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Format of the Handbook

Three types of print are used in the Handbook:

bold print is used for examination regulations, and for the texts, documents or subjects which are prescribed for individual papers, and which have the status of examination regulations;

ordinary print is used for all descriptive material, including course descriptions. Course descriptions are guides to the content of courses, and do not have the status of examination regulations;

italics are used to alert students to particular points of which they should be aware.

AIMS AND OBJECTIVES OF ANCIENT AND MODERN HISTORY

Aims

1. To build and encourage intellectual confidence in our students, enabling them to work independently but in a well-guided framework.
2. To use the study of key historical periods, themes and topics systematically to examine and analyse the past with a view to understanding and comparing cultures in the light of the past.
3. To provide for students a sustained, carefully designed and progressively structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
4. To train and encourage students in appropriate analytical, research and presentational skills to the highest possible standards.
5. To equip our students to approach major issues in their own and other cultures with a thoughtful and critical attitude.
6. To produce graduates who are able to deal with challenging intellectual problems systematically, analytically and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching history in schools and in higher education.

Objectives

1. To provide expert guidance over a wide range of periods and topics in challenging fields of study in ancient, medieval and modern history.
2. To enable our students to acquire the skills to assess considerable amounts of material of diverse types and to select, summarize and evaluate key aspects.
3. To foster in our students both the skills of effective communication in written and oral discourse, and the organizational skills needed to plan work and meet demanding deadlines.
4. To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation of their work, and continuous monitoring of their academic progress.

5. To maintain and enhance the broadest possible base for student recruitment and to maintain the highest intellectual standards at admission.
6. To provide effective mechanisms through which able students of different levels of experience can rapidly acquire the skills needed to achieve their potential in the subject.
7. To make full and effective use in our courses of the very wide range of research expertise in our faculties and the excellent specialist resources and collections available in the university.
8. To offer courses which are kept under continuous review and scrutiny.

Programme Specifications

The Programme Specifications for the undergraduate degree in Ancient and Modern History can be found on the History Faculty website at (http://www.history.ox.ac.uk/faculty/programme_specifications/programme_specifications.htm). The Programme Specifications are primarily intended to provide a formal statement of our syllabus aims and student outcomes, in response to official requirements. The Specifications provide some detail on the range of skills and capacities fostered by the degree in Ancient and Modern History which will be of use in justifying the study of Ancient and Modern History to future employers, and will show the kinds of expectations that tutors have of students undertaking the degree in Ancient and Modern History.

2. EXAMINATION REGULATIONS

SPECIAL REGULATIONS FOR THE PRELIMINARY EXAMINATION IN ANCIENT AND MODERN HISTORY

A

The Preliminary Examination in Ancient and Modern History shall be under the joint supervision of the Boards of the Faculties of Classics and History and shall consist of such subjects as they shall jointly by regulation prescribe.

B

Every candidate shall offer four papers as follows:

1. General History: any one of the following period papers:

I: 370–900 (*The Transformation of the Ancient World*)

II: 1000–1300 (*Medieval Christendom and its Neighbours*)

III: 1400–1650 (*Renaissance, Recovery, and Reform*)

IV: 1815–1914 (*Society, Nation and Empire*).

2. *Either* Greek History 650-479 BC : The Archaic World or Roman History 241-146 BC: Rome and the Mediterranean

3. *Either* *The World of Homer and Hesiod* (Homer, *Iliad, Odyssey* (tr. Lattimore); Hesiod, *Works and Days* (tr. M. L. West, Oxford 1988)); *or* *Augustan Rome* (as specified in the Handbook for The Preliminary Examination in History); *or* any other Optional Subject specified for the Preliminary Examination in History.

4. *Either* Approaches to History, as specified for the Preliminary Examination in History; *or* Historiography: Tacitus to Weber, as specified for the Preliminary Examination in History; *or* Herodotus, V. 26–VI. 131, to be read in Greek, ed. C. Hude (Oxford Classical Texts, 3rd edn., 1927); *or* Sallust, *Jugurtha*, to be read in Latin, ed. L. Reynolds (Oxford Classical Texts, 1991). For Herodotus and Sallust, candidates will be required to illustrate their answers by reference to the specified texts.

or Beginning Ancient Greek *or* Beginning Latin *or* Intermediate Ancient Greek *or* Intermediate Latin.

The individual specifications and prescribed texts for Optional Subjects, Approaches to History, and Historiography: Tacitus to Weber as specified for the Preliminary Examination in History will be published for

candidates in the Handbook for the Preliminary Examination in History by Monday of Week 0 of Michaelmas Term each year for the academic year ahead. The individual specifications and prescribed texts for the Optional Subject *Augustan Rome* will be published for candidates in the Handbook for the Preliminary Examination in History by Monday of Week 0 of Michaelmas Term each year for the academic year ahead. Depending on the availability of teaching resources, with the exception of Optional Subject 1, not all the Optional Subjects listed in the Handbook will be available to candidates in any given year. Candidates may obtain details of the choice for that year by consulting the Definitive List of Optional Subjects posted at the beginning of the first week of Michaelmas Full Term in the History Faculty and circulated to Ancient History and to Modern History Tutors.

The individual specifications and prescribed texts for *Beginning Ancient Greek, Beginning Latin, Intermediate Ancient Greek* and *Intermediate Latin* will be published for candidates in the Ancient and Modern History Handbook by Monday of Week 0 of Michaelmas Term each year for the academic year ahead.

Candidates who fail one or more of papers 1, 2, 3, or 4 above may resit that subject or subjects at a subsequent examination.

3. PLAGIARISM

Definition

Plagiarism is a form of intellectual theft, and as such is a serious offence. Plagiarism is the presentation, as if it were your own work, of material from another source. Such sources include printed publications, information or text from the internet, unpublished essays and theses written by other people, and lecture handouts. The most common form of plagiarism is the use of a passage copied unchanged and unacknowledged from another author; but you will be guilty of plagiarism too if you disguise your borrowing in the form of a close paraphrase, or if you present the ideas or arguments of others without due acknowledgement. Plagiarism also includes the citation without due acknowledgement from secondary sources of primary materials that you have not consulted yourself. Collusion, in which you collaborate with one or more other people in the composition of an essay or thesis which is then presented as the work of only one of those authors, also constitutes plagiarism.

Explanation

Plagiarism is a serious offence. It is dishonest in that the plagiarist is claiming credit for work and writing that he/she has not done. It deprives the author of the plagiarized passage of credit for the work that he/she has done. And if undetected in essays and theses submitted for assessment, it devalues the achievement of honest students who have done the work themselves but get the same marks as the student who has cheated. Furthermore, the plagiarist remains dependent on the opinions of others, and therefore fails to develop the independence of mind that is required of a historian, and indeed of anyone with an Oxford degree.

The University and the Faculty of History respond to plagiarism very severely. Students found guilty of plagiarism in any piece of work will be penalized. Even inadvertent plagiarism – the result, for example, of careless note-taking, where you have copied down what another author has written, and then transferred that wording to your own essay or thesis without realizing that it is not your own – will be punished.

Guidance

Everything you write at Oxford – tutorial essays, extended essays, theses – will inevitably involve the use and discussion of material written by others. If material written by others is duly acknowledged and referenced in your work,

no offence will have been committed. And it is not of course necessary to provide a full reference for every fact or idea that you mention in your work: some things – such as the date of the Battle of Hastings, for example – can be said to be common knowledge. Such legitimate practices must however be clearly distinguished from plagiarism, which is the appropriation without proper acknowledgement of material that has been produced by someone else. What therefore should you do if you need to make use of or discuss information or ideas from another (published or unpublished) source? There are two ways in which you can proceed.

- a) Material from another source might be represented by a direct quotation in inverted commas, as follows, with the source clearly indicated in a footnote:

‘The idea of providence [became] powerfully divisive in early modern Ireland since each confessional group was convinced that it had unique access to the power of God’.¹

Note the use here of square brackets to indicate an alteration to, or interpolation in, the quotation from Professor Gillespie’s book. It is important always to make clear to the reader what is your own work, and what has been taken (with acknowledgement) from another writer.

- b) Alternatively, you might paraphrase the passage from the source. This is acceptable, as long as the paraphrase is written entirely in your own words: it is not enough merely to change or omit a few words of the original text. Note too that such a paraphrase still requires a footnote reference to the original source:

Providence caused conflict in early modern Ireland: each confession claimed particular Divine favour.²

The example used here is very brief – a single sentence. But the same principles apply when you want to make use of a longer quotation, or to discuss a more extensive argument from another source.

When you conduct research for your thesis, you should always consult the primary materials, as far as possible, rather than depending on secondary sources. The latter will often point you in the direction of original sources, which you must then pursue and analyse independently. There may, however, be occasions on which it is impossible to gain direct access to the relevant

1 R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50.

2 R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50.

primary source (if, for example, it is unprinted and located in a foreign or private archive, or has been translated from a language with which you are unfamiliar). And of course, when you are preparing a tutorial essay, there is rarely time to check the primary sources cited by other authors. In these circumstances, you may cite the primary source from the secondary source; but make sure that you always acknowledge in a footnote where you found the quotation you are using. This should be in the following form, here in a Welsh-language example:

‘In order to buy this [the Bible] and be free of oppression, go, sell thy shirt, thou Welshman’.³

When choosing your thesis subject it is important to check that you can gain access to most of the primary materials that you will need, in order to avoid the type of dependence discussed here.

Guidance for note-taking

The best way to ensure that you do not engage in plagiarism is to develop good note-taking practices from the beginning of your career in Oxford. When you are working on a primary source, whether for essays or for the thesis, keep a full record of author, title, editor if appropriate, place and date of publication, and page numbers (for printed sources), and of the library/archive where it is held, plus any other details, shelf marks and page/folio numbers necessary for unpublished sources. Make sure that you distinguish clearly in your notes between words that you have copied directly from another source, and summaries or paraphrases that you have composed yourself.

When you are working on a secondary source, always record the author, title, place and date of publication at the head of your notes. For shorter pieces in books and journals, record also the full details of the publication in which the essay or article appears. Material derived from electronic media should also be carefully sourced (keep a note of the URL for anything obtained from the internet, for example, and the date you accessed it). When taking notes, do not simply copy down what the author says word for word: summarize the argument in your own words, and include page-numbers of the sections you take notes on so that you (and your eventual readers) can identify the source precisely later. If you think you might want to quote a sentence or phrase from another author in your essay or thesis, put it in quotation marks in your notes from the outset, so that there can never be any confusion between your wording and that of the other author. And if you find in a secondary source a quotation

³ Thomas Jones, *Hen Gwndidau Carolau a Chywyddau*, cited and translated in G. Williams, *Wales and the Reformation* (Cardiff, 1997), p. 358.

from a primary source which you want to use later, make sure you record also all the detail necessary to enable you to cite it properly in your own work, as indicated above.

Penalties

The Proctors regard plagiarism as a serious form of cheating, and offenders should expect to receive a severe penalty. Where plagiarism is identified in an extended essay or thesis, for example, a mark of zero may be returned, a punishment that will have a devastating result on the final degree classification. Even the lightest penalties for plagiarism will almost certainly have the effect of pulling down the candidates' overall examination result by a class. The examiners do check all submitted work for plagiarism, and will use electronic forms of detection if necessary to identify it.

Plagiarism in tutorial essays or other work which is not formally examined is a disciplinary matter for Colleges, who may choose to apply a range of severe penalties, including rustication or even sending down. You should also be aware that anyone writing a reference for you in the future, who is aware that you have plagiarised work, may feel obliged to mention this fact in their reference.

For further information on plagiarism, go to
<http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml>

4. COURSE STRUCTURE

The course is divided into two parts. The first part, called The Preliminary Examination, is completed and examined in your first year. You must pass Prelims in order to be allowed to proceed to the second part of the course (Finals), which occupies the second and third years.

The full regulations are set out in the *Examination Regulations*, the relevant sections of which are reproduced above.

THE PRELIMINARY EXAMINATION

FOUR papers must be offered:

Paper 1: A period of General History. A choice of four options is available:

- (i) 370–900: *The Transformation of the Ancient World*
- (ii) 1000–1300: *Medieval Christendom and its Neighbours*
- (iii) 1400–1650: *Renaissance, Recovery and Reform*
- (iv) 1815–1914: *Society, Nation and Empire*

Details of these papers may be found in the Handbook for the Preliminary Examination in History or on the History website at:

<http://www.history.ox.ac.uk/currentunder/prelims/modhist/general/genindex.htm>

Paper 2: A period of Greek or Roman History. Choose from

- (i) Greek History c. 650–479 BC : The Archaic World
- (ii) Roman History, 241-146 BC : Rome and the Mediterranean

Details of these papers are given below (on pp. 14–16).

Bibliographies are available in WebLearn:

<http://www.weblearn.ox.ac.uk/site/human/classics/teaching/ah/>

Paper 3: One of the Optional Subjects specified for the Preliminary Examination in History, including two Ancient History Options on *The World of Homer and Hesiod* or *Augustan Rome*. Please note that the Ancient History Optional Subjects have “gobbets” (i.e. passages from primary sources for comment), whereas Modern History Optional Subjects do not.

Details of these papers may be found in the Handbook for the Preliminary Examination in History or on the History website at:

<http://www.history.ox.ac.uk/currentunder/prelims/modhist/optional/index.htm>

Bibliographies are available in WebLearn:

<http://www.weblearn.ox.ac.uk/site/human/classics/teaching/ah/>

Paper 4: One of the following papers:

- (i) Approaches to History (as for History)
Details of this paper can be found in the Handbook for the Preliminary Examination in History and on the History website at:
<http://www.history.ox.ac.uk/currentunder/prelims/modhist/paper4/approachindex.htm>
- (ii) Historiography: Tacitus to Weber (as for History)
Details of this paper can be found in the Handbook for the Preliminary Examination in History and on the History website at:
<http://www.history.ox.ac.uk/currentunder/prelims/modhist/paper4/histindex.htm>
- (iii) Herodotus (with selections to be read in Greek) (as for History)
Details of this paper can be found in the Handbook for the Preliminary Examination in History and on the History website at:
<http://www.history.ox.ac.uk/currentunder/prelims/modhist/paper4/texts/herodindex.htm>

A bibliography is available in WebLearn:

<http://www.weblearn.ox.ac.uk/site/human/classics/teaching/ah/>

- (iv) Sallust, *Jugurtha* (to be read in Latin).
Details of this paper are given below.
A bibliography is available in WebLearn:
<http://www.weblearn.ox.ac.uk/site/human/classics/teaching/ah/>
- (v) Beginning Ancient Greek
Details of this paper are given below.
- (vi) Beginning Latin.
Details of this paper are given below,
- (vii) Intermediate Ancient Greek
Details of this paper are given below.
- (viii) Intermediate Latin
Details of this paper are given below.

COURSE DESCRIPTIONS FOR GREEK AND ROMAN HISTORY PAPERS FOR THE PRELIMINARY EXAMINATION

Up-to-date course descriptions and bibliographies for the Ancient papers are available at : <http://www.weblearn.ox.ac.uk/site/human/classics/teaching/ah/>

2. (i) Greek History, c. 650–479 BC : The Archaic World

Our knowledge of Greek History down to the great war with Persia is based on historical allusions in the works of archaic poets, traditions handed down largely by oral transmission and preserved in Herodotus or later writers, and on the evidence of archaeology. This was a crucial period in the development of Greek culture. The great phase of Greek expansion overseas ('colonisation') continued during it. But in the sixth century the Greeks themselves came under pressure from their eastern neighbours, first the Lydians and then the great new power of Persia. The city-state established itself firmly as the dominant form of social organisation. Lawgivers wrote comprehensive codes – or so later Greeks believed. In many places the leisured classes developed a luxurious life-style centered on the symposium, though Sparta went the other way in the direction of austerity. Exploitation took new forms, with chattel-slavery apparently growing greatly in importance. Many cities were under the rule of 'tyrants' (not necessarily the hate figures they later became), but by the end of the period democracy had been established in Athens by Cleisthenes, and the first tragedies were being performed. The delight of studying the period is greatly increased by charm of the two main literary sources for it, Herodotus and the early Lyric poets.

Lectures on this period of Greek History normally take place in Michaelmas term.

2. (ii) Roman History, 241-146 BC : Rome and the Mediterranean

From the year after the end of the cataclysmic first Punic war to the year before the cataclysmic tribunate of Tiberius Gracchus, this period saw the Roman conquest of Greece and much of the Hellenistic east, and indeed the development of Rome into an imperial state exercising dominion throughout the Mediterranean world. It saw also the developing effects of this process, upon the Romans and, not least, upon those with whom they dealt, in Italy itself and overseas. This time marked the beginning of the Roman Empire and the beginning of the end of the Roman Republic. It might be said also to have marked the end of liberty for Greece and much of the rest of the Mediterranean world: the 'freedom of the Greeks' was proclaimed by a Roman general in 196 BC, but in 146 BC both Corinth and Carthage were sacked and destroyed.

Rome itself and Italy prospered, but wealth and empire brought tensions both within and between these.

This is also a time that produced one of the greatest historians of antiquity, Polybius of Megalopolis, whose subject was the establishment of Roman dominion and the effects of this upon the lives of all the peoples involved. A contemporary of the events, and detained in Rome in the 160s and 150s, he enables (and enlivens) productive study of this period, which saw, amongst so much else, the beginnings of Roman history writing. Inquiry is aided by an increasing number of surviving inscriptions and an increasingly detailed archaeological record.

Lectures on this period of Roman History normally take place in Michaelmas term.

4. (iv) Course Description for Sallust, *Jugurtha*

The text studied in Sallust's *Jugurtha* is his account of Rome's war against an African chieftain in the last decade of the second century BC. The war itself presented a serious threat to Rome's interests in Africa which had been intense since the destruction of Carthage in 146 BC at the end of the Third Punic War. Sallust's pamphlet gives a military and political history of the conflict in which the Roman army was at first commanded by the general Metellus; he was superseded by Gaius Marius, the first of the military dynasts of the late Republic, who defeated Jugurtha and brought the war to a successful conclusion.

Sallust's account is of interest for more than the factual details of the war. It is one of the most important historiographical documents of the late Roman Republic, written as it was in the 40s BC, when its author had experienced personal success and failure in a political career conducted in the death-throes of the Republican system of government. Sallust comments both explicitly and implicitly on the corruption of the senatorial governing class and charts, in the rise of Gaius Marius, the growing personal power of a general and politician who was the first of the series of the leaders, which later included Pompey and Caesar, who were to bring the Republic to an end.

Candidates are required to comment on gobbets set in Latin but are not required to translate Latin in the examination paper.

4. (v) Beginning Ancient Greek

(This subject is not normally available to candidates with a qualification in ancient Greek above GCSE-level or equivalent)

The course will allow takers to read simple, if probably adapted, prose texts. Candidates will be required to show knowledge of some of the main grammatical structures of ancient Greek and of a small basic vocabulary. The paper will consist of prepared and unprepared prose translations, with grammatical questions on the prepared texts.

Course book: (parts of) John Taylor: *Greek to GCSE* (Bristol Classical Press, 2003), in addition to extra material supplied in classes.

4. (vi) Beginning Latin

(This subject is not normally available to candidates with a qualification in Latin above GCSE-level or equivalent)

The course will allow takers to read simple, if probably adapted, prose texts. Candidates will be required to show knowledge of some of the main grammatical structures of Latin and of a small basic vocabulary. The paper will consist of prepared and unprepared prose translations, with grammatical questions on the prepared texts.

Course book: John Taylor, *Essential GCSE Latin* (Bristol Classical Press, 2006), in addition to extra material supplied in classes.

4. (vii) Intermediate Ancient Greek

(This subject is not normally available to candidates with a qualification in ancient Greek above AS-level or equivalent)

Candidates will be required to show an intermediate level knowledge of Greek grammar and vocabulary (including all syntax and morphology, as laid out in Abbot and Mansfield, *Primer of Greek Accidence*).

The set texts for the course are: Xenophon, *Hellenica* I (Oxford Classical Text) and Lysias I (Oxford Classical Text). The paper will consist of a passage of unseen prose translation, three further passages for translation from the two prescribed texts, and grammatical questions on the prescribed texts.

Useful editions with commentaries:

Xenophon, Hellenika I.II.3.10, ed. P. Krentz (Warminster: Aris and Phillips, 1989);

Lysias: Selected Speeches, ed. C. Carey (Cambridge: CUP, 1989).

4. (viii) Intermediate Latin

(This subject is not normally available to candidates with a qualification in Latin above AS-level or equivalent)

Candidates will be required to show an intermediate level knowledge of Latin grammar and vocabulary (including all syntax and morphology, as laid out in Kennedy's *Revised Latin Primer*).

The set texts for the course are: Cicero, letters in D. R. Shackleton Bailey, *Cicero: Select Letters* (Cambridge, 1980), nos 9, 17, 23, 27, 39, 42-3, 45; Tacitus, *Agricola* (Oxford Classical Text); Pliny, letters in A. N. Sherwin-White, *Fifty Letters of Pliny*, 2nd edn (Oxford, 1969), nos 25, 29.

The paper will consist of a passage of unseen prose translation, three further passages for translation from the prescribed texts, and grammatical questions on the prescribed texts.

Useful editions with commentaries:

Cicero: Select Letters, ed. D. R. Shackleton Bailey (Cambridge: CUP, 1980);

Cornelii Taciti, De Vita Agricolae, eds R. M. Ogilvie and I. Richmond (Oxford: Clarendon Press, 1967);

Fifty Letters of Pliny, ed. A. N. Sherwin-White, 2nd edn (Oxford: OUP, 1969).

These language courses will be taught by Faculty classes, for three hours per week during Michaelmas and Hilary Terms.

Those taking a Beginning Course are expected to attend a Summer School in the summer before starting the Course (for details see <http://www.jact.org/events/summerschools.htm>). Financial support is often available to help with the cost of these courses.

Upcoming first-years will have been written to by the History Faculty in March, so that they can choose a language paper by the start of Trinity Term. The person responsible for the organisation of these classes is the Grocyn Lecturer, Ms Juliane Kerkhecker (juliane.kerkhecker@oriel.ox.ac.uk).

5. CHOOSING YOUR OPTIONS

For Prelims, your college tutor may expect you to have made a preliminary decision, by correspondence, about your period of Greek or Roman History before you come up, so that you can be given some introductory reading in advance. In addition, the Faculty will have written to you in March, to see if you want to take one of the optional language papers (for which central teaching has to be arranged in advance of your arrival). The choice of other options should be discussed with your tutors when you arrive. In particular, you will want to take advice as to whether it is more sensible to concentrate your papers in either Greek or Roman History, or to mix them; this will depend on your interests and background knowledge. There is no formal language requirement for admission to this course and the Optional Subjects are not studied in the original languages. Of the possible choices for paper 4, Herodotus and Sallust do require study of texts in the original Greek and Latin and if you do not have any knowledge of either of these languages, your choice will be limited to the other two topics (Approaches to History or Historiography: Tacitus to Weber).. A good GCSE in Latin or Greek will give you an adequate basis to tackle the Sallust or Herodotus papers; or you can take one of the optional Beginning or Intermediate Greek or Latin papers. Depending on the choices available to you, you will do either two papers in Ancient History and two papers in Modern History or three papers in Ancient History and one paper in Modern History or three papers in Modern History and one paper in Ancient History.

6. CONDUCT OF EXAMINATIONS

It is your personal responsibility to enter for University examinations, and if you enter, or change your options, after the due date, you must pay a late fee and gain the examiners' consent. Entry is through colleges. The forms are kept in college offices, which may advertise times for applying. The University deadlines are listed each year in *Examination Regulations*.

The starting dates of examinations are announced each year in *Examination Regulations* and the University Diary. The Preliminary Examination normally takes place in the ninth week of Trinity Term. Working to these dates the examiners issue a timetable a month or two before each examination; it is posted in the Examination Schools, and probably also in your college lodge. About a month before the examiners send a memorandum to all candidates about the conduct of the examination.

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

At University examinations you must wear academic dress with 'sub-fusc' clothing. Academic dress is a gown, and a regulation cap or mortar board (must be mortar board for men). Sub-fusc clothing is: for women, a dark skirt or trousers, a white blouse, black tie, black tights or stockings and shoes, and, if desired, a dark coat; for men, a dark suit and socks, black shoes, a white bow tie, and plain white shirt and collar.

There are special University regulations on the typing of illegible scripts. (NB: **'the cost of typing and invigilation shall not be a charge on university**

funds’), on the use of computers (where permitted) in examinations, on disabled candidates, on candidates unable to take papers on certain days for religious reasons, and on the use (where permitted) of calculators in examinations; see the *Examination Regulations*. If your native language is not English, you may request to use your own bilingual dictionary during examinations. The request must go to the Proctors through your college, usually your Senior Tutor.

The examiners report your marks to your college tutor, who will normally pass them on to you.

If you have any problems connected with University examinations which you want to take further, never approach the examiners directly: always communicate through your Senior Tutor. This applies to complaints too (although every student has a statutory right to consult the Proctors directly on any matter at any time in their Oxford career – see section on complaints procedures).

Your attention is also drawn to the regulations governing the *Conduct of University Examinations*, which are printed in the *Examination Regulations* and available online at <http://www.admin.ox.ac.uk/examregs/contents.shtml>. Your attention is drawn especially to parts 9-10, 12-14 and 16, which deal *inter alia* with the late alteration of options, candidates with special examination needs, religious festivals and holidays, dictation of papers, the use of word-processors and calculators, non-appearance and withdrawal from examinations, and illegible scripts. See also Appendix I, Regulations on Financial Matters.

If you believe that these regulations are likely to affect you in any way, you should raise the matter with your college tutor as soon as you are aware of the problem. In all such cases communication with the Examiners will be through the Senior Tutor of your college.

In particular, if you believe that either your preparation for the examination, or your performance in the examination itself, has been affected by illness or a chronic medical condition, you should alert your college tutor as soon as possible. Details of the illness or condition, supported by appropriate medical documentation, will be forwarded by your college’s Senior Tutor to the Proctors, for transmission to the Examiners. Neither you nor your tutor should communicate directly with the Examiners.

7. MARKING CRITERIA

CRITERIA FOR MARKING EXAMINATION QUESTIONS IN ANCIENT AND MODERN HISTORY

These criteria will be used in marking all three-hour question papers in both public examinations (Prelims; Schools), and in the marking of College Collections.

The Preliminary Examination in History and its Joint Schools is not classified. It is designed to ensure that students are sufficiently prepared to proceed to the Honours degree in the second and third years. To this end, all four papers must receive marks of 40 or above (Honours standard). Any paper on which a candidate receives a mark of less than 40 must be re-taken. Candidates who receive appropriate marks at this second attempt may remain on the Honours course in Ancient and Modern History. Candidates who do well in the Preliminary examination, achieving two First Class marks and a high overall average mark on the four papers, will be awarded Distinctions by the Examiners.

Exam questions are assessed on the following criteria:

<p><i>Engagement:</i> incisiveness of engagement with the question; range of issues addressed; depth and sophistication of comprehension of issues and implications of the question; historiographical awareness; directness of answer to the question.</p>
<p><i>Argument:</i> coherence of argument; analytical clarity and power; intellectual penetration and sophistication of conceptualization; originality of argument.</p>
<p><i>Information:</i> relevance of deployment of information; depth, precision and detail of evidence cited; range of material deployed; accuracy of facts.</p>
<p><i>Organization & Presentation</i> clarity and coherence of structure; clarity, fluency and elegance of prose; correctness of grammar, spelling, and punctuation.</p>

These criteria inform the following mark-bands:

I	86-100	Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication comparable to the best published work.
	80-85	Scripts will excel across the range of the criteria.
	75-79	Scripts will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for some combination of sophisticated engagement with the issues, incisiveness of argument, and quality of knowledge, as well as being presented clearly and coherently. Truly outstanding features may compensate for mere high-competence elsewhere.
	70-74	Scripts will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
II.1	65-69	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of material, and offering a coherent argument substantiated with accurate information, the whole being clearly-presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of information) may compensate for other weaknesses.
	60-64	Scripts will be competent and should manifest the essential features described above, in that they must offer relevant, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
II.2	50-59	Scripts must show evidence of some solid competence in expounding information and analysis. But they will be marred by a failure on one criterion or another: failure to discuss the question directly, irrelevant citing of information, factual error, narrowness in the range of issues addressed or information adduced (or lack of detail), or poor organization and presentation, including incorrect prose.
III	40-49	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by

		irrelevance, incoherence, error and poor organization and presentation.
Pass	30-39	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
Fail	<30	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

8. EXAMINATION CONVENTIONS

Preliminary Examinations in History
Preliminary Examinations in Ancient & Modern History
Preliminary Examinations in History & Economics
Preliminary Examinations in History & English
Preliminary Examinations in History & Politics

Classification Conventions

Degree	Mark profile
Distinction	Two marks of 70 and above; no mark below 60; an average of 66.
Pass	Agreed marks of 40 and above on all four papers. Flag any marks of 40 or 41.
Retake	Any paper with an agreed mark of less than 40.

9. ILLNESS

If illness interferes seriously with your academic work, make sure that your tutors know the fact. If at all possible choose a Fellow or Lecturer of your college, preferably your Academic Tutor, Moral Tutor or College Adviser, in whom to confide; otherwise it will be difficult for the college to help. Help may involve: excusing you tutorials for a period; sending you home; asking the University to grant you dispensation from that term's residence (to qualify for the BA you must reside and study in Oxford for nine terms – or six if you have Senior Status – and a term for that purpose means forty-two nights); or permitting you to go out of residence for a number of terms, with consequent negotiations with your funding body.

If illness has interfered with preparation for a University examination, or has affected you during the examination itself, your college must report the fact to the Vice-Chancellor and Proctors, who will pass the information to your examiners 'if, in their opinion, it is likely to assist the examiners in the performance of their duties'. Your college also reports to the Proctors if illness or disability has prevented you from attending part of a University examination, or makes it desirable that you should be examined in a special place or at a special time. The college officer concerned is the Senior Tutor. You must deal with your Senior Tutor, never with the examiners. Give the Senior Tutor as much notice as possible; in particular, examinations specially invigilated in a special place (usually your college) take a lot of organizing. If you anticipate difficulties (e.g. in the case of dyslexia), you should inform your tutor no later than the beginning of the term of the examination and preferably much sooner. Probably you will need a medical certificate; college doctors have the appropriate University forms.

10. TUTORS

Anybody to whom you go for tutorials or college classes counts as one of your tutors. Over the whole course you will certainly be taught by several different tutors. Some will be tutorial Fellows or Lecturers of your own college; but some may be tutorial Fellows or Lecturers of other colleges; or Research Fellows, or graduate students. The overall responsibility for giving or arranging your tuition will lie with tutorial Fellows or Lecturers of your own college. Behind them stands the Senior Tutor (or in some colleges Director of Undergraduate Studies), who carries the final responsibility for seeing that proper arrangements are made if one of these people is absent through illness or on leave. It will probably be a rule of your college that you call on these in-college tutors at the beginning of term to arrange tuition, and at the end of term to arrange vacation reading and the next term's subjects. In any case it is a very good idea to pay such calls, if necessary on your own initiative. Also, you may be assigned a 'Moral Tutor' or 'College Adviser' who may or may not be the same person as your academic tutor; you should feel free to talk to him or her about academic or personal matters.

Colleges have different rules about when term 'begins'. The official start is Sunday of First Week of Full Term, but you will certainly be expected back before then, and you should ensure that by the Sunday you know who your tutors for the term will be, have met or corresponded with them, and have been set work and assigned tutorial times by them. If you would like a change of tutor, say so if it is not embarrassing; otherwise don't just do nothing, but take the problem to someone else in your college – your Moral Tutor/College Adviser, the Senior Tutor, the Women's Adviser, the Chaplain, or even the Head of College, if your difficulty is serious. Most such problems arise from a personality clash that has proved intractable; but since in a university of Oxford's size there are likely to be alternative tutors for nearly all your subjects, there is no point in putting up with a relationship which is impeding your academic progress. In these circumstances you can usually expect a change, but not necessarily to the particular tutor whom you would prefer. At the end of each term you can expect a formal report, perhaps with the Head of College and perhaps with your tutors. These are intended to be two-way exchanges: if you have concerns about your work or your tuition, do not hesitate to say so.

11. THE CLASSICS AND HISTORY OFFICES

The Classics Centre (Tel. (2)88385) is at 66 St Giles (opposite St John's College). It is open from 9.00 am to 1.00 pm and from 2.00 pm to 5.00 pm, Mondays to Fridays.

The office can also provide information about scholarships, grants, prizes, study tours, summer schools, conferences and seminars in and outside Oxford. This information is usually advertised on the two noticeboards outside the offices, but further details can often be obtained from the office staff.

Past examination papers are to be found on the web:

<http://oxam.ox.ac.uk/pls/oxam/main>

Bibliographies for all ancient history and archaeology papers and dossiers of epigraphical material, texts and translations for Ancient and Modern History are to be found on WebLearn

(<http://www.weblearn.ox.ac.uk/site/human/classics/teaching/ah/>). In case of difficulty, the Classics Office has hard copies.

The History Faculty Library is situated in Broad Street, at the junction of Cattle Street and Holywell Street (Tel: (2)77262). The opening hours are from 9.00 am to 7.00 pm, Monday to Friday and the staff can provide bibliographies relating to British and General Periods, Optional, Further and Special Subjects in History, which may also be found on the History website at

<http://www.history.ox.ac.uk/currentunder/bibliographies/bibliographies.htm>, as well as information relevant to grants, prizes, etc.

The History Faculty Office is situated on the ground floor of the Faculty Building, George Street. Its staff facilitate the administration and operation of the Faculty's business in a great variety of ways, including the servicing of the Faculty Meeting, the Faculty Board and its Committees, and of Boards of Examiners; and the production of handbooks, bibliographies, the Lecture List, seminar programmes and other circulars. College tutors are primarily responsible for the organization of undergraduate teaching. However, many practical matters of detail associated with the undergraduate syllabus (for example, the ballots for Further and Special Subject choices) are handled through the Faculty Office.

The present staff of the Faculty Office are:

Faculty Administrative officers are:

Ms J.Porter (Thursday-Friday only)

6-15019

Dr A. Hopkins	6-15020
Administrative Assistants:	
Ms I. Moriceau (Examinations)	6-15017
Mrs S. Harris (part-time)	6-15018
Undergraduate Support Secretary:	
Mr C. McCloskey	6-15044

The Faculty Office may also be contacted via the following email address:
faculty.office@history.ox.ac.uk

In addition to its physical office space, the Faculty also maintains a website of importance to undergraduate historians, the History Faculty website:
<http://www.history.ox.ac.uk>

This contains the following resources:

1. Course Handbooks for History and its joint schools (Prelims and FHS):

2. Resources:

- [Bibliographies](#)
- [Examples of Previous Thesis titles](#)
- [Sources for Theses](#)
- [Lecture List](#)
- [Postgraduate Seminars](#)
- [Undergraduate Noticeboard](#)
- [Weblearn](#)

3. List of staff:

- [Postholders](#)

4. Feedback:

- [Feedback from Undergraduates](#)
- [General Undergraduate Questionnaire \(in PDF format\)](#)

5. Useful Information:

- [Examination papers and examiners' reports](#)
- [Prizes](#)
- [Programme Specifications](#)
- [Useful forms](#)

The Common Room is on the ground floor of the History Faculty Building in George Street. Coffee and tea are available from machines at all times. There is also a garden available in the grounds which can be used by undergraduates, graduates, faculty members and staff. The building is accessed by swipe card so please carry your university card with you at all times. For security purposes, you may be requested to show your university card at any time within the building and outside in the garden. Your co-operation is appreciated.

12. THE ADMINISTRATION

The administration of Ancient History lies with the Board of the Faculty of Classics and that of History with the Board of the Faculty of History. These bodies are elected, like the other Faculty Boards in the University, by and from members of their associated Faculties. The Classics Faculty comprises the Sub-faculties of Ancient History and Classical Archaeology and of Classical Languages and Literature. The Faculty Boards meet twice each term, and the Sub-faculties meet once or twice each term. Matters relating specifically to the Joint School of Ancient and Modern History are dealt with by the Joint Standing Committee for Ancient and Modern History which is made up of Senior Members of the Sub-Faculty of Ancient History and the Faculty of History. The Chairman of the Joint Standing Committee for 2010-11 is Dr Ed Bispham of Brasenose College. The Joint Standing Committee meets every term in Week 4. For details of student representation, please see the section on Feedback and Complaints Procedures.

13. FEEDBACK AND COMPLAINTS PROCEDURES

The University, the parent Faculties, and your college are always glad to receive comments (good or bad) about your experience of studying in Oxford. There are a number of channels open to you to express your opinions or register any complaints you might have. These are:

1. By completing a Lecture and Class Questionnaire;
2. By referring an issue to a student representative on the Undergraduate Joint Consultative Committees for History or Classics;
3. By following complaints procedures within the Faculties, your college or via the University Proctors.

1. Lecture and Class Questionnaires

Lecturers and class leaders will make questionnaires available to you and ask you to complete and return them – please do so! The results are reported to the Chairmen of the Faculty’s Undergraduate Studies Committee (History). Any issues are discussed and dealt with through appropriate channels – sometimes this leads to changes in emphases or how lectures are delivered. In addition, questionnaires are also available to download from the History Faculty website: (<http://www.history.ox.ac.uk/currentunder/feedback.htm>)

2. The Undergraduate Joint Consultative Committee

Both the History Faculty and the Classics Faculty have a Joint Consultative Committee made up of Senior Members and student members elected through the colleges. Your college should have a History and a Classics representative who either attend the UJCC or help select the student members. The UJCCs are important means of gaining student feedback so that courses can be improved – such issues as lecture clashes, extra language provision and library opening hours have all been addressed. The History representatives for Michaelmas Term 2010 are Alice Salvage (Merton) and Marilena Frangos (St Hugh’s). For details of Classics representatives contact the Administrator of the Classics Office (myla.dixon@classics.ox.ac.uk).

3. Student complaints procedures

1. The University, the Humanities Division and the Faculties of Classics and History all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.
2. However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.

3. Nothing in this guidance precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.
4. Many sources of advice are available within colleges, within the faculty and from bodies like OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.
5. General areas of concern about provision affecting students as a whole should, of course, continue to be raised through Joint Consultative Committees or via student representation on the faculty's committees.

Complaints

6. If your concern or complaint relates to teaching or other provision made by the faculty, then you should raise it with the chairman of the Standing Committee. Within the two faculties he will attempt to resolve your concern/complaint informally.
7. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum [<http://www.admin.ox.ac.uk/proctors/pam/>] and the relevant Council regulations [<http://www.admin.ox.ac.uk/statutes/regulations/>]
8. If your concern or complaint relates to teaching or other provision made by your college, then you should raise it either with your tutor or with your Senior Tutor. Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

9. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
10. For undergraduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web [<http://www.admin.ox.ac.uk/statutes/regulations/>].
9. Please remember in connection with all the cases in paragraphs 9 - 11 that:

(a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.

(b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.

(c) On no account should you contact your examiners directly.

10. The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

4. Complaints about Equal Opportunities

Both parent Faculties subscribe to the University's Equal Opportunities Statement: Students, set out in Appendix A of the Proctors' and Assessor's Memorandum. If you feel during the course of your studies you have not been treated according to the procedure, you may use the students' complaints procedure via the Proctors, who will advise you.

5. Harassment

In common with other universities, Oxford regards harassment as unacceptable behaviour and has introduced a Code of Practice designed to protect its students, staff and other people for whom it has a special responsibility. For purposes of this code, *harassment* is regarded as unwanted and unwarranted conduct which has the purpose or effect of:

- violating that other's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for that other.

Such harassment could involve a single act or a series of acts of bullying, verbal or physical abuse, ill-treatment, unwelcome sexual advances; or otherwise creating or maintaining a hostile studying, working or social environment.

Full details of the University's Policy and Procedure on Harassment and Bullying is available at

<http://www.admin.ox.ac.uk/eop/har/policy.shtml>, and is formally drawn to the attention of student members of the University.

The Proctors appoint Senior Members to a University Advisory Panel on harassment. As explained in the Code, these advisers may be approached by any student or members of staff in the University suffering from harassment, as defined in the Code. The Panel has also prepared a pamphlet, *Harassment: what it is and how you can deal with it*. Copies are available from the Proctors' Office or from JCR Welfare Officers or OUSU. Some colleges have appointed

special advisers or advisory panels to respond to complaints or harassment. If your college has no special arrangements, people you might approach within college could include the dean, tutor for women, or chaplain.

Contact numbers:

The Proctors' Office	telephone (2)80190
Advisory Panel on Harassment	telephone (2)70760

The History Faculty operates the University's Code of Practice Relating to Harassment. Undergraduates who feel that they have been subject to harassment in a Faculty context may wish to contact one of the Faculty Advisers.

The History Faculty Advisers for the academic year 2010-11 are:

Dr, Senia Paseta, St Hugh's	telephone (2) 74952
Dr Matthew Grimley, Merton	telephone (2) 76346

The Classics Faculty Adviser for the academic year 2010-11 is:

Dr Teresa Morgan, Oriel	telephone (2) 76574
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14. STUDENTS WITH DISABILITIES

The History and Classics Faculties are committed to ensuring that disabled students are not treated less favourably than other students, and to provide reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage. For students who have declared a disability on entry to the University, the Faculty will have been informed if any special arrangements have to be made. Students who think that adjustments in Faculty teaching, learning facilities or assessment may need to be made should raise the matter first with their college tutor, who will ensure that the appropriate people in the Faculty are informed. Details of accessibility of the different premises of the History Faculty are available from the Faculty Administrator (administrator@history.ox.ac.uk). For Classics please contact Myla Dixon at the Classics Centre, 66 St Giles, Oxford OX1 3LU (Tel: 288388 or email myla.dixon@classics.ox.ac.uk).

Further information on Faculty arrangements can be found in the main school handbooks. General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed can be found on the website of the University's Equality and Diversity Unit at <http://www.admin.ox.ac.uk/eop>.

15. LIBRARIES

Libraries

The library provision in Oxford University is very good but rather complex. Classics students will need to use a variety of libraries during their time in Oxford. Your local College library will have a good selection of books which can be borrowed. A more extensive range of books will be available from the relevant University libraries. Brief information about each of these libraries is listed below. Looking at the web page, picking up a paper guide or asking the library staff can provide you with further information about specific services or the rules and regulations of each library.

Admission

The University card, which is distributed by your College, will be required to enter and/or to borrow books or order items from closed stacks. The best policy is to always carry your University card with you when you go to a library. (If you lose your University card, request a replacement as soon as possible from your College).

Induction

There are induction sessions for all Classics students during Noughth week. You will be taught how to use OLIS, the computerised Oxford University library catalogue, and OxLIP, the local interface to a large selection of subject databases and internet resources (including online journals; see further below). You will receive further instructions from your College about the timing of these sessions.

Finding books

Begin by checking the OLIS catalogue (<http://www.lib.ox.ac.uk/olis/>) for items listed on your reading lists. Ask library staff for assistance if you cannot find the books you need. Ask the library staff how to suggest new purchases if the item is not in Oxford.

Finding journal articles

First look for the title of the journal you need in the OLIS catalogue. You may find that it exists both in hard copy and in an electronic version which you can access remotely. Online journals are accessed through: <http://ejournals.bodleian.ox.ac.uk>.

If it is not there, ask if there is a separate paper list. Feel free to ask library staff for further information and assistance!

Electronic Resources

Oxford subscribes to a substantial number of electronic datasets and online periodicals. The gateway to this is known as OxLIP+ (<http://oxlip-plus.bodleian.ox.ac.uk>).

Perseus (<http://www.perseus.tufts.edu/>) provides you with Greek and Latin texts and translations as well as many illustrations of classical sites and objects. The Thesaurus Linguae Graecae (TLG, <http://www.tlg.uci.edu/>) enables you to read and search all the Greek texts you are likely to want. Cetedoc (<http://www.breolis.net>) and the *Bibliotheca Teubneriana Latina* enables you to read and search Latin texts.

The History Faculty Library is primarily an undergraduate lending library for the use of students taking the Honour School of History and the associated joint schools. It is situated at the junction of Catte Street and Holywell Street. Opening hours during term are Monday to Friday 9.00 am–7.00 pm, Saturday 10.00 am–1.00 pm, and during the vacation Monday to Friday, 9.00 am–5.30 pm. Details of the admissions procedure may be obtained from the library staff. Take your University Card with you as this will be needed when you register.

The Sackler Library was formally opened in September 2001; its construction was made possible by a generous benefaction. It is located in 1 St John Street, close to the Ashmolean Museum: the entrance is through a doorway in a rotunda almost immediately on your right as you enter St John Street from Beaumont Street. Within its walls has been gathered a massive collection of books originally housed separately in several different libraries. It is an open shelf library indispensable to anyone studying Ancient History, Archaeology and Art; it is also extremely useful to those studying Literature or Philology. Within it there is a special lending library with multiple copies (the Classics Lending Library), focussed on works important for the various courses. Library hours are 9.00 am to 10.00 pm on Mondays to Fridays, and 10.00 am to 5.00 pm on Saturdays. To be admitted to the library you must register by producing your University Card. Photocopiers are available.

Students may borrow up to 9 items from the combined collections with a minimum of six items in any category (main library book, main library periodical, CLL book, CLL article). Books may be borrowed for one week, and can be renewed 3 times. Books from the special lending library may be borrowed for vacations. All loans are recalled by Thursday of Eighth Week, and

although books may be borrowed during the vacations, no borrowed book may be taken out of Oxford.

The Bodleian Library In order to use the Bodleian, you must be admitted: admission is through your college office, normally on your first arrival. Most of what you want for Ancient History will be on the open shelves, primarily in the Lower Reading Room of the Old Library. Modern History periodicals are also in the Old Library in the Upper Reading Room and the major open-shelf collection of books on Modern History is in the Radcliffe Camera. Both are open Monday to Friday, 9.00 am to 10.00 pm (7.00 pm or sometimes 5.00 pm in vacations) and Saturday 9.00 am to 5.00 pm (1.00 pm in vacations), except for closed periods of about ten days at Christmas, four days at Easter, the day of Encaenia, and the late August Bank Holiday Monday. There are, too, numerous other reading rooms, each with a selection of books and periodicals on open shelves. Most of Bodley's holdings, however, are kept in stacks. Works may be ordered from the stack to any reading room, but delivery time is likely to be two to three hours; so advance planning is recommended.

University-wide library information is online at: <http://www.lib.ox.ac.uk>

16. COMPUTING

Most colleges have a computer room, with software for word-processing and other applications, connections to the central university machines and the Internet, and printers.

Your priority tasks during the first year should be familiarising yourself with electronic mail, developing your word-processing skills, and learning to use OLIS to its full potential. Many students will already be familiar with electronic mail and word processing; for those who are not the Oxford University Computing Service (13, Banbury Road; tel. (2)83434; e-mail: courses@oucs.ox.ac.uk) runs courses on elementary word-processing, electronic mail for beginners, and computing for the terrified. You will be notified through your College of induction sessions run by the Bodleian Library which offer an introduction to OLIS. It is important to realise that OLIS can do more than provide details of the location of books: you can use the subject keyword facility to generate your own bibliography.

Students should be aware of the extensive networked databases offered through OxLIP+ [<http://oxford1.hosted.exlibrisgroup.com:8331/V/>]; access through machines in College Libraries and Computing Rooms, Faculty Library, and Bodleian. You may also use OxLIP+ on your own computer. Click on 'Title' for a full list. Among the most useful is the Royal Historical Society Bibliography of works on the history of Britain, Ireland, and the British Overseas. This database comprises 250,000 records (books, journal articles, and articles in books) searchable by subject matter and time period. Students may find it helpful for supplementing bibliographies on British history provided by tutors or for checking references to articles. Other important networked resources for historians include the Oxford Dictionary of National Biography, Historical Abstracts (summaries of many articles searchable by subject as well as author), the Bodleian pre-1920 catalogue (for earlier works, and probably particularly useful for those thinking of writing dissertations). Another useful resource is provided by the somewhat discouragingly entitled Web of Knowledge, which offers a high-level journal awareness service including the opportunity to search for book reviews. Many of the resources available online have to be accessed using a computer connected to the University network; for remote access, login to OxLIP using your Oxford Single Sign On details.

There are some useful gateways which will take you to the numerous online resources. Among the most useful are NISS, HUMBUL and the Institute of Historical Research in London. Students can access these from the History Faculty web-site which is to be found at <http://www.history.ox.ac.uk>. The web-

site also contains the Handbooks for Preliminary Examination and for the Final Honour School, the current Lecture List, and bibliographies for the great majority of courses on the syllabus. For some subjects, there are also links to electronic versions of the set texts.

For those wishing for further information about electronic resources for historians, including guidance on networked databases, training sessions will be offered in Michaelmas term by the History Faculty Library staff. Ask a member of staff for details and for registration. Slightly more advanced courses are available through Jayne Plant in the Upper Reading Room of the Radcliffe Camera (tel: 277203; e-mail: jayne.plant@bodleian.ox.ac.uk). She will arrange short courses for small groups at your request, although you may find these more useful in your second year when you will be embarking on independent research for your undergraduate thesis.

*The attention of undergraduates is drawn to the **University Rules for Computer Use**, available on the University website at: <http://www.ict.ox.ac.uk/oxford/rules/> All users of University network and IT facilities are bound by these rules.*