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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.

1. INTRODUCTION TO THE STUDY OF HISTORY AND ENGLISH AT OXFORD

The Joint School in History and English was established with the intention of encouraging students to develop their knowledge and critical skills in these two closely related fields. As you read for the Joint School, you will find yourselves addressing certain questions which are not always posed so directly for those studying for – or even teaching – either of the parent schools. The course asks students to think critically about how we define ‘history’ and ‘literature’, about how the two disciplines inter-relate and, to a high degree, overlap; you will quickly discover that tutors in the two subjects hold a wide variety of views on these questions. You will have to consider where the boundaries between ‘History’ and ‘English’ lie, what the aims and house-styles of each subject are, how they differ and where they might be fruitfully aligned. Is the study of literature about telling good work from bad? Do the greatest literary works transcend history in ways that other texts do not? Should literary scholars handle texts in the same way that historians handle documents? How is the historical understanding of a particular period enhanced by knowledge of its imaginative writings? What light does historical context throw on a poem, or a book, or a play – and what do we mean by ‘context’? How do we get a secure knowledge of the past when historians do not agree about what it was? Critical methodologies and historical approaches both change over time, and from culture to culture: do they change in the same ways, and for the same reasons? Is the study of history, or of literature, just a matter of taste, of personal judgement? These are some of the questions you will grapple with as you work your way through the course, and many of them will arise even in your first-year work. Some of them may be discussed in a special introductory lecture-class at the beginning of the year (you will be notified separately about this).

Some History and English students like to keep their two subjects relatively distinct, enjoying the opportunity of doing different kinds of work. From one perspective, this makes a lot of sense: some of your tutors may be a lot less interdisciplinary than you are, and you will certainly have to grasp, and meet, the different disciplinary expectations of History and English respectively. Other students like coming to each subject with fresh perspectives and skills derived from the other. This is certainly a good time to be working in an interdisciplinary way. History has taken a ‘linguistic turn’, and many historians are newly interested in exploring texts and language as central factors in the shaping of society. Prominent among the theories and movements which have influenced English studies, on the other hand, is ‘new historicism’, which focuses on the way literary texts both reflect and influence their political and social surroundings; a burgeoning interest in the study of audience and the history of the book also draw literary scholars towards the exploration of writing in its social context.

You will be introduced to interdisciplinary study in your first year, where you will have to answer an interdisciplinary essay question as part of the exam for English Paper 1. The two 'Bridge' papers that you take in your second year then enable you to engage directly in interdisciplinary work: these stimulating courses are jointly run by colleagues from the two parent faculties and are available only to students reading for the Joint School. You will make your choices in Trinity Term and can find details on the 'Bridge papers' in the FHS History and English handbook available online at:

<http://www.history.ox.ac.uk/currentunder/honours/english/index.htm>

During the rest of your time, you will take papers from History or English that are also taken by the single-honours students. You may want to aim for maximum depth by studying overlapping periods in British History and English Literature, or you may prefer to pursue a variety of interests rather than seeking direct compatibility between your historical work and your English studies. Either is fine, but there is one thing to bear in mind: the range of choice made possible by this Joint School entails a particular responsibility for planning. You will be well-advised to read the handbooks closely, think ahead, and consult your College tutors in both History and English.

This handbook is only a very basic guide, focusing on regulations and other material specific to the History and English Joint School. You will need to use it in conjunction with the First Year Handbooks produced for the two Main Schools of History and English respectively. These contain detailed information about the various courses as well as guidelines on developing study skills, information on teaching and learning methods used at Oxford, Faculty resources and further support structures. You will be given a copy of both handbooks, but you can also check them online. The History Handbook is available at:

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

For English, consult the intranet site (WebLearn) at:

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac>

2. EXAMINATION REGULATIONS

These are the University's rules for the examination of the course. For a more user-friendly summary of the course structure see Section 4.

The *Regulations* are updated annually, so you should check the new issue of the Handbooks each year in case there have been alterations to your course structure. The most likely changes are to the options offered, and you will always be informed of any significant alterations by your tutor or by a direct communication from one or other Faculty.

Special Regulations for the Preliminary Examination in History and English

A

- 1. The Preliminary Examination in History and English shall be under the joint supervision of the Boards of the Faculties of History and English Language and Literature and shall consist of such subjects as they shall jointly by regulation prescribe.**
- 2. The Chairmen of the Examiners for the Preliminary Examination in History and of the Moderators for Moderations in English Language and Literature shall consult together and designate such of their number as may be required for the Preliminary Examination in History and English, whereupon the number of examiners shall be deemed to be complete.**

B

Each candidate shall offer four papers as set out below. The papers will be of three hours' duration with the exception of Paper 3, which will be of two and a half hours' duration. The Examiners shall publish the names of candidates who have satisfied them in the whole of the examination, or in papers 1 and 2 only, or in papers 3 and 4 only.

- 1. *The History of the British Isles* (any one of the periods specified for the Preliminary Examination in History).**
- 2. One of the following:**
 - (a) One of the *Optional Subjects* specified for the Preliminary Examination in History.**

- (b) *Approaches to History* (as specified for the Preliminary Examination in History).
- (c) *Historiography: Tacitus to Weber* (as specified for the Preliminary Examination in History).

The individual specifications and prescribed texts for these papers will be published in the Handbook for the Preliminary Examination in History by Monday of noughth Week 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 of options 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 tutors.

- 3. *An Introduction to Literary Studies* (candidates will be expected to answer one question only from Section B of the paper as specified for Moderations in English Language and Literature, and one interdisciplinary essay question).
- 4. *One of the following:*
 - (a) *Victorian Literature (1832–1900)* (as specified for Paper 2a, Moderations in English Language and Literature).
 - (b) *Modern Literature (1900 to the present day)* (as specified for Paper 2b, Moderations in English Language and Literature).
 - (c) *Introduction to Medieval Studies: Old English Literature* (as specified for Paper 3a, Moderations in English Language and Literature).
 - (d) *Introduction to Medieval Studies: Middle English Literature* (as specified for Paper 3b, Moderations in English Language and Literature).

Candidates who fail one or more of papers 1, 2, 3, or 4 above may re-sit 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 Faculties of History and English 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.

For example, this is a passage from Barry Windeatt's *Troilus and Criseyde* (The Oxford Guides to Chaucer; Oxford, 1992, p. 196):

At the very centre of the poem's structure Troilus is at last impelled inside the curtained bed of Criseyde, which stands inside the 'litel closet' within Pandarus' house in the walled and besieged city of Troy. The most intimate experience of Troilus lies not only at the centre of its structure as a poem but at the centre of a succession of containing and enclosing structures in the fabric of its setting at Troy, within which the physical union of Troilus and Criseyde is a climax not only intrinsically but also as the fulfilment and completion of a pattern. It is towards this central episode that the poem moves with a 'centrifugal' energy which, once the centre is passed, becomes a centripetal force, and this is given form and shape through the setting and background of the action.¹

Legitimate use of this passage:

Like *Sir Gawain and the Green Knight*, or indeed *Beowulf*, *Troilus and Criseyde* is a poem susceptible to a number of different approaches to its structure. The move 'fro wo to wele, and after out of ioie' (I, 4), announced at its opening, focuses on the fortunes of the poem's main protagonist as a key element in its construction. The 'Troy...ioye' rhyme in this stanza (I, 2 and 4) is a recurrent one in the poem and draws attention to the central role that location also has in *Troilus*. As Barry Windeatt notes, as the poem approaches its structural centre, the Trojan locations narrow down to 'the curtained bed of Criseyde, which stands inside the "litel closet" within Pandarus' house in the walled and besieged city of Troy'¹. As he also observes, this central episode, in which the first physical union of Troilus and Criseyde takes place, is in fact part of a structural sequence, which places this union at the heart of the poem – and one might say, almost at the heart of Troy - and then moves after it to an increasing fragmentation of location and action. But it is arguable that the fact that Chaucer puts 'wele' and human love at the structural centre of *Troilus*, is as important as what he puts at its end.

This illustration both quotes from and paraphrases parts of the passage in question,

¹ B. Windeatt, *Troilus and Criseyde*, Oxford Guides to Chaucer (Oxford, 1992), p. 196.

but it acknowledges its debts, in footnote (for the quotation) and in the text (for the paraphrase). It also incorporates the material within a set of arguments that are either not dependent on Windeatt's material or develop it in an original direction, and it adds in its own original examples or insights.

Plagiarism:

What Chaucer puts at the heart of his poem is worthy of note. At the very centre of *Troilus and Criseyde* Troilus is at last brought inside the curtained bed of Criseyde, which stands within the 'littel closet' within Pandarus' house in the walled and besieged city of Troy. The intimacy of this scene is further intensified by the fact that it completes a structural pattern in the poem in which what might be seen as centrifugal and centripetal elements are involved. The poem moves towards this central episode so that it forms a climax in the work; after this centre is passed, the centripetal movement takes over.

This version is almost entirely derivative of Windeatt's original passage. It quotes some of it directly or with minimal variation and puts other parts of it into close paraphrase. It contains no new material, nor does it add to the sum of the ideas in the original. It offers no acknowledgment of its source, and gives the impression that its author intends this argument and choice of illustrations to be taken as original to him or her. Every time you use another's ideas, you must give them credit – even in your weekly essays. Certainly, should you be found guilty of plagiarism in any piece of work you submitted towards completion of the requirements for a degree of the University, you would be subject to disciplinary action.

When you conduct research for a 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 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'.²

² Thomas Jones, *Hen Gwndidau Carolau a Chywyddau*, cited and translated in G. Williams, *Wales and the Reformation* (Cardiff, 1997), p. 358.

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 passages 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 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.

You can find further guidance on plagiarism on the Education Committee website, at www.admin.ox.ac.uk/epsc/plagiarism/index.shtml

4. STRUCTURE OF THE FIRST YEAR COURSE

Four papers must be offered:

Paper 1 (History) The History of the British Isles: A choice of seven options is available:

(I) c. 300–1087; (II) 1042–1330; (III) 1330–1550; (IV) 1500–1700; (V) 1685–1830; (VI) 1815–1924; (VII) Since 1900.

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/british/britindex.htm>

Paper 2 (History) One of

- (a) one of the Optional Subjects as specified for History
- (b) Approaches to History (as for History)
- (c) Historiography: Tacitus to Weber (as for History)

Details of Optional Subjects 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>

Details of ‘Approaches to History’ and ‘Historiography: Tacitus to Weber’ can 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/paper4/paper4index.htm>

Paper 3 (English) *An Introduction to Literary Studies*

History and English students take a different version of this paper from single-honours English students. You will answer one question from Section B of the single-honours paper, details of which, and all the others listed below, can be found in the *English Undergraduate Handbook: Moderations Edition* or in the English area on WebLearn at: <https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac>

You will also answer one interdisciplinary essay question, in place of a question from Section A of the single-honours paper.

Paper 4 (English) One of

- (a) Victorian Literature (1832–1900)
- (b) Modern Literature (1900 to the present day)
- (c) Introduction to Medieval Studies: Old English Literature
- (d) Introduction to Medieval Studies: Middle English Literature

5. POSSIBLE SCHEDULING OF PAPERS

The framework of the course is set, but there is a good deal of room within it for you to combine options in ways which reflect your needs and interests. For the Preliminary Examination, for example, you can choose your options so as to focus your work for certain terms on a particular historical period, or you may elect to give yourself as much variety as possible. Most obviously, it might make sense to dovetail your work on 20th-century literature, or Victorian literature, or Old or Middle English literature, with study of the equivalent period under the History of the British Isles paper.

It helps, when deciding the order in which you take papers within a particular year, to pay some attention to the conventions of the lecturing timetable. In English, for example, the lecturing for *An Introduction to Literary Studies* will be spread over Michaelmas and Hilary Terms. Lectures on the Victorian and Modern period papers will be in Michaelmas Term and on the Old and Middle English papers in Hilary Term. In History, the lectures for History of the British Isles are concentrated in Michaelmas, and the Optional Subjects are almost always taught in Trinity Term. If it is not possible for you to take these papers in those terms you need to be organised enough to attend the lectures out of sync with your tutorial work for the paper.

The exact timetabling of your papers will necessarily depend upon the availability of tutors – and, perhaps, on when other students in your college are taking the paper you have selected. In every case, you will need to draw up your timetable in consultation with your college tutors in History and in English.

6. EXAMINATIONS

Detailed information about the examination system in general, and advice about revision, is given in the English Faculty's Handbook for Moderations. Students can also refer to the History Faculty's Prelims Handbook for guidance which contains specific criteria used by markers of History papers <http://www.history.ox.ac.uk/currentunder/prelims/modhist/index.htm> and to the online English handbooks for their criteria, at <http://weblearn.ox.ac.uk/portal/humdiv/engfac/undergradu>.

The Preliminary Examination in History and English 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 History and English. Candidates who do well in the Preliminary examination, achieving two First Class marks and a high overall average mark of 66 or more on the four papers, will be awarded Distinctions by the Examiners.

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.
Retake	Any paper with an agreed mark of less than 40.

Conduct of Examinations and other matters

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. LIBRARIES AND MUSEUMS

The availability of books is supremely important, and undergraduates at Oxford are fortunate in having access to libraries and museums of an unrivalled scale and variety. To search for books and journals, use Oxford's discovery tool, SOLO (<http://solo.bodleian.ox.ac.uk>), or OLIS, the library catalogue (<http://www.lib.ox.ac.uk/olis/>). Increasingly many journals are also available electronically via Oxford University eJournals (<http://ejournals.bodleian.ox.ac.uk>). Databases with full-text sources, such as historical newspapers, are accessed via OxLIP+ (<http://oxlip-plus.bodleian.ox.ac.uk>). The following libraries and museums are particularly useful to undergraduates in History and English:

1. **The History Faculty Library.** This is housed in the Old Indian Institute Building in Broad Street, and is designed particularly for service to undergraduates. It provides reading rooms and lends books, and holds multiple copies of popular works. It covers most subjects available in the History School, but stops *c.* 1945. Books covering the period after 1945 are housed in the Social Science Library (see 4. below).

Hours of opening:

Term (Weeks 0-9)

9am-7pm (Mon-Fri)

10am-1pm (Sat)

Vacation:

9am-5.30pm (Mon-Fri)

(Closed Christmas, Easter, and the last two weeks of August)

Enquiries: library.history@bodleian.ox.ac.uk

History Librarian: Ms Isabel Holowaty

HFL Librarian-in-Charge: Ms Valerie Lawrence

2. **The English Faculty Library.** The English Faculty Library (*efl*) was founded in 1914 and exists primarily to serve the needs of all those reading and teaching English at Oxford, as well as other readers requiring access to its collections. It is a lending library. For many years it was housed in the attic of the Examination Schools before moving into the purpose-built St Cross Building in 1965.

Hours of opening:

Term (Weeks 0-9)	9.30am-7pm (Mon-Fri) 10am-1pm (Sat)
Vacation	9.30am-5.00pm (Mon-Fri) (Closed August) Closed Saturdays, but 10am-1pm Saturday of 0 th Week

Enquiries: enquiries@efl.ox.ac.uk

Librarian: Sue Usher

Deputy Librarian: Kerry Webb

- 3. The Bodleian Library.** One of the greatest libraries in the world, this is a national copyright library owned by the University. It does not lend books, which must be consulted in the Library reading rooms. There is a large collection of books frequently used by undergraduate historians on open shelves in the Radcliffe Camera (upper floor), and history periodicals and reference works are also kept in the Upper Reading Room of the Old Library. Undergraduates may also order books which are kept in the Library's stacks: the Bodleian's huge collections are particularly useful for work on Further and Special Subjects in the second and third year, and for independent research.

Opening Hours:

Radcliffe Camera:	Term:	9am-10pm (Mon-Fri) 9am-4pm (Sat)
	Vacation:	9am-7pm (Mon-Fri) 10am-4pm (Sat)
Old Bodleian:	Term:	9am-10pm (Mon-Fri) 10am-4pm (Sat)
	Vacation:	9am-7pm (Mon-Fri) 10am-4pm (Sat) (Closed Christmas, Easter, and August Bank Holiday weekend)

- 4. The Social Science Library** is located in the Manor Road Building. For details of its services please see <http://www.bodleian.ox.ac.uk/ssl>. Like the History Faculty Library, this lends books to undergraduates. It holds some books covering the period after 1945, and books relevant to the study of political and social thought and to the social sciences from which students of History and English may draw inspiration.

Social Studies Librarian: Ms M. G. Robb

5. **College Libraries.** Each college has its own library, for use by members of that college. These libraries contain good, sometimes excellent, History and English collections, maintained primarily (but not exclusively) for undergraduates. Access to and borrowing from college libraries is normally restricted to members of the college only. Opening hours are determined by colleges individually.

6. **Specialized University Libraries.** There are several other specialized University libraries which undergraduate historians are encouraged to use for relevant books:
 - The Rothermere American Institute, South Parks Road (American History)
 - The Rhodes House Library, South Parks Road (for Commonwealth History)
 - The Indian Institute Library, in the New Bodleian Library, Parks Road (Indian History)
 - The Bodleian Japanese Library, at the Nissan Institute of Japanese Studies, Winchester Road (St Antony's College)
 - The Sackler Library, St John Street (History of Art)
 - Department of the History of Art Slide Library, Littlegate House, St Ebbes
 - The Radcliffe Science Library, Parks Road (for the History of Science)
 - The Taylor Institution Library, St Giles' (for medieval and modern continental Europe)

Opening hours are published by the individual libraries.

7. **Museums.** Oxford also has outstanding museums, which are rich resources for the study of the history of art, archaeology and visual and material culture. These include:
 - The Ashmolean Museum, Beaumont Street
 - The Pitt Rivers Museum, Parks Road
 - The Museum of the History of Science, Broad Street
 - Christ Church Picture Gallery, Christ Church

Opening hours are published by the individual institutions.

8. INFORMATION TECHNOLOGY

Your priority tasks during the first year should be familiarizing yourself with electronic mail, developing your word-processing skills, and learning to use the University's online Library Catalogue, 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)73200; 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 for example 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 at <http://www.history.ox.ac.uk/links/general.htm> The web-site also contains the Handbooks for the 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 Faculties also have sections in the University's Virtual Learning Environment, at <http://weblearn.ox.ac.uk/site/human/modhist/undergrad/> for History and <https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac> and students are encouraged to use this facility.

*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 IT and network facilities are bound by these rules.*

9. REPRESENTATION FOR JOINT SCHOOL STUDENTS IN THE FACULTIES

The most important committees concerning Joint School student matters are the **Joint Consultative Committee (JCC)** of each Faculty (made up of elected representatives of all undergraduate colleges and tutors elected by the Board), the **Undergraduate Studies Committees (USC)** of the English and History Faculties (which oversee all academic matters relating to undergraduates), and the History and English **Joint Standing Committee**. Students on the Joint School course in History and English are represented at the History and English Joint Standing Committee by two student representatives. The student representatives for 2010-11 are Alice Salvage (Merton) and Marilena Frangos (St Hugh's). New student representatives will be selected in Hilary Term.

These committees report to the **Faculty Boards** of History and English, respectively, which make the final decisions, usually in consultation with their wider Faculties. Undergraduate and graduate representatives can attend English Faculty Board meetings for non-confidential matters. There is equivalent student representation on the Humanities Divisional Board.

The best channel for making your views known is the JCC which has a great deal of influence within the Faculties and has made very valuable contributions to recent discussions on the syllabus, admissions, course documentation and reading lists, and library facilities. Further details of how to raise issues at the JCC and the system of representation are given in the Main Subject handbooks for History and English.

10. WHERE TO GET HELP

The person responsible for your course is the Chair for the Joint School in History and English – currently Dr Ian Archer. If you have any queries which cannot be answered by your college tutors in History and English you should direct them to him. He is contactable at Keble College, by phone on (2) 72764 or by email on ian.archer@keble.ox.ac.uk.

College Tutors are traditionally the first port of call for students with problems. Your college may also have assigned you to a **Moral** or **Personal Tutor** who will be responsible for your welfare and your academic progress. College **Deans**, **Chaplains** and **Senior Tutors** are also there to give advice and help. Many colleges have **Tutors for Women Students**, and sometimes other advisers and counsellors. If your problem relates to someone who is teaching you, consult your senior English or History tutor; if this is awkward or impractical, go to your Senior Tutor or anyone else you feel you trust. If you feel your college's complaints procedure is unclear ask your JCR president to take up this issue. Many colleges outline codes of good teaching practice and complaints procedures in their student handbooks.

College Doctors and Nurses can be very helpful with a range of problems, including study-related difficulties.

The University Counselling Service (F(2)70300) is very experienced in handling the problems that beset students, as is the student-run **Nightline** service (F553456), and Oxford **Samaritans** (F722122) are not just there as a last resort.

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)70090
Advisory Panel on Harassment	telephone (2)70760

The History Faculty and English Faculty operate 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 Paseto, St Hugh's	(2) 74952
Dr Matthew Grimley, Merton	(2) 76346

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

Dr Helen Barr, LMH	(2) 74378
Dr Peter McCullough, Lincoln	(2) 87334

More generally:

Being a student these days isn't always easy. Financial difficulties are widespread, and many students find themselves under stress at some time during their academic career. You may be worrying about money, you may be stressed-out at the prospect of formal examinations, or you may have other personal or academic difficulties. Don't be too embarrassed to talk about them to somebody. Oxford is full of sympathetic ears, and most problems you are likely to encounter will have been experienced by many students before you. **Don't suffer in silence. Whatever your problem**, somebody in the University will know how to help you. Don't let difficulties build up: **talk to someone.**

11. FEEDBACK AND COMPLAINTS PROCEDURES

Both the History Faculty and the English Faculty have systems through which students can provide feedback on good things and bad things about Faculty-run classes and lectures; feedback can provide valuable guidance on how to improve things. Further details of how to provide feedback on lectures and classes run by the History and English Faculties are detailed in each Faculty's Main School handbooks, available at:

<http://www.history.ox.ac.uk/currentunder/feedback.htm>

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac/undergradu>

Both Faculties also have ways of addressing student complaints should you be dissatisfied with an aspect of Faculty teaching or provision – again these are detailed in the Main School handbooks and websites. In addition you have the right to complain about any aspect of University provision directly to the University Proctors – they are the ‘independent ombudsmen’ of the University. Refer to the *Proctors' and Assessor's Memorandum* or

<http://www.admin.ox.ac.uk/proctors/info/pam/index.shtml>

12. STUDENTS WITH A DISABILITY

The History and English Faculties are committed to ensuring that disabled students are not treated less favourably than other students, and to providing 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 Faculties 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 Faculties are informed. 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 University's Disability Office website at <http://www.admin.ox.ac.uk/eop/disab>.

13. PROGRAMME SPECIFICATIONS

The Programme Specifications for the undergraduate degree in History and English can be found at

http://www.history.ox.ac.uk/faculty/programme_specifications/ba_modern_history_and_english.pdf

The Programme Specifications are a formal statement of our official syllabus aims and student outcomes. The Specifications provide some detail on the range of skills and capacities fostered by the degree which might be useful for you in justifying the study of History and English to employers, and show you the kinds of expectations that your tutors have of students reading for the degree.