

**FORM 3 (or Section B of Form 1 if submitted as part of a new programme)**

Before completing this form, please read the document entitled [Important notes for completing proposal forms](#) (Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

|   |
|---|
| <b>UNIVERSITY OF OTAGO</b><br><b>Proposal for New Paper</b> |
|---|

|  |   |
|--|---|
| <b>Name of Division/<br/>School/ Department</b>                | Politics  |
| <b>Proposer</b><br>(name and position)                         | Dr Carla Lam, Senior Lecturer   |
| <b>Subject Code,<br/>Number, Title</b><br>(60 characters max.) | POLS 205 The Good Society and the Market<br>POLS 305 The Good Society and the Market (Advanced) |
| <b>Proposed year of<br/>introduction</b>                       | 2018  |

**Deadlines:**

- a) *For the introduction of new papers for the following academic year:*
- *the May meetings of the Divisional Boards;*
  - *June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
  - *June Senate.*
- b) *For the introduction of new papers as part of a proposal for new qualifications and new major and minor subjects requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment:*
- *the March meetings of the Divisional Boards;*
  - *April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
  - *April Senate*

**Purpose of Proposal**

(A succinct description of the purpose of the proposal including the introduction of new papers and any consequential amendments such as deletions of existing papers and amendments to schedules. Also note if you are proposing a number of related papers, please include on the one proposal form rather than filling out a separate form for each paper.)

To convert an existing 200-level Special Topic paper into a permanent paper, and make it available at the 300-level as well; and to retain POLS 233 as a Special Topic code.

**Level of study**

(Please indicate the level of study as defined by the NZ Qualifications Framework. For undergraduate papers, 100-level corresponds to Level 5, 200-level corresponds to Level 6, and 300-level and 400-level correspond to Level 7. For postgraduate papers, 400-level is Level 8, Master's papers are Level 9 and Doctoral papers are Level 10.)

Level 6

Level 7

**Part (i)**

(Please note that the information in Part (i) of this proposal is required for the University Calendar, Guide to Enrolment and online Paper Information.)

**Qualifications Affected**

(Major qualifications for which this paper will be offered)

BA

BA(Hons)

BASc

## Prescription

(Refer to *Guide to Enrolment* for format. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is 'limited to', whether it will offered on-campus and/or by distance learning, and whether it is to be taught in the 1st and/or 2nd Semester, during the whole year or Summer School. The description of the content should be no longer than 30 words. Refer to the *Important Notes for Completing Forms* for guidance on title, prescription and prerequisites etc.)

POLS 205 The Good Society and the Market

S1 0.15 EFTS OL, OC 18 point

Examines options for giving political expression to the good, and satisfying demands through the market. Considers how humane ideals, political prudence, and economics are necessary to create a just world.

P One 100-level POLS paper or 72 points, or PHIL 103

R POLS 305

SC Arts and Music

*Note: May not be credited together with POLS 233 passed in 2010-2017.*

POLS 305 The Good Society and the Market (Advanced)

S1 0.15 EFTS OL, OC 18 points

Examines options for giving political expression to the good, and satisfying demands through the market. Considers how humane ideals, political prudence, and economics are necessary to create a just world.

P 18 200-level POLS points

R POLS 205

SC Arts and Music

*Note: May not be credited together with POLS 233 passed in 2010-2017.*

## Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the *Important Notes for Completing Proposal Forms* for guidance on the definition of an occurrence, teaching period and start/end dates.

| Campus Taught From | Teaching Period | Indicative Start Date (if Non-Standard) | Indicative End Date (if Non-Standard) | Teaching Method |
|--------------------|-----------------|---|---------------------------------------|-----------------|
| Dunedin            | S1              |   |                                       | On Campus       |

## Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. Please provide both the current and proposed forms of words for publication, with changes or additions in bold or italic type. This includes changes that will need to be made to Schedules, including Schedules A, B and C. Include Calendar page numbers. Changes to the Programme information in the *Guide to Enrolment* are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate Form 5, proposal to delete a paper, does not need to be completed).)

None

## Transitional Arrangements

(Are there any transitional arrangements necessary as a result of introducing a new paper? If necessary, special arrangements must be specified for students who are part-way through programmes who would otherwise be

disadvantaged, e.g. by changes to prerequisites or the redistribution of course content amongst a number of papers.)

None

## Predicted Student Numbers

(Please give an estimate of the number of students who will enrol in the paper. Please provide a justification for the estimate.)

25 – 50 based on previous enrolments as a 200-level Special Topic, and typical numbers for POLS 300-level papers.

## Limitation on Student Numbers

(Most new papers will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the paper due to availability of resources, please indicate using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Papers, available at [www.otago.ac.nz/otago077162.pdf](http://www.otago.ac.nz/otago077162.pdf). This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at [www.otago.ac.nz/administration/policies/otago075807.html](http://www.otago.ac.nz/administration/policies/otago075807.html))

|          |
|----------|
| No Limit |
|----------|

## Vulnerable Children Act Compliance

(If the paper involves students working with children then it is possible the Vulnerable Children Act will apply; if so, under the Act, safety checking of students planning to enrol in the paper will be required if this is not already covered at programme level)

The Vulnerable Children Act does not apply to this paper

The Vulnerable Children Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or paper level as appropriate)

## Academic Consultation with other Departments/other Divisions

(Outline the consultation that has been undertaken with interested parties including other departments and Divisions. Detail any professional accreditation requirements. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the consultation undertaken in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

In the Division of Humanities all Heads of Department are consulted on a Form 3 to introduce a new paper, and are invited to respond only if they wish to raise a concern. For this proposal, all Heads of Department were consulted and the responses were all positive, so no consultation table has been included.

## Part (ii)

(Please note that proposals for individual papers do not need to be approved by CUAP unless they are being proposed as part of a new programme. The information in Part (ii) of this proposal is consistent with that required by CUAP of all new papers being introduced in New Zealand universities.)

## Justification and Relationship to Strategic Planning Goals

(A statement as to why the new paper is being proposed with reference to the strategic direction of the department, Division and University, relevance to the academic discipline or profession nationally and internationally. The statement should also include such matters as background, context and evidence of demand. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the justification and relationship to strategic planning goals in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

The paper enhances the education of both POLS majors and PPE majors. The latter had complained that they were exposed to the three disciplines in turn, but that few papers integrated the three and showed how they could collectively solve problems that none can handle in isolation. The paper has proven successful in doing this as a

Special Topic and should now become a permanent paper.

Converting this paper from a Special Topic to a permanent paper allows the Department of Politics to give effect to its strategic goal of further developing its teaching on political theory. Both a 200- and a 300-level paper are proposed. This multi-leveilling enables the Department to maintain a strong political theory stream in light of staffing changes in the Department. This paper enhances the University's offerings on political theory, and specifically the connection between contemporary debates and the history of political ideas, which is an area of growing importance for the University and for New Zealand.

In terms of the University's Strategic Imperatives (*Strategic Direction to 2020* document) this paper proposal aligns particularly well with developing and promoting "commitment as a local, national and global citizen" in terms of its key themes and foci on the good society and the market, in light of globalisation. It also fosters intellectual independence, knowledge and critical thinking among other University-mandated goals.

### **Internationalisation**

(Please provide a statement as to how the new paper contributes to the internationalisation goals of the Department and Division. The statement should address the potential for international student recruitment, as well as the possibility of international mobility experiences, such as student exchange. In addition, and if relevant, the potential for collaboration and/or articulation pathways with international partner institutions should also be highlighted. Staff should consult with the Divisional Associate Dean International prior to submission of Form 3 to the Divisional Board and read section 11 of the *Important Notes for Completing Proposal Forms*.)

As POLS 205/305 is centrally important for the Politics, Philosophy and Economics (PPE) programme, and PPE is an established programme of study overseas, it will be ideal for exchange students. In addition, the course contributes to the internationalisation of the curriculum in the Department of Politics by conforming to the usual pre-requisites, credits and marketing approach to the study of the good society and the market which has international relevance.

### **Learning Outcomes (Aims/Objectives) of Paper**

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – ***please identify which attributes of the Graduate Profile are achieved by the paper.*** See Section 10 of the *Form 1S and Form 1 Important notes for applicants* for further information and a best practice example, or the *Teaching and Learning Plan* at <http://www.otago.ac.nz/staff/> )

The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attributes. Note that assessment tasks later in this form will need to be aligned with the outcomes for the paper.)

### **POLS 205**

This course enables students to:

- Examine thinkers who show the transition from how to give political expression to the good life towards how to satisfy demands through the market economy;
- Distinguish among the political theories of at least three fundamentally important thinkers;
- Refine research, theory comprehension, communication, and analytical skills.

## **POLS 305**

This course enables students to:

- Critically examine and compare thinkers who show the transition from how to give political expression to the good life towards how to satisfy demands through the market economy;
- Distinguish among the political theories of at least five fundamentally important thinkers;
- Refine research, theory comprehension, communication, and analytical skills.

## **Course Outline**

(Please provide an outline of the structure and content of lectures, laboratories and tutorials, and a description of the assessment tasks – see also Section 12 of the *Important Notes for Completing Forms*.)

### *Lectures and Readings*

#### INTRODUCTION

1. Rationale of the course
2. What is ethical skepticism?

#### PART ONE: THE GOOD FOR MAN

##### PLATO AND ARISTOTLE

3. *The Republic*, pp. 327-376
4. *The Republic*, pp. 412-449
5. *The Republic*, pp. 449-480
6. *The Republic*, pp. 484-521
7. *The Republic*, pp. 543-592
8. *Metaphysics*, Bks I (ch 9) and VII (ch. 13)
9. *Ethics*, Bks I and III (ch. 4)

#### PART TWO: FROM ETHICS TO ECONOMICS

##### HOBBS

10. *Leviathan*, Part IV, ch. 46; Introduction (Hobbes); Part I, chs 1-4
11. *Leviathan*, Part I, chs 5-6 & 12-14
12. *Leviathan*, Part II, chs 17-21

##### MILL & JAMES

13. *Nature and Utilitarianism*, ch. 4
14. *The Moral Philosopher and the Moral Life*

##### MARX

15. *The Communist Manifesto*
16. *The Communist Manifesto*
17. *Critique of the Gotha Programme*

#### PART THREE: WHO RULES – ETHICS OR THE ECONOMY?

##### TAWNEY

18. *The Acquisitive Society*, chs 1-3
19. *The Acquisitive Society*, chs 4-6

##### BLINDER AND NEL AND FLYNN

20. *Hard Heads, Soft Hearts*
21. *Hard Heads, Soft Hearts*
23. *The Politics of Inequality*
24. *The politics of Inequality*
25. *Where Have All the Liberals Gone?*, chs 5 & 6
26. *Where Have All the Liberals Gone?*, chs 8 & 9

### *Assessment*

Research Essay: Students will select a topic based on one or more of the key thinkers in coordination with key themes that are covered in the course. The essay is designed to assess students' conceptual comprehension, their engagement with the key ideas, and their ability to evaluate, compare and integrate them coherently.

200-level essays will have a 3000-word limit.

300-level essays will have a 4000-word limit.

Final exam: 3 hours.

## **Workload Expectations**

(For undergraduate study 1 point = 10 hours (except in many Health Sciences papers), e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 hours for a 20-point paper.

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. If this is the case please state any differences to the University "norm".

The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below). A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester. )

### **POLS 205**

#### (i) Contact hours

|                  | <i>hours</i> | <i>derivation</i>                           |
|------------------|--------------|---|
| Lectures         | 26           | (2 one-hour lectures per week for 13 weeks) |
| Tutorials        | 10           | (1 one-hour tutorial per week for 10 weeks) |
| <i>Sub-total</i> | <i>36</i>    |   |

#### (ii) Non-contact hours

|                     | <i>hours</i> | <i>derivation</i>               |
|---------------------|--------------|---------------------------------|
| Class preparation   | 72           | (6 hours per week for 12 weeks) |
| Written assignments | 54           | (1 essay requiring 54 hours)    |
| Exam preparation    | 15           | (15 hours exam preparation)     |
| Exam                | 3            |                                 |
| <i>Subtotal</i>     | <i>144</i>   |                                 |

(iii) Total number of hours 180

**POLS 305**

(i) Contact hours

|                  | <i>hours</i> | <i>derivation</i>                           |
|------------------|--------------|---|
| Lectures         | 26           | (2 one-hour lectures per week for 13 weeks) |
| Tutorials        | 10           | (1 one-hour tutorial per week for 10 weeks) |
| <i>Sub-total</i> | <i>36</i>    |   |

(ii) Non-contact hours

|                     | <i>hours</i> | <i>derivation</i>               |
|---------------------|--------------|---------------------------------|
| Class preparation   | 72           | (6 hours per week for 12 weeks) |
| Written assignments | 54           | (1 essay requiring 54 hours)    |
| Exam preparation    | 15           | (15 hours exam preparation)     |
| Exam                | 3            |                                 |
| <i>Subtotal</i>     | <i>144</i>   |                                 |

(iii) Total number of hours 180

**Terms Requirements**

(Some departments require that a student gain Terms before they sit final examinations i.e., fulfil certain specified conditions (e.g. attending classes; completing oral, written and practical work to a satisfactory level). If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this.)

There are no Terms Requirements.

**Assessment Procedures**

(Please provide details of the assessment procedures for the new paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

**POLS 205**

| Key Learning Outcomes  | Teaching and Learning Method                             | Summative Assessment (Internal or Final Exam) |
|--|--|---|
| Examine thinkers who show the transition from how to give political expression to the good life towards how to satisfy demands through the market economy. | Lectures, tutorials, private study                       | Research essay and final exam                 |
| Distinguish among the political theories of at least three fundamentally important thinkers.   | Lectures, tutorials, private study                       | Research essay and final exam                 |
| Refine research, theory comprehension, communication, and analytical skills  | Private study, tutorial participation, essay preparation | Research essay and final exam                 |

**POLS 305**

| Key Learning Outcomes   | Teaching and Learning Method       | Summative Assessment (Internal or Final Exam) |
|---|------------------------------------|---|
| Critically examine and compare thinkers who show the transition from how to give political expression to the good life towards how to | Lectures, tutorials, private study | Research essay and final exam                 |

|   |  |                               |
|---|--|-------------------------------|
| satisfy demands through the market economy.   |  |                               |
| Distinguish among the political theories of at least five fundamentally important thinkers. | Lectures, tutorials, private study                       | Research essay and final exam |
| Refine research, theory comprehension, communication, and analytical skills.                | Private study, tutorial participation, essay preparation | Research essay and final exam |

i) Summative (graded) Internal Assessment

### **POLS 205**

| Type of Task                | Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks) | Non-contact hours |
|-----------------------------|---|-------------------|
| Research essay (3000 words) | 34%   | 54 hours          |

### **POLS 305**

| Type of Task                | Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks) | Non-contact hours |
|-----------------------------|---|-------------------|
| Research essay (4000 words) | 34%   | 54 hours          |

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

| Type of Task | Type of Feedback                                   |
|--------------|--|
| Tutorials    | Regular contact with and oral feedback from tutors |

(Add more rows if required.)

iii) Final Examination

### **POLS 205 and POLS 305:**

| Duration | Percentage Contribution to Final Grade |
|----------|--|
| 3 hours  | 66%                                    |

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

## **Internet-Based Learning**

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

**No Access**

is where no part of the paper or course is accessible online.



**Web – Supported** is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.

**Web – Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.

**Web – Based** is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

### Online Learning Management System used (Choose one)

**Blackboard**  **Moodle**  **OceanBrowser**  **Other**  **None**

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)

### Proposed Timetable

(Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from the Timetable Services that requested facilities are available (contact Timetable Services at [timetables@otago.ac.nz](mailto:timetables@otago.ac.nz)). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects e.g. 400 level papers.)

When consulting with the Timetable Services, please take into account the following, **and supply the details below**:

- (i) Lectures (for each stream)
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity
- (v) Identification of possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.

**Statement is attached**

From: Timetables Admissions and Enrolment  
 Sent: Monday, 24 April 2017 3:16 p.m.  
 To: Carla Lam  
 Subject: New paper proposal POLS233 and POLS333

Kia ora Carla,

Thank you for the opportunity to comment on the new paper proposal POLS 205/305: The Good Society and the Market, to be first offered in semester one, 2018.

When assessing new paper proposals from a timetabling perspective we have two main areas of concern; potential student clashes and venue availability.

At this stage the teaching days and times are yet to be set, we are more than happy to work with the department to ensure that suitable times are selected for which there is suitable teaching space available and that do not clash with other significant papers of interest.

I am happy therefore to add the Timetable Services endorsement to the proposal.

Thanks,  
Mark

Mark Glover  
Kaituitui/CO-ordinator  
Kā Ratoka Wātaka /Timetable Services

**Library Resources** (Please identify the initial library purchases and the ongoing annual requirements. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required and should be attached:

Commerce, Humanities, Sciences and Health Sciences (Dunedin campus)  
Marilyn Fordyce, Information Resources Manager (extn 8923, [marilyn.fordyce@otago.ac.nz](mailto:marilyn.fordyce@otago.ac.nz))

Health Sciences Christchurch  
Marg Walker, Health Sciences Librarian, Canterbury Medical Library (extn 364 0505, [marg.walker@otago.ac.nz](mailto:marg.walker@otago.ac.nz))

Health Sciences Wellington  
Kareen Carter, Medical Librarian, Wellington Medical Library (1 04 385 5348, email [kareen.carter@otago.ac.nz](mailto:kareen.carter@otago.ac.nz))



**Library Impact Statement attached**

## Part (iii)

### Departmental/Divisional Resources:

Please either provide a detailed “Business Plan” (or equivalent) or answer the following sections:

### Confirmation of Availability of Resources

(Please note that resource information regarding the paper being introduced should be provided in this Part and will be considered by each relevant Division. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper resides academically in one Division but is the financial responsibility of another, then Part (iii) will need to be approved by each relevant Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for the new paper. By approving this proposal, Divisions are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including library resources, teaching facilities, equipment and staff (human resources). Consideration should be given to evidence of potential demand for the new paper and the strategic relevance of the paper for the Department. Have all new resources that are required for the sustainable, long-term delivery of the new paper including academic and general staff (new staff or time of existing staff), equipment, space, library and IT been considered? Will the delivery of the new paper be undertaken by more than a single academic staff member? Will the new paper impact upon the Department’s workload in a way that will enhance its research outputs and aspirations? Carefully consider issues like these in the sections below.)

### Laboratories/ IT/Other physical resources

(Attach details of any additional costs for laboratory, IT or other resources related to teaching. If new staff are required, will there be a need for additional office or research space (see also Staffing Workload)?)

N/A

### Equipment

(Attach details of any major new equipment required for the paper including computers.

N/A

### Staffing Workload

(Attach details of the impact introduction of this paper will have on the workload of the Department. You should address the following issues: Will any new staff be required? If so what percentage of their time will this paper

require? Will any new tutors be required? If no new staff are required, how will the workload of the Department be managed in order to meet the increased responsibilities of the paper, i.e., is the teaching of the new paper in place of or in addition to present commitments? Does the new paper require administrative or technical support in addition to the responsibilities of the academic staff? What impact, including benefits or synergies, will the introduction of this paper have on research in the Department?)

This paper presents no new staffing workload issues as it is already offered as a Special Topic paper by the lecturer, Professor Jim Flynn.

# University of Otago Library

## Library Impact Statement

### For new or changing courses and programmes

**Name of Division/School/Department:** Humanities/Politics

**Title of New Paper/Programme:** POLS205/305 The Good Society and the Market

**Year & Semester of Introduction:** 2018 **Predicted enrolments:** 25-50 students

**Staff member responsible for drafting:** Dr. Carla Lam

**Email:** carla.lam@otago.ac.nz

**Ext:** 8242

**Library resources (print, AV & electronic):** *(What are the needs? Does the existing collection support the introduction of the course/programme? What (if any) additional resources are required?)*

POLS205/305 is a multilevel paper which examines options for giving political expression to the good and satisfying demands through the market. It develops the argument that humane ideals, political prudence, and economics are all necessary to create a just world. POLS205/305 will focus on concepts such as ethical scepticism, inequality, liberalism and utilitarianism. The proposed new paper will draw on existing strengths in the Library collection which support the study of moral philosophy in a political context. The Library has a good selection of texts focusing on the good society and the market.

Students of this paper will benefit from the Library's existing collections in Politics in completing their assessment, which consists of a research essay and the final examination.

The core texts are already held by the Library, since what is essentially the same course has been taught as a Special Topic paper since 2010. Students will have access to considerable additional information resources in all formats – monographs, serials and database content will be particularly relevant. The Library's discovery tool Library Search / Ketu aggregates access to its print and electronic collections. Relevant keyword and topic searching, for example "good society" and "humane ideals" reveals the scope of resources available.

Databases such as Proquest Social Sciences, IBSS: International Bibliography of the Social Sciences, and Philosopher's Index will be relevant to this course. The Library's Politics Subject Guide provides a launching point to multiple resource formats and information sources.

Access to resources from other collections is provided via the Flexible Delivery Service.

#### **Summary:** *(of impact on Library Services)*

The proposed introduction of POLS205/305 The Good Society and the Market will not create any library resourcing issues. It will draw on resources for current Politics papers and any new resources required to keep these collection areas up to date will be acquired from existing funds.

Form completed by: Lucy Bradley

Position: Information Resources Librarian

Date: 27 April 2017