THE UNIT
‘The personal is political,’ say feminists. More recently, it has been added that the ‘personal is international’ as well. This unit will consider where women are in international practice and its theorization, and what it means to bring women into the frame of international relations and its study. The unit will examine various concerns raised by feminists and the implications of these issues for international relations. These concerns will range from the theoretical (such as questions of difference or similarities among women in their experience of world politics and the problem this presents for theorizing women in IR) to the practical (issues such as war, nationalism, the international economy, non-governmental and international organisations, and human rights).

METHODS
The following methods will be used:

- Seminar discussion presentation
- Seminar presentation
- Essay writing

OBJECTIVES
- To examine the implications for international relations theory of taking feminism seriously.
- To illustrate what feminist approaches contribute to our understanding of issues in world politics
- To understand the implications of identity and difference and the universal and the particular in the theorization and practice of feminism/s in International Relations

LEARNING OUTCOMES
- The ability to deploy gender as a category of analysis in relation to issues in world politics.
- Knowledge of basic literature applying feminist theory and concepts to the study of international relations.
- Understanding and recognizing the gendered character of everyday practices of foreign policy and world politics.
REQUIRED WORK

• 1 assessed essay due on or before **Friday, 18 May**, by 12 noon.
• 1 oral presentation

ASSESSSED ESSAYS

There are no seminars during weeks 23 and 24 so that you can concentrate on writing your assessed essays. It is therefore expected that you will be fully prepared, as usual, for the week 21 and 22 seminars: being distracted by essay writing is not an acceptable reason for being under-prepared.

*Pass levels*

A unit has been passed at Diploma level when the mark for the assessed essay is at least 50. A unit has been passed at MSc level when the mark for the assessed essay is at least 60. A unit has been passed at Commendation level when the mark for the assessed essay is at least 70.

*Submission*

Full-time candidates must have handed in two word-processed copies (the original plus a photocopy) of their assessed essay to Ms. Anne Jewell, the Graduate Studies Coordinator (**not** to the unit owner) by 12 noon on **Friday, 18 May**. Part-time (PT) candidates must hand in their assessed essays by the deadlines agreed with the Course Director in their individual programmes of study.

Assessed essays must be at least 2,500 words long and no longer than 3,500 words long. The word limits exclude footnotes/endnotes and bibliography. There should be minimal amounts of text in footnotes/endnotes.

Candidates must sign a declaration on the essay cover sheet indicating a word count on the assessed essay and indicating that the assessed essay contains no plagiarism. Copies of the cover sheet can be collected from Anne Jewell. Essays should be written and correctly referenced according to the instructions in Patrick Dunleavy, *Studying for a Degree in the Humanities and Social Sciences* (Macmillan paperback, 1986 and reprints) LB 2395 DUN. Marks will be deducted if these rules are not followed.

*Extensions*

Failure to submit an assessed essay on time, unless an extension has been given, will result in the award of zero for that piece of work. An extension will be given ONLY for medical or other emergencies. Requests for extensions will be discussed in the first instance with the Course Director. If the candidate wishes to proceed with the request, he or she will then do so in writing to the Course Director. Arrangements with individual unit owners will not suffice. Requests for assessed essay extensions based on illness MUST be accompanied by a doctor's note.

*Marking and feedback processes*

The unit owner will write comments on the essay. In addition, you will receive a feedback sheet on the essay with the mark and more general comments. Anne Jewell will email you to let you know when the feedback sheets and essays are available for collection from her in the Departmental Graduate Office.
Essay resubmissions

All candidates are automatically entitled to one but only one resubmission of any failed essay. Failed week 24 essays must be resubmitted to Anne Jewell by 12 noon on Friday, 5 October. If you are required to resubmit an essay, you must go to see the unit owner in order to discuss how to improve your performance.

Answering the essay questions

Note that the essay must contain a mix of theoretical and empirical material and must address international relations theory directly. Failure to do so will result in the deduction of marks. The essay must not duplicate a significant amount of material from the oral seminar presentation handout.

Although the required and supplementary reading indicated below is grouped in terms of weeks, your essay may usefully draw on reading across a number of weeks. In some cases, you will have to draw on reading across a number of weeks. Indeed, the essay questions are not necessarily pitched to fit the weekly topics: the intention is to get you to integrate material across the unit. The unit deliberately asks very big questions: the challenge is to be concise and to show a broad grasp of the material. If you choose to compare IR theories, there is no ‘right’ number to compare: choose the number which best serves your purposes.

The essay questions

1. Critically discuss what taking feminist theorizing seriously means for the conventional conceptualisation of security in International Relations.

2. Is war/peace a man/woman thing?

3. Does globalization on balance represent more of a threat than an opportunity for women’s global economic and political interests?

4. Discuss the strengths and limitations of attempts to make development issues more gender sensitive.

5. ‘Feminism and nationalism invariably make unhappy bedfellows.’ Critically discuss.

6. ‘There are few points of convergence between feminist and mainstream understandings of international relations. They have very different concerns, focus on different issues, and inhabit different and incommensurable worlds.’ Critically discuss.

7. Would feminist International Relations benefit from doing away with the category of ‘women’? What would be gained and what might be lost in regard to the politics of global feminism?

8. Identify and discuss what you consider to be the most important issues that human rights raise for feminists in International Relations.
9. Critically discuss what taking feminist theorizing seriously means for the analysis of international economic relations.

10. ‘Western feminism is part of a racist and imperialist project.’ Critically discuss.

**ORAL PRESENTATION**

You are required to make an oral seminar presentation. The rules are as follows:
1. The topics will be allocated in the first seminar
2. The presentation is to be of no more than ten minutes in length. As with the word limit on the essay, part of the exercise is learning to be concise
3. It must not simply be read out word for word, but must instead be presented from notes.
4. It must directly address the question set for discussion that week.
5. It must contain a brief bibliography.
6. It must be word-processed, and be no longer than one side of A4 paper. I will photocopy the handout for all seminar members. If at all possible, give me your handout at least a day in advance of the seminar so that I have time to copy it.
7. There will be up to five minutes for you to answer questions from the seminar group.
8. I will provide comments on your presentation. When you are preparing for your presentation, bear in mind the importance of quality of handout, presentation style (pace, volume and time management), presentations content and contribution to the entire seminar. The comments on a feedback sheet will be returned to you in class within two weeks. If your seminar takes place in week 21 or 22, I will leave the feedback sheet for you in an envelope in your pigeonhole within two weeks. [The MSc pigeonholes are in the anteroom outside Anne Jewell’s office.]

**FEEDBACK**

You will have feedback from me as follows:
- Feedback sheet returned to you for your essay
- Feedback sheet returned to you relating to your oral presentation
- Informal comments during the seminar from me on your oral seminar performance.

**TEXTBOOKS and RECOMMENDED READING**

These following two textbooks include much a substantial amount of the required reading. You are strongly encouraged to purchase them:

**Enloe, Cynthia, Bananas, Beaches and Bases: Making Feminist Sense of World Politics, Berkeley: University of California Press, 1989.**

**Peterson, V. Spike, and Anne Sisson Runyan, Global Gender Issues, second edition, Boulder, CO: Westviw Press, 1999.**

**UNIT READINGS:**

**Required Reading:** Each week’s seminar will proceed on the assumption that you have completed ALL of that week’s required reading. This is the reading that we will all have done in
common. To be able to do this, you will need to PLAN AHEAD. I recommend strongly that, as early as possible, you take the time to photocopy all required reading that you cannot purchase (provided the material is not already photocopied) or that you share the photocopying with some of your fellow students.

Other reading: The syllabus also includes supplementary reading, including some relevant websites. You are strongly encouraged to read some entries from this list each week to supplement the required reading and to explore the Internet for sources relevant to the topics under discussion. These selections have been chosen to give you a range of examples of feminist work under the topic of that week. Entries are arranged alphabetically.

Short Loan: Items marked with * are in the Short Loan Collection (SLC). Note that some items will be in the SLC even if they are not marked with an asterisk, as they may have been put on short loan for another unit. So, if an item does not have an asterisk yet is not on the open shelves, always check the SLC! Please be aware that, for reasons of copyright, you are not allowed to photocopy items in the library that are themselves photocopies.

Journals: If you have trouble finding hard copies of journals, be sure that you also check the library’s holdings of electronic journals. These are easily accessible through the library’s home page at http://www.bris.ac.uk/Depts/Library/.

NB: Some of these materials (those without classmarks or call numbers) are not available in the University’s library. I have included them because they are important to a survey of feminisms and IR. If I have these materials, I can make them available.

SCHEDULE OF SEMINARS

There are ten seminars in the unit (weeks 13-22) of 90 minutes duration (no break). Attendance is compulsory. The format will combine student presentations and tutor-led discussion. Remember: you will not get much out of any seminar if you don’t prepare for it, and no one else will get much out of you!

Week 13: Feminisms and International Relations: What’s at Issue?

Questions: Is International Relations ‘a man’s world’? Is women’s domestic, sex and support work relevant to International Relations?

Required reading:


Supplementary reading:


* Enloe, Cynthia H. The Morning After: Sexual Politics at the End of the Cold War (Berkeley: California UP,1993) HQ1233 ENL


\WEEK 14: Feminisms and International Relations: What’s at Issue?

**Questions:** What are the core topics of International Relations as a discipline? Is International Relations ‘a man’s world’? Are women’s domestic, sex and support roles relevant to International Relations? If so, how relevant?

**Required reading:**

* Peterson and Runyan, ‘Gender as a lens on world politics,’ in *Global Gender Issues*, pp. 21-68.


**Supplementary reading:**


* Enloe, Cynthia H.  *The Morning After: Sexual Politics at the End of the Cold War* (Berkeley: California UP, 1993) HQ1233 ENL


**Some relevant websites:**


A large selection of relevant Internet sites relating to women can be found at http://www.aviva.org/resndex.htm

Feminist Majority Foundation Online, wysiwyg://69/http://www.feminist.org/

**Learning outcome:** To appreciate the very different concerns of feminist international relations scholars from their mainstream colleagues and in particular the feminist focus on the relationship between the personal and the international.

**WEEK 15: The Gendering of War, Militarism, and Security Studies.**

**Questions:** Explore the relationships between war and militarism and gendered ideology. To what extent do the practical realities of war reflect or differ from this ideology? What is meant by feminist critics when they argue that mainstream international relations, and in particular security studies, is ‘masculinist’?

**Required reading:**


**Supplementary Reading:**

* Cock, Jacklyn, Women and War in South Africa (Cleveland: Pilgrim Press, 1993) HQ1800.5 COC


* Enloe, Cynthia, The Morning After: Sexual Politics at the End of the Cold War (Berkeley: California UP, 1993) HQ1233 ENL


* Thompson, Janna, 'Women and War,' *Women’s Studies International Forum* 14:1/2, 63-75. Serial HQ1101.W7


**On masculinism:**


* 'Introduction' and 'The Sources of Gender Bias in International Relations Theory' in Rebecca Grant and Kathleen Newland (eds.), *Gender and International Relations* (Milton Keynes: Open University Press, 1991) HQ1236 GEN

Peterson, V. Spike, 'Transgressing Boundaries: Theories of Knowledge, Gender and International Relations,' *Millennium* 21:2 (1992) SERIAL JX1M5


**Some relevant websites:**


Websites on the Balkans include

Websites on Mexico include [http://www.afsc.org/chiapas1.htm](http://www.afsc.org/chiapas1.htm); [http://www.latinolink.com/opinion/spec1117.html](http://www.latinolink.com/opinion/spec1117.html)

Websites on Burma include [http://burma.net/women/school_for_rape.html](http://burma.net/women/school_for_rape.html)

**Seminar presentation:** Explore the relationship among war, militarism, and gendered ideology.

**Learning outcome:** To become familiar with feminist thinking on war and militarism. To understand and be able to apply feminist critiques of ‘masculinism’.

**WEEK 16: Feminist Reformulations of Power and Security.**

**Questions:** Evaluate feminist alternatives to masculinist conceptions of power and security. How strong or problematic is the relationship between feminism(s) and peace/anti-war movements? Has the growth of female soldiers and military personnel furthered feminist aspirations?

**Required reading:**

* Enloe, ‘Diplomatic Wives,’ in *Bananas, Beaches, and Bases*, pp. 93-123.

**Supplementary reading:**


Roseneil, Sasha, *Disarming Patriarchy: Feminism and Political Action at Greenham* (Buckingham: Open university Press, 1995) JX1965 ROS


**Ecofeminism and the reformulation of security:**


Rosser, Sue, ‘Ecofeminism: Lessons for Feminism from Ecology,’ *Women’s Studies International Forum* 14:3, 143-51 SERIAL


**Seminar presentation:** Evaluate feminist alternatives to masculinist conceptions of power and security.

**Learning outcome:** To be able to identify and critically assess the various alternative feminist approaches to the issue of peace, and to appreciate the variety of conflicting goals and premises.
WEEK 17: Women in the Global Political Economy and Development.

Questions: What is/are the role(s) and positions of women in the global political economy? How important are women’s economic contributions? Have either the discipline of IPE or the economic policies of states, global financial regimes, and institutions taken sufficient account of gender issues? How have feminists defined the goal of economic security?

Required reading:

* Peterson and Runyan, Global Gender Issues, pp. 130-162, 193-211, 228-240.

Supplementary reading:


* Chowdry, Gheeta, 'Women in the International Political Economy,' in Peter R. Beckman & Francine D'Amico (eds.), Women, Gender and World Politics: Perspectives, Policies and Prospects (Westport, CT: Bergin & Garvey, 1994). HQ1236 WOM


* Grant, Rebecca, and Kathleen Newland (eds.), Gender and International Relations (Milton Keynes: Open University Press, 1991), Chapters 7, 8, 9. HQ1236 GEN

Kardam Iket, 'Women and Development,' in Peter R. Beckman & Francine D'Amico (eds.), Women, Gender and World Politics: Perspectives, Policies and Prospects (Westport, CT: Bergin & Garvey, 1994) HQ1236 WOM

Krause, Jill, 'The International Dimension of Gender Inequality and Feminist Politics: A New Direction for International Political Economy?' in John Macmillan and Andrew Linklater (eds.), New Directions in International Relations (London: Pinter 1995) JX1395 BOU

Marchand, Marianne, and Jane Parpart (eds.), Feminism/Postmodernism/Development (London: Routledge, 1995) HQ1240 FEM


Momsen, Janet Henshall, and Vivian Kinnaird (eds.), Different Places, Different Voices: Gender and Development in Africa, Asia and Latin America (London: Routledge, 1993) HQ1240.5.D44 DIF

* Scott, Catherine V., *Gender and Development: Rethinking Modernization and Dependency Theory* (Boulder: Lynne Rienner, 1995) HQ1240 SCO


**Some relevant websites:**

| Empowering Widows in Development, [http://www.oneworld.org/empoweringwidows/](http://www.oneworld.org/empoweringwidows/) |
| Gender Related Development Index, [http://www.undp.org/hdro/98gdi.htm](http://www.undp.org/hdro/98gdi.htm) |

**Seminar presentation:** Discuss the role(s) and positions of women in either the global political economy or in processes of development.

**Learning outcome:** An appreciation of the limitations of conventional approaches to political economy in assessing both the economic contributions and the economic needs of women.
WEEK 18: Gender and Globalization.

Questions: Identify the main economic and technological features of the phenomenon of 'globalization' over the last fifteen years. What changes in women's economic and political opportunities and roles have accompanied this phenomenon? Identify the different experiences of different groups of women. Does 'globalization' serve essentially masculinist goals?

Required reading:


Supplementary reading:


Cockburn, 'Men's Power in Organisations,' in Jeff Hearn and David Morgan (eds.), Men, Masculinities and Social Theory (London: Unwin Hyman, 1990) HQ1090 MEN

Einhorn, Barbara, Cinderella Goes to Market: Citizenship, Gender and Women's Movements in East Central Europe (London: Verso, 1993). HQ1870.8 EIN


Ling, Lily, and Kimberley Chang, 'Globalization and its Intimate Other: Filipina Domestics in Hong Kong,' in Marianne Marchand, and Anne Sisson Runyan (eds.), Gender and Global Restructuring: Shifting Sights and Sightings (London: Routledge - Forthcoming) DRAFT PHOTOCOPY AVAILABLE

A relevant website:

**Seminar presentation:** Does ‘globalization’ serve essentially masculinist goals?

**Learning outcome:** To develop an understanding of the complexity of the multiple and contradictory gendered consequences of globalization.

**WEEK 19: Nationalism, Colonialism and Race.**

**Questions:** Identify the mutually defined identity stereotypes produced by the interconnecting colonial rankings of race (including ‘whiteness’), gender and sexuality. To what extent are these hierarchies ingrained in contemporary world politics and global political economy? What gender ideologies and stereotypes are embodied in forms of nationalism? How do such ideologies connect with practices such as systematic rape in the Bosnian war?

**Required reading:**
- Enloe, ‘Nationalism and Masculinity,’ in *Bananas, Beaches, and Bases*, pp. 42-64.

**Supplementary reading:**

**On Gender, Colonialism, and Race:**

Afshar, Haleh, and Mary Maynard (eds.), *The Dynamics of “Race” and Gender: Some Feminist Interventions* (London: Taylor & Francis, 1994). HQ1075 DYN


* Burton, Julianne, ‘Don (Juanito) Duck and the Imperial-Patriarchal Unconscious: Disney Studios, the Good Neighbor Policy, and the Packaging of Latin America,’ in Andrew Parker, Mary Russo, Doris Sommer, and Patricia Yeager (eds.), *Nationalisms and Sexualities* (NY: Routledge, 1992) HQ16 NAT

* Chow, Rey, ‘Violence in the Other Country: China as Crisis, Spectacle and Woman,’ in Chandra Mohanty, Ann Russo and Lourdes Torres (eds.), *Third World Women and the Politics of Feminism* (Bloomington: Indiana University Press, 1991) HQ1870.9 THI


Haggis, Jane, ‘Gendering Colonialism or colonizing gender? Recent women’s studies approaches to white women and the history of British colonialism,’ Women’s Studies International Forum 13:1/2 (1990) 105-115 Serial HQ1101.W7


hooks, bell, Yearning: Race, Gender, and Cultural Politics (Boston, Mass.: South End Press, 1990) POLICY STUDIES LIBRARY E185.86 HOO


* Pettman, Jan, Worlding Women: A Feminist International Politics (London: Routledge, 1996), Chapter 2. JX1391 PET


Stasiulis, Daiva, and Nira Yuval-Davis (eds.), Unsettling Settler Societies: Articulations on Gender, Race, Ethnicity and Class (London: Sage, 1995) HT1521 UNS


Ware, Vron, Beyond The Pale: White Women, Racism and History (London: Verso, 1992) HT1521 WAR

On Nationalism:


Jayawardena, Kumari, *Feminism and Nationalism in the Third World* (London: Zed, 1986) HQ1870.9 JAY


Molyneux, Maxine, ‘Mobilisation without Emancipation? Women’s Interests, the State and Revolution in Nicaragua,’ *Feminist Studies* 11 (1985) 227-54. EDUCATION LIBRARY Serial FEM


* Radhakrishnan, R., ‘Nationalism, Gender and the Narrative of Identity,’ in Andrew Parker, Mary Russo, Doris Sommer, and Patricia Yaeger (eds.), *Nationalisms and Sexualities* (London: Routledge, 1992) HQ16 NAT


Yuval-Davis, Nira, *Gender & Nation* (London: SAGE, 1997) HQ1236 YUV

**Seminar presentation:** Critically assess the relationships among nationalism, colonialism, race, and gender.

**Learning outcome:** To understand the global intersections between race and gender in historical context and to critically assess the phenomenon of nationalism from a feminist perspective.

Questions: What are the central issues concerning human rights for feminists? How might one go about addressing problems like women’s reproductive rights or female circumcision?

Required reading:


Supplementary reading:


Deutz, Andrew, ‘Gender and International Human Rights,’ Fletcher Forum of World Affairs 17:2 (1993) NIL (Handout)

Discrimination Against Women: The Convention and the Committee (1994) Pamphlet HQ1236 D (7 day loan)

Dorkenoo, Efua, and Scilla Elworthy, Female Genital Mutilation: Proposals for Change (1992) Pamphlet GN484 DOR (7 day loan)

Human Rights are Women’s Rights (London: Amnesty International Publications, 1995) ON ORDER


Signs, Special Issue on Feminism and the Law, 19:4 (1994) Education Library Serial SIG

Some relevant websites:


Women's Caucus for Gender Justice, [http://www.iccwomen.org/](http://www.iccwomen.org/)

Women's Human Rights Net, [http://www.whrnet.org/home.htm](http://www.whrnet.org/home.htm)

Seminar Presentation: Critically assess the relationship between human rights and women’s rights.

Learning outcome: To understand the normative debates about the different bases for rights-claims and to assess the potential that rights discourses offer for feminist politics.

WEEK 21: Feminism and Difference.

Questions: What are the prospects and pitfalls of universalising the category ‘women’. Do the same prospects and pitfalls hold for the politics of transnational or global feminism/s?

Required reading:

* Enloe, "Just Like One of the Family": Domestic Servants in World Politics,’ in *Bananas, Beaches and Bases*, pp. 177-194.


Supplementary reading:


Butler, Judith, *Gender Trouble: Feminism and the Subversion of Identity* (London: Routledge, 1990), Chapter 1. HQ1154 BUT


Feminist Review, Special Issue on Shifting Territories: Feminisms and Europe, 39 (1991) Serial HQ1101 F4

Fraser, Nancy, Justice Interruptus: Critical Reflections on the “Postsocialist” Condition (London: Routledge, 1997), Chapters 7, 8. JC578 FRA


Morgan, Robin, Sisterhood is Global (Anchor Press, 1984) Education Library HQ1400 SIS

Nicholson, Linda (ed.), Feminism/Postmodernism (London: Routledge, 1990), Chapters 1, 3, 6, 8, 12. HQ1233 FEM

* Pettman, Jan, Worlding Women: A Feminist International Politics (London: Routledge, 1996), Chapter 4. JX1391 PET


Women’s Studies International Forum, Special Issue on Reaching for Global Feminism 14:4 (1991) Serial HQ1101 W7

Women’s Studies International Forum, Special Issue on Women in a Changing Europe 17:2/3 (1994) Serial HQ1101 W7

Women’s Studies International Forum, Special Issue on Links across Differences 19:2 (1996) Serial HQ1101 W7


Seminar Presentation: Critically assess the difficulties that universalizing produces within feminism.

Learning outcome: To understand the significant of the category of ‘difference’ within current feminist theory and to consider the implications of difference from global feminisms.

Week 22: Theories of International Relations: To Supplement or Radically Revise?

Questions: Are there possibilities for dialogue between mainstream approaches to IR and feminism? Are there possibilities for dialogue between post-positivist approaches and feminism? If so, what are they? If not, what is(are) the source(s) of structural opposition? Can International Relations as a discipline be reformed in feminist terms? Why might feminism be ghettoised in the discipline of IR?

Required reading:


Supplementary reading:

Alternatives, Special Issue: Feminists Write International Relations, 18:1 (1993), School for Policy Studies, Serial ALT

* Grant, Rebecca, and Kathleen Newland (eds.), Gender and International Relations (Milton Keynes: Open University Press, 1991), Chapters 1-4, 10 HQ1236 GEN


Murphy, Craig, ‘Seeing Women, Recognising Gender, Recasting International Relations,’ International Organization 50:3 (1996) Serial JX1 I55


Seminar Presentation: Critically assess the relationship between feminisms and the discipline of IR.

Learning Outcome: To develop an understanding of the relationship between feminisms of various forms and the discipline of international relations.
Check-list for Essay Writing

1. Word-process your essay. See the Graduate Handbook for details of Computing Service facilities and Departmental help. **State the number of words in your essay.**

2. Each essay you write should answer a precise question. Essays should not simply summarise your notes.

3. Plan each essay before you write. Prioritise your arguments and choose the best illustrations.

4. Your opening sentence and first paragraph should define the problem you are tackling. Avoid any banal statements.

5. Do not be afraid to disagree with what you imagine your tutor’s views might be. Tutors often ‘take a line’ to draw students out. State your own case.

6. **Arguments have a structure:**
   - Offer a proposition.
   - Provide supporting evidence.
   - Consider if an opposing argument is appropriate.
   - Provide supporting evidence as appropriate.
   - Conclude with a reasoned choice or synthesis.

7. **NEVER** plagiarise. See the Graduate Handbook for the definition and penalties.
8. **ALWAYS** give full references in a correct form. Buy a copy of Patrick Dunleavy’s *Studying for a Degree in the Humanities and Social Sciences* (Macmillan paperback) and follow it.

9. *Use the Library wisely. You cannot depend on getting a particular book or article just when you want it.*

   - Browse along the shelves for books and journals and check the new books display.
   - Check the computer to see if an item is on short loan, or to see if you can reserve it in advance.
   - Cooperate with fellow students by sharing books or photocopies.
   - Use the subject search and classmark search facilities on the computer to find relevant materials.
   - Follow up the footnotes and bibliographies of the books and articles you already have.
   - Familiarise yourself with primary source materials, and don’t always rely on secondary sources or commentators.

10. *Use your initiative in finding source materials and your creativity in writing essays.*

11. *For further information on marking and the and the classification of written work, see the appropriate section of the Departmental Handbook*