **Plagiarism.**

Between 580,000 and 660,000 children below the age of fifteen in sub-Saharan Africa alone are believed to have been infected with HIV in 2003 (WHO, 2004). **OK – not plagiarism.**

All direct quotations in your essays should be indicated using quotation marks. You should, however, use quotations **sparingly** and make sure that the bulk of your essay is in your own words.

At times students may plagiarise inadvertently. Poor note-taking or time management problems may be the fundamental cause of such unintentional plagiarism, but these cannot serve as legitimate excuses. Plagiarism is plagiarism, and will be dealt with accordingly. If you are ever in any doubt about what constitutes plagiarism, please ask for advice from your seminar tutor, module convenor or personal tutor.

Please note that the Department regards 'auto-plagiarism', or the submission of the same piece of work twice—either in whole or in part—as constituting unacceptable academic practice. Each essay that you submit must be an original piece of work. While there may be some overlap in the material studied on the various modules that you will take during your studies, avoid re-using any written work that you have submitted previously. **This also applies to students resitting modules: you must produce new work for the resit.**

How to write an essay

This guide is aimed at helping you through the essay-writing process from beginning to end. It is a basic guide and you may receive additional guidance from tutors or other sources during your studies. Members of staff, in particular your seminar tutors, will be happy to help you at any stage. Please note, however, that **staff are not allowed to read essay plans or draft essays.** For the Department's assessment criteria regarding essays, please see the Departmental website and Blackboard.

Step 1: identify the question

First and foremost, it is important to identify an essay question. Most modules provide a choice of set essay questions. Naturally, your individual interests will play a part in determining which question you select.

If you are having difficulty selecting an essay question, you may find it helpful to write possible essay structures or outlines for each of the questions that interest you. This exercise may help you to decide by identifying strengths and gaps in your knowledge about the subject matter and firing your enthusiasm for particular topics or issues.

When selecting a question, ensure that you take the time to identify its analytical demands:

- What is the essay question **really** asking?
- What are the key concepts and theories associated with this question?
- Based on your knowledge of the relevant literature, what are the main arguments? What are the major debates about?
- What are possible arguments or hypotheses you could deploy? In what whats can they be supported or refuted?
- In what ways can you add your own original analysis?

Analysing the question carefully before proceeding is highly recommended as this will influence how you structure your essay and perform your research.

Key point: Select an essay question based on your individual interests but take the time to scrutinize its analytical demands.

Step 2: planning your essay structure

Essay structure is crucial. Many of you will find that feedback comments often centre on essay structure because of its importance in determining the strength of your essay's overall argument.

Drafting a preliminary essay structure along with a word budget is highly recommended before proceeding to further stages. Remember that this is a preliminary draft and that you can modify the structure throughout the process. An example of a basic essay structure is shown in **Figure 1**. We will examine the essay structure in detail and explain the purpose behind each of the essay components in step 4: the writing stage, below.

Figure 1: A basic essay structure

Essay component	Word budget (example for a 3,000-word essay
Introduction and thesis statement	300
'Road map'	200
Topic sentence #1 Body paragraph #1 Signpost	300
Topic sentence #2 Body paragraph #2 Signpost	300

Essay component	Word budget (example for a 3,000-word essay
Topic sentence #3 Body paragraph #3 Signpost	300
Topic sentence #4 Body paragraph #4 Signpost	300
Topic sentence #5 Body paragraph #5 Signpost	300
Topic sentence #6 Body paragraph #6 Signpost	300
Counter arguments	400
Conclusion	300
Bibliography	
Total	**3,000**

Remember that essays are not papers that contain everything that you know about a given subject area. The point of an essay is to present a clear and cogent argument as a specific response to a specific question. **During the writing process, ask yourself how each section of your essay is helping you to answer the question**. Ideally, your essay will combine original analysis with knowledge of the subject area.

Step 3: reading and research

Your lectures and readings from both the essential and recommended readings on each module's Aspire Reading List are excellent resources to begin your research. They will not only provide you with basic knowledge of the subject area but will also

help you to identify further readings to develop your understanding. Please note, however, that **you should not generally cite from your lectures in essays**.

University-level research entails accessing and reading critically from a wide variety of published sources. These include books as well as academic journals and newspapers. It can also entail making use of credible internet sources, but you must take great care when using them.

While the internet is an incredibly valuable tool, many web-based sources do not conform to academic standards because they are not peer-reviewed for accuracy. They can be misleading or even wrong. Therefore, **you should not rely wholly on the internet for your research**. The University of California, Berkeley, has compiled a thoughtful webpage for evaluating resources that is well worth reading.

While conducting your research, it is essential to keep notes and to ensure that you record the essential publication information that you will need for your bibliography. It cannot be stressed enough that proper citation and the use of a bibliographic format following an officially recognized academic style is a cornerstone of all academic writing. Detailed advice on this is given in the section on 'How to reference an essay' later in this guide.

Key points:

- Utilise all available resources, including books, academic journals, newspapers and credible sources accessed online.
- Make sure you note down the publication details of any sources that you consult.
- Ensure that you use one of the two official academic citation and bibliographic styles that comply with the Departmental regulations.

Step 4: the writing stage

Experienced writers will know that while the finished product should look smooth and polished, it takes a lot of work to get it into this shape. The writing process is usually far from smooth! Most students will find it useful to write an essay in sections, re-working and editing as they go along. The writing process, however, is a very personal matter that is dependent not only on the subject area but the preferences and character of the individual—what works best for your friends may not be what works best for you.

What follows here is a detailed breakdown of what each section of your final essay should contain, based on the example provided in Figure 1 above. **Please remember, however, that Figure 1 is only a rought guide: it is not a template that must be mechanically applied to every piece of written work you produce.** The structure of any given essay will vary depending on the particular demands of the question and the response of an individual author to that question.

A. Introduction

The introduction of the essay should begin generally and narrow towards the thesis statement. However, avoid starting with a cliché. The opening sentence should give the reader a sense of your subject area without resorting to catch-all stock phrases. The essay question should appear in some modified form early on in the introduction. As a whole, the introduction should grab the reader's attention and provide a contextualized overview of the research question by identifying key concepts, issues or the main debate.

Key points:

- Begin generally, avoiding clichés, and build towards the thesis statement.
- Grab the reader's attention.
- Contextualize the research question or debate.

B. Thesis statement

Often forgotten, **this sentence is perhaps the single most important sentence of the essay**. This statement is essentially the central argument of your essay. More than just an answer to the essay question, the thesis statement provides the reader with the backbone of the entire essay. The remainder of the essay should therefore be related directly to—and provide evidence to support—the thesis statement.

Ideally, the thesis statement should stand solidly on its own and it can also be signposted more explicitly by the use of phrases such as "This essay will argue that …" Although your thesis argument may alter slightly throughout the writing phase, it is nonetheless important to have a clear thesis statement from the outset in order to develop a consistent and strong argument.

Key points:

- The thesis statement is the single most important sentence of your essay, so take the time to craft it properly.
- It should stand solidly on its own.
- You can make it stand out by using signposting phrases such as "This essay will argue that …"

C. 'Road map' paragraph

This paragraph is especially useful for longer essays. As its name implies, the 'road map' paragraph provides the reader with a guide as to how the rest of the essay is structured. Most commonly, this paragraph lists in order the subjects that follow. It demonstrates to the reader your approach for substantiating your central argument.

Key point: For longer essays, a 'road map' is a useful device for telling the reader how your argument will unfold.

D. Topic sentences, body paragraphs and signposts

While the content of every body paragraph will vary according to the essay topic, they should all contain evidence in support of the central argument. Topic sentences help with transition in packaging all of the evidence that supports the argument. They provide structure ot the essay by ordering the evidence into discrete areas or issues, which is obviously preferable to presenting the evidence in a haphazard or random manner.

You may wish to divide your essay, for instance, into sections that deal with political economic, and cultural issues. Similarly, a theory paper may be divided into realist, liberal, and constructivist sections; a paper on humanitarian intervention might be divided into case studies dealing with Somalia, Rwanda, and Timor-Leste. Whatever the section types, the topic sentences introduce the section and state how its issue area relates **directly** to the central argument of the essay. With longer essays and dissertations, it is sometimes useful to separate sections with subheadings. With shorter pieces, however, subheadings can often detract from the overall flow of the essay. The body paragraph should relate **only** to the topic sentence, which, given the evidence, will then lend credence to the thesis. Exclude superfluous information by sticking to the subject area and the central argument.

Each section should conclude with sufficient signposts that link back to the thesis. Signposts remind the reader of the discussion in previous sections and summarise how a particular section contributes evidence for the thesis/argument. It can also help with the transition to the succeeding section. It therefore plays an important function in highlighting where the argument has gotten to and where it is going, thus creating coherence across the essay.

Key points:

- Topic sentences and body paragraphs help with transition and provide structure to the essay by packaging evidence for the thesis thematically.

- Use subheadings to separate topic paragraphs in longer essays, but avoid them in shorter essays.
- The evidence contained within each body paragraph should pertain only to its respective topic sentence.
- Conclude the section with the use of signposts that link back to the argument.

E. Counter arguments

With longer essays and whenever it's appropriate, it can be useful to include a counter arguments paragraph that precedes the conclusion. This paragraph considers any final counter arguments to which your argument may be susceptible and states why these critiques are not relevant, are beyond the scope of the essay's limitations, or do not hold for any other grounds. Thus, while the preceding body paragraphs allow you to provide consistent evidence in support of your thesis, this section can lend sophistication to your analysis by demonstrating that you acknowledge contending hypotheses but maintain your position for reasonable grounds.

Key point: Often useful for longer work, counter arguments allow you to acknowledge contending hypotheses and reinforce your thesis by arguing against them.

F. Conclusion

Unfortunately, the conclusion is often the most poorly written section of an essay. As its name implies, the conclusion draws the essay to a close. While it is common to begin with a summary of the preceding arguments, avoid being redundant or overly repetitious. Moreover, as with the introduction, avoid ending with a cliché.

It is often useful to situate the findings of your essay within the broader disciplinary context. Link the findings of your essay back to the original question and the 'big picture'. An essay on a specific topic, such as human rights or Cold War deterrence, might conclude by drawing attention to the broader implications of the subject for

International Politics as a whole. These implications may be theoretical, in terms of IR theory, or they may be practical—focused on diplomacy, public policy, public opinion or world order, for example.

Furthermore, it is often useful to conclude an essay by acknowledging the limitations of your research and, where possible, by suggesting avenues for further study.

Key points:

- Avoid redundancy or excess repetition.
- Avoid clichés by turning attention to the broader context of the discipline.
- If possible, suggest avenues for further study.

G. Citations and bibliography

You must adhere to the rules for proper citation and bibliographic format. You may use embedded, in-text citations (Harvard system) or foonotes/endnotes according to your preference. However, you must choose **one** style and use it **consistently**.

Your essay **must include a full bibliography of all sources consulted in the researching and writing process**.

Step 5: how to reference an essay

Why do I need to reference my essays?
- To avoid plagiarism by identifying the words, ideas, arguments, and conclusions of other writers and distinguishing them from your own.
- To support and strengthen your argument through the use of evidence, examples, and quotations from scholars in the field.
- To enable the marker to consult the original sources upon which you have drawn. This allows the marker to check that your use of the material is accurate and reliable.

- To demonstrate to the marker the breadth and depth of your reading and research.

When should I insert a reference?

- After directly quoting someone else's written or spoken words.
- After paraphrasing or summarizing another writer's work.
- After using or summarizing another writer's idea or theory.
- Afffter using statistics or data generated by another person.
- After reproducing images or other media forms created or owned by another person.

Which referencing systems can I use?

The Department of International Politics has formally adopted two systems: the **in-text (Harvard) system** and the **footnote/endnote system**. You are free to use either of these referencing systems. Please contact the Director of Undergraduate Studies if you hear any suggestions to the contrary.

Important: you must choose one of these systems for a piece of assessed work and apply it consistenyly. Do not attempt to combine the two; use either the Harvard system or the footnote/endnote system.

Each system has two components: a way of citing references in the body of the essay and a way of listing references in the bibliography. **Make sure that you use both components from the same system.**

Using the in-text (Harvard) system

This section provides a number of examples of how to reference different kinds of source using the Harvard system. Different types of source sometimes require different treatment but, as a general rule, certain pieces of information are crucial. You will almost always need to reference the name of the author (or editor) and the

year of publication. You will normally be required to provide the page number(s) as well. The only exception to this is if you are referring to the overall argument of a book or article rather than a specific part of it. You may also be unable to provide page numbers if you are using an e-book or Kindle version where page numbers are not given. Information on referencing electronic and online sources is given below.

Referencing a book or journal article with a single author

"Howard (1981: 133) argues that, since the end of World War II, liberals in Western Europe and the United States were slow to 'come to terms with the nationalism of the Third World'."
Or
"Since the end of World War II, 'liberals of Western Europe and the United States have only slowly and painfully come to terms with the nationalism of the Third World' (Howard, 1981: 133)."

Howard refers to the surname of the author. The year of publication is 1981. And 133 is the page number of the book where the quoted passage can be found.

Listing a book with a single author in the bibliography

Books should be listed by author (surname first). (Year) *title of the publication*. Place of publication: Publisher.

Howard, M. (1981) *War and the Liberal Conscience*. Oxford: Oxford University Press.

Listing a journal article with a single author in the bibliography

Journal articles should be listed by author (surname first). (Year) 'title of the article'. *Title of the publication*, volume, page numbers.

Wendt, A. (1987) 'The agent-structure problem in international relations theory'. *International Organization*, 41, pp. 35–70.

Referencing a book or journal article with more than one author

Where a book has been co-written by two authors, record both in the in-text reference. For example, you would cite (Snyder and Diesing, 1977: 392).

Where a book has been written by three or more authors, use only the lead author's name (the name that appears first) followed by the phrase 'et al.' as in the following example (Best et al., 2003: 217–221).

Referencing chapters or essays in edited volumes

The in-text reference is the same here as for a book or journal article, for example (Ferris, 2005: 59). However …

Listing a chapter in the bibliography

The reference in the bibliography will record more information. For this you will list the author (surname first). (Year) 'Title of the chapter'. In *Title of the publication*, edited by (editor's name, given name first), page numbers. Place of publication: Publisher.

Ferris, J. (2005) 'Power, strategy, armed forces and war'. In *Palgrave Advances in International History*, edited by Patrick Finney, pp. 58–79. Basingstoke: Palgrave Macmillan.

Referencing a document or publication produced by a government, international organization, corporation or NGO

"The House of Commons Foreign Affairs Committee (1987) reported that …"
Or (for a direct quote)

"In the 1980s, the government decided that British 'cultural values should be represented overseas' (House of Commons Foreign Affairs Committee, 1987: 7)."

Listing a document or publication produced by a government, international organization, corporation or NGO in the bibliography

The reference in the bibliography should be presented as follows: Organization (Year) 'Title of publication'. Place of publication: Publisher.

House of Commons Foreign Affairs Committee (1987) 'Cultural diplomacy'. London: Her Majesty's Stationery Office.

Referencing an article in a newspaper or magazine

For the in-text reference the name of the journalist and the year is given if available, and the name of the newspaper if there is no journalist named.

Both (Freedland, 2011) and (The Guardian, 2011) are acceptable.

Listing an article in a newspaper or magazine in the bibliography

The reference in the bibliography should be presented as follows: Journalist's name (surname first)/newspaper, (Year), 'Title of article'. *Newspaper title* (Place of publication), date presented as in the example below. Available at: link to article online [Accessed on date presented as in the example below].

Freedland, J. (2011), 'For dictators, Britain does red carpet or carpet-bombing'. *The Guardian* (London), 1 March 2011. Available at: https://www.theguardian.com/commentisfree/2011/mar/01/dictators-britain-arms-trade-hypocrisy [Accessed 24 October 2011].

Referencing a television or radio broadcast

For the in-text reference cite the programme name and the year it was broadcast, for example (Panorama, 2011).

Listing a television or radio broadcast in the bibliography

The reference in the bibliography should be presented as follows: *Title of programme*, year of broadcast. [Type of programme] Production company, Channel, date of broadcast presented as in the example below, time of broadcast presented as in the example below.

Panorama, 2011. [TV programme] BBC, BBC2, 30 January 2011, 20.00.

Referencing material from a website

For the in-text reference, provide the name of the author or the website from which the material has been accessed, for example (BBC, 2011).

Listing material from a website in the bibliography

The reference in the bibliography should be presented as follows: Title of website (Year) *Title of webpage*. Available at: link to webpage online [Accessed on date presented as in the example below].

BBC News (2011) *North Korea country profile*. Available at:
https://www.bbc.co.uk/news/world-asia-pacific-15256929 [Accessed 23 July 2011].

Referencing material accessed through an e-book reader (Kindle, etc.)

For the in-text reference, provide the author and year of publication as in previous examples, such as (Smith, 2008). Be advised that e-books often lack page numbers (though PDF versions may include them). If page numbers are not available, use the

chapters instead as a way of indicating the location of a section you have quoted in your essay.

Listing material accessed through an e-book reader (Kindle, etc.) in the bibliography

Provide as many of the details that follow as you can. Author's name (surname first). Year (date of e-book edition), *Title of publication*, Type of e-book you have used. Accessed on date presented as in the example below from the location as presented in the examples below (website or digital object identifier).

Smith, A. 2008, *The Wealth of Nations*, Kindle version. Accessed 20 August 2010 from Amazon.com.

Smith, A. 2008, *The Wealth of Nations*, Adobe Digital Editions version. Accessed 20 August 2010, doi: 10.1036/007142363X.

Referencing material from an e-book online

For the in-text reference, provide the author's surname, year of publication, and page number(s) as in previous examples, such as (Wendt, 1999: 107).

Listing material from an e-book online in the bibliography

The reference in the bibliography should be presented as follows: author (surname first). Year. *Title of publication*. [e-book] Location of publisher: Publisher. Available at: link to webpage online [Accessed on date presented as in the example below].

Wendt, A. 1999. *Social Theory of International Politics*. [e-book] Cambridge: Cambridge University Press. Available at: https://books.google.co.uk/books/about/Social_Theory_of_International_Politics.html?id=s2xjEd0ww2sC&redir_esc=y [Accessed 5 December 2011].

Secondary referencing

Secondary referencing means referring to a book or article that you have not read yourself, but have seen quoted in another person's work. When using the Harvard system, follow the example below.

"Research recently carried out in Sierra Leone by Brown (2009 cited in Smith, 2010: 142) found that …"

In this example, Brown is the work you wish to refer to, but have not read directly yourself. Smith is the secondary source, in which you found the summary of Brown's research. **Your bibliography would include a reference to Smith's work only.**

Referencing social media

To cite a tweet or blog provide the author's surname or the name of the organization along with the year the tweet or blog was published, for example (Obama, 2014).

Listing social media in the bibliography

To record a tweet in your bibliography, provide the following information: author (surname first if an individual) (Year) "*Full tweet*", date of publication presented as in the example below [Twitter]. Available at: Available at: link to webpage online [Accessed on date presented as in the example below].

Obama, B. (2020) "*As people exercise their right to protest all across the country— let the undeniable paths of our progress be a guide going forward: peaceful, sustained protest; strategic, committed organizing; and purposeful, overwhelming participation at the ballot box.*" 28 August [Twitter]. Available at: https://twitter.com/BarackObama/status/1299384266678304769 [Accessed 9 September 2020].

To record a blogpost in your bibliography, provide the following information: author (surname first if an individual). (Year) 'Title of blogpost', *Title of Website*, date of

publication presented as in the example below [Blog]. Available at: Available at: link to webpage online [Accessed on date presented as in the example below].

McEachern, P. (2018) 'North Korean denuclearization: lessons from history', *War on the Rocks*, 11 June [Blog]. Available at: https://warontherocks.com/2018/06/north-korean-denuclearization-lessons-from-history/ [Accessed 9 September 2020].

Using the footnote/endnote system

There is much greater similarity between the two components of the footnote/endnote system than is the case with the in-text (Harvard) system. The reference in the bibliography will normally be the same as the reference in the footnote/endnote, with the exception that there is no need to refer to a specific page reference in some cases.

In the footnote/endnote system, the references are marked by a superscript number in the text, which relates either to a citation located at the bottom of the page (footnotes) or at the end of the essay (endnotes). You should not combine footnotes and endnotes within the same essay.

In the text of your essay, you will identify a footnote by placing a superscript indicator, as in the example below:

"… in such a system war is said to be inevitable.[1]"

Note that the footnote identifier is located **after the full stop, not before**. At the bottom of the page (or at the end of the essay if you are using footnotes) a list corresponding to the indicators in the text will appear.

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[1] Waltz, K. *Theory of International Politics* (London, McGraw-Hill, 1979), p. 37.

References should be complete for the first use of any work within your essay. Should you refer to the same text again, you may use an abbreviated form of the reference, as in the example provided at the bottom of this page.[2]

At the end of the essay, a complete list of references should be provided—**arranged in alphabetical order according to the authors' surnames**. You should provide a reference in the bibliography for all of the sources you have consulted during the researching and writing phase, even if you have not cited them directly in your essay. The references should conform to the format given in the examples below.

Books

Footnote/endnote:

Waltz, K. *Theory of International Politics* (London, McGraw-Hill, 1979), p. 117.

Bibliography:

Waltz, K. *Theory of International Politics* (London, McGraw-Hill, 1979).

Chapters in edited volumes

Footnote/endnote:

Grieco, J. 'Anarchy and the limits of cooperation', in *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David Baldwin (New York, Columbia University Press, 1993), p. 126.

Bibliography:

Grieco, J. 'Anarchy and the limits of cooperation', in *Neorealism and Neoliberalism: The Contemporary Debate*, edited by David Baldwin (New York, Columbia University Press, 1993), pp. 116–42.

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[2] Waltz, *Theory*, p. 121.

Journal articles

Footnote/endnote:

Wendt, A. 'The agent-structure problem in international relations theory', *International Organization*, 41 (1987), p. 49.

Bibliography:

Wendt, A. 'The agent-structure problem in international relations theory', *International Organization*, 41 (1987), pp. 35–70.

Document or publications produced by a government, international organization, corporation or NGO

Footnote/endnote:

House of Commons Foreign Affairs Committee, 'Cultural diplomacy' (London, Her Majesty's Stationery Office, 1987), p. 7.

Bibliography:

House of Commons Foreign Affairs Committee, 'Cultural diplomacy' (London, Her Majesty's Stationery Office, 1987).

Newspaper or magazine article

Footnote/endnote:

Freedland, J. 'For dictators, Britain does red carpet or carpet-bombing'. *The Guardian* (London), 1 March 2011, p. 17.

Freedland, J. 'For dictators, Britain does red carpet or carpet-bombing'. *The Guardian*, 1 March 2011. Available at: https://www.theguardian.com/commentisfree/2011/mar/01/dictators-britain-arms-trade-hypocrisy [Accessed 24 October 2011].

Bibliography:

Freedland, J. 'For dictators, Britain does red carpet or carpet-bombing'. *The Guardian* (London), 1 March 2011.

Freedland, J. 'For dictators, Britain does red carpet or carpet-bombing'. *The Guardian*, 1 March 2011. Available at: https://www.theguardian.com/commentisfree/2011/mar/01/dictators-britain-arms-trade-hypocrisy [Accessed 24 October 2011].

Television or radio broadcast

Footnote/endnote and bibliography:

Panorama, BBC2, 30 January 2011, 20.00.

Websites/social media

Footnotes/endnotes and bibliography:

BBC News, *North Korea country profile*. Available at: https://www.bbc.co.uk/news/world-asia-pacific-15256929 [Accessed 23 July 2011].

McEachern, P. 'North Korean denuclearization: lessons from history', *War on the Rocks*, 11 June 2018 [Blog]. Available at: https://warontherocks.com/2018/06/north-korean-denuclearization-lessons-from-history/ [Accessed 9 September 2020].

Obama, B. "*As people exercise their right to protest all across the country—let the undeniable paths of our progress be a guide going forward: peaceful, sustained protest; strategic, committed organizing; and purposeful, overwhelming participation at the ballot box.*" 28 August 2020 [Twitter]. Available at: https://twitter.com/BarackObama/status/1299384266678304769 [Accessed 9 September 2020].

Online e-book

Footnote/endnote:

Wendt, A. *Social Theory of International Politics* (Cambridge, Cambridge University Press, 1999), p. 107.

Bibliography:

Wendt, A. *Social Theory of International Politics* (Cambridge, Cambridge University Press, 1999). Available at: https://books.google.co.uk/books/about/Social_Theory_of_International_Politics.html?id=s2xjEd0ww2sC&redir_esc=y [Accessed 5 December 2011].

Material accessed through an e-book reader (Kindle, etc.)

Footnote/endnote and bibliography:

Provide as many of the details that follow as you can. Author's name (surname first). *Title of publication*, (Type of e-book you have used, Year (date of e-book edition)). Accessed on date presented as in the example below from the location as presented in the examples below (website or digital object identifier).

Smith, A. 2008, *The Wealth of Nations*, Kindle version. Accessed 20 August 2010 from Amazon.com.

Smith, A. 2008, *The Wealth of Nations*, Adobe Digital Editions version. Accessed 20 August 2010, doi: 10.1036/007142363X.

Secondary referencing

Secondary referencing means referring to a book or article that you have not read yourself, but have seen quoted in another person's work. When using the footnote/endnote system, **cite the author you are quoting but make it clear you have found the reference in a different book**.

Ninkovich, F. *The Diplomacy of Ideas* (Cambridge, Cambridge University Press, 1981), p. 1, cited in Vaughan, J. *Unconquerable Minds: The Failure of American and British Propaganda in the Middle East, 1945–1957* (Basingstoke, Palgrave, 2005), p. 2.

Your bibliography would include a reference to Vaughan's work only.

Step 6: editing

Editing is often a frustrating phase of the essay-writing process. After spending hours, days or weeks on your essay, it may be difficult to spot errors or flaws with your writing or in the development of your overall argument. You can develop a tendency to 'see' what you think is there rather than what is actually on the page.

A careful editing process can make the difference between a good essay and an excellent one. So make sure, before you submit each essay that you:

- Spell check your work. Use the spellchecker on your computer, but also check your spelling yourself as computer spellcheckers are not 100 per cent reliable.
- Attempt to read your work from the point of view of an anonymous reader. This is a difficult task, but you need to ensure that the language of your essay is as clear and concise to the marker as possible. You cannot assume that they will 'know what you are trying to say'. Avoid using overly complex sentences or long quotations that may detract from the readability of your essay. Long quotations can often be summarized or paraphrased.
- Ensure that each paragraph contains only a single thread of thought or a single conjoining point or idea. If paragraphs become too long, make sure to divide them into discrete ideas, ensuring that each paragraph flows smoothly from one to the next.
- If time permits, it is often very useful to have friends and colleagues edit your work—and it's a good way of helping each other to develop as writers. You

can often identify grammatical or stylistic errors in other people's work far easier than you can in your own, and having another pair of eyes looking over your work can help you avoid larger conceptual problems or problems with the development of your argument.

Key points:

- Spell-check your work.
- Read and edit your work from an anonymous reader's point of view, ensuring your prose is as clear and concise as possible.
- Get a friend or colleague to proof read, and offer to do the same for them.

A Note on Essay Length

It is vital that you adhere to the designated word length for written coursework. This discipline helps to foster the ability to decide whether material is crucial or peripheral to the topic under discussion. Developing such judgement is an important part of the learning process. Equally, succinctness – the ability to convey ideas clearly and concisely – is an important transferable skill.

For every essay, we stipulate a word limit (stated in the module handbook). **The word limit refers to the body of the essay, and does not include bibliographical footnotes/ endnotes nor the bibliography.**

Be aware that the exemption of footnotes/ endnotes from the word count applies to bibliographic references only. Any blocks of text (argument, analysis, examples, evidence etc.) inserted into the footnotes/endnotes must be included in the formal word count.

The Department allows you to deviate from the formal word count limit by +/- 10%.

Under length essays

Essays which are more than 10% under length are by definition likely to constitute weak or partial answers to the question and will probably receive low marks as a result.

In the case of substantially under length essays, the Departmental expectation is that:

- **A maximum mark of 40** will be awarded to essays that are below 50% of the designated word limit.
- **A maximum mark of 25** will be awarded to essays that are below 30% of the designated word limit.

Over length essays

When an essay is submitted which is more than 10% above the word limit we reserve the right to deduct marks. Individual members of staff will use their discretion to impose a suitable penalty; as a general guideline, **staff will normally deduct one mark for every 100 words over the word limit** (taking the 10% leeway into consideration).

Making use of feedback

Your tutors, markers, and examiners spend a great deal of time assessing your work. Reflecting carefully on their comments is an integral part of your learning process. Read their feedback on your essays as a form of constructive criticism, and identify from their comments areas in which you can improve in the future.

Every piece of work can be improved in some way or another. Please make sure that you download/print off your feedback for future reference, and return to it before submitting your next assessment.

The Department strongly encourages you to contact module convenors to discuss your feedback, to help you develop your writing skills as you progress through the programme.