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NB: that this handbook is to be read in conjunction with the First Year Handbook in History and the Handbook in Philosophy, Politics and Economics

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. THE PRELIMINARY EXAMINATION IN HISTORY AND POLITICS

EXAMINATION REGULATIONS

- 1. The Preliminary Examination in History and Politics shall be under the joint supervision of the Board of the Faculty of History and the Social Sciences Board and shall consist of such subjects as they shall jointly prescribe.**
- 2. The Chair of the Examiners for the Preliminary Examination in History and the Chair of the Examiners for the Preliminary Examination in Philosophy, Politics, and Economics shall consult together and designate such of their number as may be required for the examination for the Preliminary Examination in History and Politics, whereupon the number of examiners shall be deemed to be complete.**

REGULATIONS

Each candidate shall offer *four papers*, as follows:

- 1. *Either (a) any one of the periods in the History of the British Isles specified for the Preliminary Examination in History or (b) any one of the four periods in General History specified for the Preliminary Examination in History. For the First or Second Public Examination candidates are required to choose at least one paper B whether in General History or the History of the British Isles B covering a period before the nineteenth century. The list of papers satisfying this provision is given in the Handbook for History and Politics. Candidates who take British History paper VII for the Preliminary Examination or the Final Honour School may not also take Politics core paper 202 for the Final Honour School.***
- 2. *Optional Subject 1, Theories of the State (Aristotle, Hobbes, Rousseau, Marx) as specified for the Preliminary Examination in History.***
- 3. *Any one of the following, as specified for the Preliminary Examination in History: (a) Quantification in History or (b) any of the Optional Subjects except No 1 (Theories of the State), or (c) Approaches to History or (d) Historiography: Tacitus to Weber, or (e) any one of the seven Foreign Texts.***

- 1. *Introduction to Politics: Analysis of Democratic Institutions.*** Candidates will be required to answer *three* questions drawn from section (b) of the paper *Introduction to Politics: The Theory and Practice of Democracy* as specified for the Preliminary Examination in Philosophy, Politics, and Economics. Candidates must show knowledge of at least three of the following political systems: the United States of America; the United Kingdom; France; Germany.

Extract from PPE Exam Regulations:

Questions will be set on the following topics: the state and its institutions (executives, legislatures, parties and party systems, courts, constitutions and centre-periphery relations); political representation; the politics of instability; policy continuity and policy change; democratic transitions and consolidation. Questions will also be set on these topics with reference to the political history of the United States of America since 1932, the United Kingdom since 1945, France since 1946, and Germany since 1932, as outlined in the department's official reading list.

Candidates are expected, where appropriate, to show knowledge of the methodological issues involved in both normative and empirical political research.

The individual specifications and prescribed texts for papers 2 and 3 above 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 the 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.

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

2. INTRODUCTION TO THE STUDY OF HISTORY AND POLITICS IN THE FIRST YEAR

The History and Politics Joint Honours school seeks to encourage students to set political institutions and ideas in their historical context. This is a challenging goal: you will need both the political scientist's ability to analyse structures and theories and the historian's sensitivity to patterns of development and change. You will therefore be encouraged to take a broad view of historical processes: you should not assume that only very modern history options are relevant to your study. In some respects the course regulations, which are specified later in this handbook, require you to study the earlier periods, but you should not, in any case, regard this requirement as nothing more than a rule which has to be obeyed. The course as a whole has been developed in the belief that a broad knowledge of history, of the historical evolution of political ideas and of the techniques involved in the writing of history is valuable to the student of politics, and that an understanding of political processes and ideas will benefit the historian.

You will need all the skills which you have acquired at school: the ability to distinguish and assess different points of view and to think in causal terms, as well as the technical skills of essay-writing, including the clear presentation of relevant material and the ability to analyze its significance in relation to a given problem. But here you will also be expected to engage with a far wider range of subject-matter, and to show a much greater awareness of the complexity of analytical explanation, while developing your essay technique to match the resulting demands for more critical analysis and sharper, more focused argument.

This section of the Handbook accordingly provides an introduction to the aims and content of the course in the First Year, to the skills needed to pursue it successfully, and to the methods by which it is taught and examined.

For further information about developing study skills, about how to make the most of the teaching and learning methods used at Oxford, Faculty resources for History and Politics and other support structures, see the First Year Handbooks produced for the Main Schools of History

(<http://www.history.ox.ac.uk/currentunder/prelims/politics/index.htm>)

and Politics, Philosophy and Economics

(<http://www.politics.ox.ac.uk/teaching/>).

1. The aims of the course and Programme Specifications

The course of study in the First Year has a number of specific aims. In the first place you will study outline papers in both History and Politics. The history paper entails the study of an extended historical period – either in a single historical unit or across a number of countries simultaneously – while the politics paper examines political developments in five specific countries in the modern period. If you have studied either History or Politics at school, this type of outline work will already be familiar to you, but the structural analysis of political systems and of the comprehension of the forces – social, cultural and religious as well as political – behind historical development is likely to make greater demands of you than were made at school. In addition to these two outline papers you will study two foundation papers. One provides an introduction to the development of political theory through the study of the works of four great European thinkers. The other is designed to introduce you to aspects of the historian's technique - either the use of documents to study a specific topic or the influence of other disciplines upon the historian or the practice of history-writing in English or in a foreign language.

The Programme Specifications for the undergraduate degree in History and Politics can be found on the History Faculty website at

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

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 History and Politics Degree which will be of use in justifying the study of History and Politics to future employers, and will show you the kinds of expectations that your tutors have of students undertaking this degree.

2. The content of the course

The First-Year course comprises four papers and an introductory course on Methods and Approaches in Politics:

1. **History Period Paper:** you may choose **either** one of seven periods of the History of the British Isles **or** one of four periods of General History. Both the British and the General History papers entail the study of extended periods of time. The British papers aim to encourage appreciation of the underlying continuities as well as the dramatic discontinuities within each period, and to explore the relation between political, economic, social and cultural developments in determining the paths followed by the societies of Britain, severally and together. The General

History papers, which concentrate upon the history of Europe, are approached more thematically, with an emphasis on the conceptual categories – of economy, culture, state and religion – which enable us to understand both what European nations have had in common and where they have differed;

2. **Theories of the State:** this paper introduces students to some of the major influences upon the development of western political thought, through the study of key texts;

3. **Documentary or Methodological Paper in History:** you must choose one of the following:

(a) **Quantification in History:** acquiring and applying the numerical skills needed for certain types of historical investigation.

(b) **Optional Subject:** offering a choice of 18 subjects, this paper is based on the study of selected primary texts and documents, and provides the opportunity to engage with a range of more specialist approaches to understanding the past;

(c) **Approaches to History:** studying the use by historians of the techniques of related disciplines, such as archaeology, economics or sociology;

(d) **Historiography: Tacitus to Weber:** examining the practice of history writing through the writings of individual historians from the classical period to the early twentieth century;

(e) **Texts in a Foreign Language:** studying one of a number of historical classics in the original language;

4. **Introduction to Politics: Analysis of Democratic Institutions:** a paper examining the development of politics and political institutions in four modern societies, of which you are required to study three.

5. **An Introduction to the Study of Politics: Methods and Approaches:** an eight-week lecture course in Hilary Term.

For more detailed descriptions of each of these papers, and the several periods and subjects offered under their headings, see the following sections 4-8 of this Handbook. *Please note that the IT and Data Analysis course, formerly a compulsory element in the Prelims syllabus, has been abolished.*

The outline of the syllabus is set out in the **Examination Regulations**, printed in the University's *Examination Regulations* (the 'Grey Book'). You will have been issued with a copy of the Grey Book at the start of your first year. Please note, though, that changes may be made to the Regulations after the publication of the Grey Book. Any such changes will be published in the University Gazette, and up-to-date versions of the Regulations are maintained on the History and the Politics websites.

In making their choices of period or subject in their four examined papers, students should however be aware:

- (i) *that for pedagogical or administrative reasons, some Colleges may restrict the choice of their undergraduates in one or more of British History, the Optional Subject and Approaches/Historiography;*
- (ii) *that the regulations for the Final Honour School of History and Politics (Years Two and Three) require that in the course of studying for the Preliminary Examination and the Final Honour School the student must offer at least one paper - whether in General History or in the History of the British Isles - covering a period before the nineteenth century. If you do not satisfy this provision in Prelims, you will have to make sure that you do so in your choice of Finals papers. The papers defined as covering a period before the nineteenth century is as follows:*

Preliminary Examination:

History of the British Isles I (c.300-1087) - V (1685-1830)

General History I (370-900); II (1000-1300); and III (1400-1650)

Final Honour School:

History of the British Isles I (c.300-1087) to V (1685-1830)

General History I (285-476) to X (1715-1799)

General History XV (History of the USA, 1600-1812)

- (iii) *that the regulations also stipulate that students who have studied History of the British Isles VII, either for the Preliminary Examination or for the Final Honour School, may not take the Politics Core Subject in British Politics and Government since 1900 (paper 202) in the Final Honour School. Students who have studied History of the British Isles VI in either Prelims or in the Final Honours School and who also take Politics Paper 202 should avoid substantial duplication in their answers.*

3. The skills required to study History and Politics

To fulfill the aims of the First-Year course, you will need to develop a number of practical skills.

The first of these is reading. You will have had to read a good deal at school; but you will almost certainly find from the very beginning that you are expected to read much more, more quickly, at Oxford. The reading will include various types of scholarly writing, but for most of the year two will predominate: the monograph, which is a work of original research, and the article, either from a learned journal or from a volume of edited papers. Text-books will be recommended only for initial orientation: they cannot be used as the sole basis of undergraduate study in history or politics at Oxford. Where appropriate, the study of original texts or documents will also be encouraged: for example, it is the priority in the paper on Theories of the State and in the Optional Subject papers. To obtain the books recommended to you, you will need to familiarize yourself with the several libraries open to you (see below, section 10: Libraries). You will also need to develop your note-taking skills, learning to extract information from monographs, while enabling yourself to recall the arguments which the author intended his evidence to support. Similar skills are needed to obtain the full benefit of lectures. If you already have the ability to read in one or more foreign languages, it is highly desirable to keep this up.

Essay-writing requires a second set of skills. The good essay answers the specific question which you have been asked. Its first paragraph is the most important of all: this should identify the point of the question, open up its implications, and outline the direction your answer will follow. (It need not anticipate your answer.) Subsequent paragraphs should present the evidence which you believe to be relevant to the answer, each paragraph addressing a distinct point, but connecting progressively to the next. You should aid the reader with sign-posts to the direction the essay is taking, and never lose sight of the argument you wish to develop. The final paragraph should draw together the threads of this argument, not in the form of a simple summary of what you have written, but to reach a conclusion which answers the original question. All of this requires careful preliminary planning; you cannot simply write from scratch. An essay should be clearly and grammatically written, using appropriate concepts and technical terms, but free of unnecessary jargon; elegance will only enhance the persuasiveness of your argument. It should not depend too heavily on supporting 'quotes' from authorities: it should state your own case directly. Above all, however, it should *answer the question asked*.

Students are broadly encouraged to use word processors, though there are arguments for and against. On the one hand it makes one's notes and essays more

‘inviting’ to read later, and in writing an essay it becomes possible to postpone commitment to all the stages in an argument until the very end of the essay-writing process. On the other hand there is a danger of getting out of practice in writing time-limited examinations, especially University examinations, in which word-processors may not be used.

Discussion is the third skill which you will be expected to cultivate. Having written your essay, you will be expected to discuss it with your tutor and, if there are more than one undergraduates in the tutorial, or if it is written for a class, with your fellow-students. You need to be prepared to defend what you have argued, but also to listen to suggestions, criticism and outright disagreement, the better to amend your errors, improve your presentation, and refine your argument in future essays. You will learn a lot if you share ideas with fellow students, and if you chance your arm in tutorial discussion. Remember that tutorials are not designed as a substitute for lectures, or for accumulating information, but to develop articulateness and the capacity to think on one’s feet, and to tackle specific difficulties and misunderstandings. This means that note-taking, if it occurs in a tutorial at all, should be very much incidental to the overriding dialogue.

4. *The organization of the syllabus, teaching and examining*

How teaching and examining are organized in the First Year, and the respective responsibilities of the History Faculty, the Department of Politics and International Relations, and the Colleges, are now described in more formal terms.

(a) *The syllabus* for the First Year is determined by the History Faculty and the Department of Politics and International Relations, which draw up the regulations governing the number and contents of the papers on the syllabus and their examination. (The regulations presently in force have been printed above, in Section 1 of this Handbook; more detailed prescriptions for individual papers are given in subsequent sections.)

(b) *Teaching* is primarily in the form of tutorials and classes, whose organization is the responsibility of the Colleges. Anyone to whom you go for tutorials or college classes counts as one of your tutors. Some will be tutorial Fellows or Lecturers of your own college; 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, who must see that proper arrangements are made if one of these people is absent through illness or on leave.

Tuition for a term is normally arranged at the end of the preceding term; so before going down each term you should make sure that you have received reading guidance and the names of your tutors for all the work you will be doing in the following term. Some tutors like to see their pupils at the end of the preceding term to make detailed arrangements. Colleges have different rules about when term 'begins'. The official start is Sunday of First Week of Full Term, but you will almost certainly be required back before then; and by the Sunday you should not only know who your tutors for the term will be, but also have met or corresponded with them, and have been set work and assigned tutorial times.

Tutorials may consist of one, two (the most common size), three or sometimes four or five undergraduates and a tutor; they last for an hour. In the preceding week the tutor will have given the undergraduate(s) an essay question and a list of recommended reading. Undergraduates are normally asked to bring their essays to the tutorial, where they will provide the starting-point for discussion and criticism by the tutor and other participants: however, some tutors may want work handed in beforehand. The resulting opportunity for close discussion of the student's work is central to the teaching of history and politics at Oxford. During most of your course you will be working in both history and politics at the same time, which will make special demands of you: you will usually have more than one tutorial a week, for instance, though you will not be expected to write more than twelve tutorial essays a term.

Classes (of six or more, but rarely above ten) are often used in the teaching of General History, Optional Subjects and especially Approaches to History and Historiography. Like tutorials, these normally require the writing of an essay in advance by participants; their larger size is intended to encourage the art of discussion in groups. Joint teaching sessions will be held for the Politics IT course.

More information about how to get the most from tutorials and classes is available from the History Prelims handbook:

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

Since they are the principal method of teaching, the tutorials or classes for each paper should cover the main subjects on which the student is likely to be examined. Within these limits, however, there is considerable scope for choice. The tutorial system is nothing if not individualistic. Tutors themselves have very different intellectual interests and teaching styles, which shape their approach to the papers; but it is equally for undergraduates to develop their own interests, and to participate actively in drawing up the tutorial programme.

Note: while the variety of the tutorial is for students often one of the most fertile

and memorable features of Oxford, it can happen that a student feels that the tutor's approach is incompatible with the student's own. In such cases the student should not hesitate to raise the problem with her or his Personal Tutor, another College tutor, or the College's Senior Tutor, who will, if necessary, arrange a change of tutor.

The History Faculty and the Department of Politics and International Relations support the Colleges in teaching the syllabus by the provision of lectures and bibliographies.

Lectures are provided for all the outline British and General History papers in the Preliminary Examination, for the Introduction to Political Institutions, for the great majority of the Optional Subjects, and for the Approaches/Historiography/and most popular Foreign Texts papers. Their purpose is to provide orientation in the content of the paper to which they are addressed, and to give undergraduates the opportunity of direct acquaintance with scholars whose own work will in many cases have shaped the way the subject is now understood. But lectures are *never* a substitute for reading. Lecture Lists are published at the start of each term, and are distributed to undergraduates through their colleges. Lecture lists are available from the University central website (<http://www.admin.ox.ac.uk/pubs/lectures>). The majority of lectures are given in the Examination Schools; others take place in the History Faculty, the Department of Politics and International Relations or in Colleges.

Bibliographies are provided by the History Faculty for all British and General History papers and Optional Subjects, for Approaches, Historiography, the main language Texts and Quantification (when this subject is available). Those for the Introduction to Political Institutions are provided by the Department of Politics and International Relations. These are made available to tutors, who may either issue them directly to undergraduates, or draw on them to issue their own tutorial reading lists. Departmental reading lists for any Politics papers can be downloaded by any Oxford student from the Department of Politics and International Relations Website. Go to: <http://www.politics.ox.ac.uk> and follow the instructions.

In addition to the organization of tutorials and most classes, Colleges are responsible for the collection and delivery of termly *reports* to undergraduates on their work over the term: the reading of reports (an occasion often known as Collections) provides an opportunity for the student to discuss her or his progress with a tutor or other College officer. Colleges may also organize examinations (*also* known as Collections) at the start of the following term, providing students with the incentive to consolidate their previous term's work, and to practice their examination technique.

In these ways the Colleges prepare undergraduates for their First Public Examination by the University, which is called the ‘Preliminary Examination’.

(c) *The examination* for Prelims is conducted by a Board of Examiners nominated from among the members of the History Faculty and the Department of Politics and International Relations. The Examiners may be assisted in the marking of particular papers by Assessors, who will in almost all cases also be Faculty or Department members. The subjects of the examination are prescribed by the Regulations, given above in Section 1 of the Handbook. The method of examination in all four papers in the Preliminary Examination is by three-hour unseen papers: in British History, General History, Introduction to Political Institutions, the Optional Subject, Approaches to History and Historiography candidates are required to complete answers to three questions; the requirements vary in Foreign Texts and Quantification. The examination takes place at the end of Trinity Term.

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 past 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 completed answers, or inadequately completed answers.

The examiners are looking for your own ideas and analysis, and you must not be shy of presenting them as your own: whether you are conscious of having inherited them from somebody else does not 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 presenting background material. Do not write too much: most 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.

Where appropriate, more detailed indications of the contents of examination papers are given with the course descriptions in the following sections 4-8 of the Handbook. The criteria and conventions governing the award of distinction, pass or fail in Prelims are reviewed every year and, if available, are described in Section 9.

5. Beyond Prelims

After Prelims, in your Second and Third Years, you will go on to extend and deepen your study of History and Politics in the Final Honour School. You will study up to two more periods of British or General History (the latter divided now into 18 smaller periods, and including the History of the United States and of Europe and the Wider World), and two of the five core subjects in Politics: Comparative Government, Theory of Politics, Political Sociology, British Politics and Government since 1900, and International Relations. Those intending to take the Theory of Politics course are recommended to attend the PPE political theory lectures and the History Theories of the State lectures in their first year, in order to familiarize themselves with the subject. More specialized options are available in the form of the various Special and Further Subjects in History and the non-core subjects in Politics. You must also write a thesis on a topic of your choice. You can submit the thesis instead of a second History outline paper, or a History or Politics option, depending on whether you want to do a thesis in History or Politics. The length of the thesis (12,000 or 15,000 words) will depend on whether you do one in History or Politics. Full details can be found in the *History and Politics Second and Third Year Handbook* <http://www.history.ox.ac.uk/currentunder/honours/index.htm>. The course for Prelims has been designed to provide an introduction to the higher demands of studying history and politics at this University. Applying yourself to meet those demands from the beginning is the key to achieving the best possible result at the end, in the Final Honour School.

The following is a tabular form showing four different ways of combining papers for the History and Politics Final Honour School, with a suggested teaching timetable:

Key:

- HO History Outline Paper (General History or British History)
- PC Politics Core Paper
- HS History Special Subject (1 and 2)
- HF History Further Subject
- PO Politics Option (one or two of PPE papers 201-27, excluding those taken as core papers, and the Politics Special Subject paper)

The four possible combinations:

1. HO, PC, PC, HS1, HS2, PO, Thesis in History
2. HO, HO, PC, PC, HS1 HS2, Thesis or Supervised Dissertation in Politics
3. HO, HO, PC, PC, HF, PO, Thesis or Supervised Dissertation in Politics
4. HO, PC, PC, HF, PO, PO, Thesis in History

The constraints on timetabling are:

1. History Outline Papers need to be in MT or TT.
2. History Further Subjects need to be in HT of the second year.
3. History Special Subjects need to be in MT of the third year.
4. Politics core papers can be in any term.
5. Politics options need to be in MT or TT as far as possible.
6. Theses (in History) need to be in HT of the third year.

The HP committee therefore suggests that the timetables shown overleaf are followed wherever possible:

F.H.S.	Michaelmas Term 2nd year		Hilary Term 2nd year		Trinity Term 2nd year		Michaelmas Term 3rd year	Hilary Term 3rd year
HO, PC, PC, HS1, HS2, PO, Thesis in History	1 st Politics Core Paper	History Outline Paper	2 nd Politics Core Paper		Politics Optional Paper		History Special Subject	Thesis in History
HO, HO, PC, PC, HS1 HS2, Thesis or Supervised Dissertation in Politics	1 st Politics Core Paper	1 st History Outline Paper	2 nd Politics Core Paper		2 nd History Outline Paper		History Special Subject	Thesis or Supervised Dissertation in Politics
HO, HO, PC, PC, HF, PO, Thesis or Supervised Dissertation in Politics	1 st Politics Core Paper	1 st History Outline Paper	2 nd Politics Core Paper	History Further Subject	2 nd History Outline Paper		Politics Optional Paper	Thesis or Supervised Dissertation in Politics
HO, PC, PC, HF, PO, PO, Thesis in History	1 st Politics Core Paper	History Outline Paper	History Further Subject		2 nd Politics Core Paper	1 st Politics Optional Paper	2 nd Politics Optional Paper	Thesis in History

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, the Faculty of History and the Department of Politics 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 in your notes what another author has written, and then transferred that wording to your essay or thesis without realizing that it is not your own – will be punished.

Guidance

Everything you write at Oxford, including tutorial essays, 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 presented 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 acknowledgment) 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:

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

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.

On occasion, you may wish to make use in an essay of a quotation from a primary source that you have found in a more recent piece of work. There is nothing wrong with this as long as you always acknowledge in a footnote where you found the quotation you are using. This should be in the following form:

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

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 very beginning of your career in Oxford.

When you are working on a primary source – one of the prescribed texts for the Optional Subjects or for the Foreign Language papers, for example - keep a full record of author, title, editor if appropriate, place and date of publication, and page numbers. Make sure that you distinguish clearly in your notes between words that you have copied directly from such a 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

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

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

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 submitted for Finals, 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 a candidate's 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.

For further information on the University's policy on plagiarism, see <http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml>.

4. PAPER 1: HISTORY OF THE BRITISH ISLES or GENERAL HISTORY

REGULATION

Paper I:

Either (a) any one of the periods in the History of the British Isles specified for the Preliminary Examination in History or (b) any one of the four periods in General History specified for the Preliminary Examination in History. For the First or Second Public Examination candidates are required to choose at least one paper B whether in General History or the History of the British Isles B covering a period before the nineteenth century. The list of papers satisfying this provision is given in the Handbook for History and Politics. Candidates who take British History paper VII for the Preliminary Examination or the Final Honour School may not also take Politics core paper 202 for the Final Honour School.

A. HISTORY OF THE BRITISH ISLES

INTRODUCTION TO THE STUDY OF BRITISH HISTORY

Study of English History from the late Roman period has been central to the History School at Oxford since its inception, and Oxford historians have consistently been among the most distinguished in the field, leading the way by their research. Recently the interests of the Faculty have broadened, and now cover Welsh, Scottish and Irish history as well as English: correspondingly the scope of the papers studied by undergraduates has expanded to cover the History of the British Isles as a whole. The syllabus now offers seven papers in British History, from which you may choose one in the Preliminary Examination and a further one for the Final Honour School. In many, but not all, colleges this will be the first paper you will study (for which reason it is almost certainly undesirable to repeat a period you have studied at A Level). *You should note, however, that some colleges may restrict your choice at this stage.*

The papers in British History are specifically designed as ‘outline’ papers. This means that they are intended to give you an understanding of broad developments within the period; and in examination you will be expected to show an awareness of such developments. Within any given period important individual events will of course continue to command attention: but the great discontinuities in British History, the Norman Conquest, the Reformation, the Civil Wars and the Republic, the Industrial Revolution, the World Wars, are studied for their longer-term significance as much as for themselves. The subject-matter of the papers is by no means restricted to politics and affairs of state; social, economic, cultural and intellectual developments may equally be studied. For many English history will remain the primary focus of their studies; but students may choose to devote some of their essays to developments in Welsh, Scottish and Irish history. At certain times in medieval and early modern periods, and increasingly in the modern periods, a British perspective will be essential. As long as you bear in mind that you will need to demonstrate to the examiners that you can think in terms of the period as a whole, there is considerable scope for you to choose the specific topics of your tutorial essays.

Tutorial study for this paper will build on the skills which you have learnt in preparation for the outline paper in your A Level syllabus or equivalent. But there will also be critical differences. In particular, the British History papers are intended to introduce you to the reading of scholarly monographs as the principal basis for your weekly essays. Where textbooks synthesise the findings of many scholars, monographs and research articles are written directly from the evidence: in reading them it is for you to assess whether the evidence referred to does in fact support the interpretation which the author places upon it. Your weekly essay will typically be composed after reading several such monographs and a number of articles: on this basis you will be expected to engage directly with the major interpretative issues related to the topic, to form your own conclusions rather than simply reporting those of the historians.

Lecture courses will be provided for each of the papers in Michaelmas Term. There will be 16 lectures for each paper. The lecture courses have been designed to provide an introduction to important aspects of each period, and to offer the opportunity to listen to historians addressing subjects on which, in many cases, they have themselves done original research. *The lectures in British History are not intended to be a comprehensive guide to the content*

of the course or the examination paper, and are no substitute for tutorial reading.

British History is assessed in the Preliminary Examination in a three-hour unseen paper, which will contain about 20 questions in each case. You will be required to complete answers to three questions. The wording of the rubric at the head of the examination paper may differ between the seven period papers, but in every case you will be expected to show understanding of broad developments in the period, and are advised not to concentrate your answers on only a small part of the period.

The seven British History periods are as follows:

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

Papers I-V inclusive satisfy the requirement that you must choose at least one paper covering a period before the nineteenth century. For descriptions of the individual papers, see the Handbook for History: the First Year.

Note that if you study Paper VII either in Prelims or in Final Honour School you will not be allowed to study the Politics paper (202) in British Politics and Government since 1900. This is because of the substantial overlap between the papers, but you should be aware that they are not identical. British History VII is concerned with issues of social, economic, diplomatic and gender history as well as political history, whereas British Politics and Government covers those areas only in so far as they bear on political and administrative questions, and Britain since 1900. If you are interested in studying Britain since 1900 you must decide which of these papers better reflects your interests.

You are allowed to study Paper VI with British Politics and Government, as the overlap between these two papers is much less significant. Note, though that if you do study British History VI (either in Prelims or Finals), together

with British Politics and Government, you should avoid substantial repetition of material across the two papers.

B. GENERAL HISTORY

INTRODUCTION TO THE STUDY OF GENERAL HISTORY

General History, like British History, is studied in outline papers, which are designed to introduce you to long-term developments in one of four distinct periods. The papers naturally have a much wider geographical scope, covering the whole of European history in each period. The approach to the papers therefore differs from that adopted for British History in being more thematic, requiring you to devote attention to the concepts which historians use to study developments across a number of societies simultaneously. You will be expected to consider how we should use concepts such as state, economy social structure, culture and nation in different periods and societies, and the ways in which they need to be refined to do justice to the constant variety evident in the history of Europe's peoples. Equally important will be our understanding of change in the past: when and whether it is appropriate to speak of invasion, growth, reformation or revolution are among the critical issues to be faced in these papers.

Each paper will be provided with a supporting lecture course, given in the form of a 'circus' involving a substantial number of tutors involved in teaching the courses. The two medieval General History papers have 16 lectures each (given twice weekly), General History III and IV are accompanied by 24 lectures each. The lectures for General History are intended to be more indicative of the structure and content of the papers than those for British History; and in many (though not all) colleges your tutorial programme will be related to that of the lectures. But the basis of your tutorial essays will continue to be your own reading.

Given the wide, comparative scope of these papers, the recommended reading is likely to combine introductory or survey works with a selection of more specialized articles and monographs. You may find that there is pressure on the availability of the most popular introductory works; but on any topic the libraries will contain an enormous range of more specialized

works which will exemplify and enable you to study the theme of your essay in specific, detailed circumstances.

General History is examined in a three-hour unseen paper. The questions, to which you must complete three answers, will cover the period as a whole or a large part of it; Paper III (but not the others) requires answers to questions from separate sections.

(Candidates will be given a wide choice of questions relating to themes in the history of the period and they are advised not to concentrate narrowly on a particular period or topic.)

Paper I:	370-900: <i>The Transformation of the Ancient World</i>
Paper II:	1000-1300: <i>Medieval Christendom and its Neighbours</i>
Paper III:	1400-1650: <i>Renaissance, Recovery and Reform</i>
Paper IV:	1815-1914: <i>Society, Nation, and Empire</i>

Papers I - III will satisfy the requirement to choose a paper covering a period before the nineteenth century.

For descriptions of the individual papers, see the *Handbook for History: the First Year* <http://history.ox.ac.uk/currentunder/prelims/modhist/index.htm>.

5. PAPER 2: THEORIES OF THE STATE

REGULATION

Optional Subject 1, Theories of the State (Aristotle, Hobbes, Rousseau, Marx), as specified for Preliminary Examination in History.

Note that although this paper is classified as an Optional Subject in the History Preliminary Examination, it is a compulsory paper for History and Politics candidates.

Description

No understanding of Western history is complete without knowledge of the ideas which have fundamentally shaped social and political life; and it is as theories of the state that these ideas have been given their clearest expression. Built upon such enduring, constantly reinterpreted concepts as justice and liberty, authority and community, theories of the state have ranged far beyond the institutions of government to consider the position and power of the church, the role and responsibility of the individual, the interests and conflicts of social classes. This option provides the opportunity to study these theories through reading works by four major political thinkers, Aristotle, Hobbes, Rousseau and Marx.

Inspired by a timeless conviction of the value of political life, Aristotle's *Politics* provides a detailed account of the first and for long the model European state form, the city republic of ancient Greece. Written in the midst of civil war, Hobbes's *Leviathan* is not only a remarkable attempt to construct a science of politics on an analysis of individual motivation; it is also a classic of the English language, offering readers an unforgettable, often provoking, experience of sustained, rigorous argument. Rousseau's *Social Contract*, by contrast, is a vision of what men might achieve in politics – and a radical critique of what they have been forced to put up with. Finally, Marx's *Communist Manifesto* and other works illustrate his pioneering theory of the relation between the state, economic forces and class conflict, and his hopes for a communist revolution.

The paper requires candidates to show knowledge of the prescribed texts of at least three of these authors; making connections and drawing comparisons between them will be encouraged. You will have the advantage of working with an unusually coherent and self-contained set of texts, and there will be the opportunity both to place them in historical context and to consider their subsequent relevance and lasting value. *Theories of the State* provides a natural introduction to the Political Thought Further Subjects in Schools, but its interest and relevance go much wider: it will illuminate and enhance your understanding of societies and states in all periods.

Prescribed Texts

The following texts are prescribed for study. Candidates will be required to show knowledge of the prescribed texts of at least three authors.

Aristotle, *Politics*.

Hobbes, *Leviathan*, The Introduction, chaps. 11-30, and A Review and Conclusion.

Rousseau, *The Social Contract*.

Marx, *The Communist Manifesto*; *Critique of the Gotha Programme*; *The Eighteenth Brumaire*; preface to the *Critique of Political Economy*.

6. PAPER 3: DOCUMENTARY OR METHODOLOGICAL PAPER IN HISTORY

REGULATION

Paper III: Either:

- (a) Quantification in History;**
- Or (b) any one of the Optional Subjects specified for the Preliminary Examination in History except 1, Theories of the State;**
- Or (c) Approaches to History;**
- Or (d) Historiography: Tacitus to Weber;**
- Or (e) any one of the seven Foreign Texts.**

A. QUANTIFICATION IN HISTORY.

Description

The purpose of this course is to introduce historians to the statistical exploration of historical problems. It imparts statistical skills which enable students to read and understand quantitative historical research, and also to undertake elementary quantitative work on their own. It does this by examining a sequence of historical problems. During Michaelmas term, this also constitutes a course on the quantitative approach to the social history of Britain in the first half of the nineteenth century. In Hilary term, the scope is extended to the twentieth century.

The course has three objectives. The first is to provide an introduction to elementary topics in univariate and bivariate descriptive statistics and statistical inference, covering some of the techniques most widely used in social science history. No prior knowledge of statistics is assumed and A-level mathematics is not required. The course concentrates on the concepts behind the statistics, more than on the mathematics involved. Second, the course seeks to ground these techniques in the real world. To this end, it examines computer-based historical datasets throughout the course in exercises and in the research project. Additionally, it explores and evaluates the uses and limitations of quantification through historical case studies. Third, the course introduces students to history and computing, providing training in one of the most widely used statistical packages (SPSS, the

statistical package for the social sciences). Students are also introduced to the methodological issues of inference from evidence and its validity, and to some issues in historical causation. These arise directly from the application of statistical method.

Prescribed topics:

Candidates will be required to show understanding of the following:

- the application and limitation of quantitative methods to historical problems
- levels of measurement and the appropriate classification and arrangement of historical data (tables, charts, graphs, histograms, etc.)
- summarizing historical facts: univariate descriptive statistics (frequency distributions, means, medians and modes, measures of dispersion, concepts of normality)
- exploring historical relationships: bivariate descriptive statistics (correlation, measures of association including correlation coefficients, linear regression)
- drawing inferences from historical data (sampling, distributions and confidence intervals; hypothesis testing; significance and probability, parametric and non-parametric measures of association and sample statistics; multivariate analysis)
- use of computer-based statistical packages (data entry and verification, classification and transformations, statistical manipulation, interpretation and presentation)

Prescribed Text

C.H. Feinstein and M. Thomas, *Making history count: A primer in quantitative methods for historians* (Cambridge, 2002)

B. OPTIONAL SUBJECTS IN HISTORY.

Any one of an approved list of subjects, given below. Depending on the availability of teaching resources, not all Optional Subjects will be available to candidates in every year. Candidates may obtain details of the choice of options for that year by consulting lists posted at the beginning of the first week of Michaelmas Full Term in the History Faculty and circulated to History Tutors.

[Option 1, Theories of the State, is a compulsory paper in History and Politics, and is described above.]

- 2. The Age of Bede c.660-c.740.**
- 3. Early Gothic France c.1100-c.1150.**
- 4. Conquest and Frontiers: England and the Celtic Peoples 1150-1220.**
- 5. English Chivalry and the French War c.1330-c.1400.**
- 6. Crime and Punishment in England, c.1280-c.1450**
- 7. Nature and Art in the Renaissance**
- 8. Witch-craft and Witch-hunting in Early Modern Europe.**
- 9. Nobility and Gentry in England 1560-1660**
- 10. Conquest and Colonization: Spain and America in the Sixteenth Century.**
- 11. Revolution and Empire in France, 1789-1815.**
- 12. Women, Gender and the Nation: Britain, 1789-1825**
- 13. The Romance of the People: The Folk Revival from 1760 to 1914.**
- 14. The American Empire: 1823-1904.**
- 15. The Rise and Crises of European Socialisms: 1881-1921**
- 16. Working-Class Life and Industrial Work in Britain 1870-1914.**
- 17. The World of Homer and Hesiod, as specified for Preliminary Examination in Ancient and Modern History.**

18. Augustan Rome, as specified for Preliminary Examination in Ancient and Modern History.

[19.] Industrialization in Britain and France 1750-1870 (as specified for Preliminary Examination in History and Economics: available only to candidates in this school).

The prescribed texts for each option are printed in the *Handbook for History: the First Year*. Candidates will be required to show knowledge of these texts in their examination answers.

INTRODUCTION TO OPTIONAL SUBJECTS

The Optional Subjects are based on close study of selected primary texts or documents, and offer an opportunity for more specialized study than is possible in the outline papers. They provide a first indication of the range of the interests of members of the Faculty, and are often taught by experts in the particular field of the subject. (Further such opportunities for specialised study follow in the Further and Special Subjects in the Final Honour School). *Note that some colleges may restrict the choice of Optional Subjects.*

Optional Subjects are taught in tutorials and classes, normally in Trinity Term, and almost all are provided with lecture courses. They are examined in three-hour unseen papers, and you are required to complete three answers.

COURSE DESCRIPTIONS AND PRESCRIBED TEXTS

For these, see the *Handbook for History: the first year*.

C APPROACHES TO HISTORY

Description

This paper introduces students to ways of looking at the past that will probably be novel to them. The course explores both the strengths and the weaknesses of looking at the past from the perspective of other intellectual disciplines, with their varied methodologies and their different types of evidence (Anthropology; Archaeology; Art History; Economics and Sociology). The paper also offers a chance to examine the particular

perspective on History offered by an awareness of the role of gender and gender difference, an approach that has been developed powerfully in recent decades. Classes and tutorials are supported by a comprehensive lecture-course which runs in the Michaelmas Term. Students are encouraged to attend lectures on all the different disciplines, since these include a number of overlapping themes and interests; in contrast tutorials normally concentrate on only two or three of the disciplines. The study of each Approach is organized around a series of broad sub-topics which are described more fully below and are supported by short bibliographies. However none of the reading is prescribed and a course-tutor could perfectly well approach each subject with a different set of examples, chosen from any period.

Prescribed topics

The paper is concerned with the ways in which the writing of history has been influenced by other disciplines, methods and techniques. Candidates will be required to show knowledge of at least two different ‘approaches’ out of the six set out below. The sub-headings give guidance to areas in which questions will be set:

- 1. *Anthropology and History*: Family and Kinship; Authority and Power; Religion; Magic and Popular Culture; The Construction of History.**
- 2. *Archaeology and History*: Landscape; Production and Exchange; Burial: Belief and Social Status; The Built Environment: Form and Function.**
- 3. *Art and History*: Creation and Consumption; Art and Politics; The Power of Images and Ways of Seeing; The Idea of the History of Art: Displaying, Writing and Collecting.**
- 4. *Economics and History*: From Poverty to Mass Prosperity; The Spread of Commerce; Economics and Population Change; Economics and Social Structure.**
- 5. *Gender and History*: Family and Sexuality; Gender and Work; Gender, Religion and Culture; Gender and Political Change.**

6. *Sociology and History: Sociological Techniques; Social Stratification; Power and Authority; Sociology and Religion.*

Approaches to History is sometimes taught in college classes; there are lectures in Michaelmas Term. The examination is a three-hour unseen paper; candidates must complete three answers. For further details of the above topics, please consult the main school History First Year Handbook.

D HISTORIOGRAPHY: TACITUS TO WEBER

Description

There are two routes commonly pursued in the study of historical writing and method: first, study of the techniques which, as of today, we hold to be most relevant, and secondly, the study of classic texts in Western historical writing. This paper takes the second road, and the student may reasonably hope to be exercised (or derive profit) in the following areas: 1. the close reading of texts which really will bear close reading – reading being still the most fundamental of all historical techniques; 2. grasp of central problems in their broadest outlines – such as the scope and proper subject matter of history: historical objectivity: the interrelation of the author's past and present concerns: the relations of literature and history; and (not least) why we should bother with history at all; 3. the outlines of how the Western historical tradition has evolved in fact.

Prescribed Texts:

This paper is concerned with important historians and their works. Candidates will be required to show knowledge of at least three authors and texts. Passages for comment will not be set.

- (i) **Tacitus, *Annals*, Bks I-IV; and *Agricola* (both available in Penguin edns.).**
- (ii) **St Augustine, *The City of God*, Bk V; Bk XII, chs. 10-28; Bk XV, chs. 4-17; Bk XVIII, chs. 1-27; Bk XIX, chs. 10-24 (available in Penguin and Cambridge paperback edns.).**
- (iii) **Machiavelli, *Discourses*, Bk I, Preface, chs. 1-6, 9-19, 25-27, 55-60; Bk II, Preface, chs. 1-4, 19-22, 28-30; Bk III, chs. 1-9, 40, 43 (ed. J. & P. Bondanella, Oxford World Classics, 1997).**

- (iv) **Gibbon, *History of the Decline and Fall of the Roman Empire*, chs. 1-3, 8, 9, 14 and 15, General Observations on the Fall of the Roman Empire in the West (available in Penguin and Everyman edns.).**

- (v) **Ranke, *History of the Reformation in Germany*, Author's Preface; Book II cc.1,3,4; Book III cc.1,3,5; Book IV cc.2,5.**

- (vi) **Macaulay, Milton (1825), *History* (1825), Sir James Macintosh (1835), *Ranke's History of the Popes* (1840), in his *Essays; The History of England*, Ch. X, final section entitled **Peculiar Character of the English Revolution** (available in Everyman and several other edns.).**

- (vii) **Weber, *The Protestant Ethic and the Spirit of Capitalism*, tr. Talcott Parsons (London, 1991), pp. 13-183; *Science as a Vocation*, tr. Michael John, in P. Lassman and I. Velody (eds.), *Max Webers Science as a Vocation* (London, 1989), pp. 3-31.**

Historiography: Tacitus to Weber is sometimes taught in college classes; there are lectures in Michaelmas Term. The examination is a three-hour unseen paper; candidates must complete three answers.

E FOREIGN TEXTS

Prescribed Texts:

A paper based on a text or texts in one of the following languages: Classical Greek, Latin, French, German, Italian, Russian. Candidates will be required to comment on passages from the texts, but translations will not be required.

Note: Students are advised that an existing reading knowledge of the language is desirable. Opportunities to begin or improve a language are provided by the University Language Centre (see below, ch. 13), but teaching will not be specifically directed to learning these texts. Individual colleges may be able to offer additional help. Some colleges may restrict their undergraduates' choice of these papers.

- (i) Herodotus, V. 26-VI. 131, to be read in Greek, ed. C. Hude (Oxford Classical Texts, 3rd edn., 1927).
- (ii) Einhard, *Vita Karoli Magni Imperatoris*, ed. L. Halphen (Paris, 1947), and Asser, *De Rebus Gestis Aelfredi*, ed. W. H. Stevenson and revised by Dorothy Whitelock (Oxford, 1959), chaps. I to *contexitur*, 10-25, 37-42, 73-81, 87-106 (excluding 106B).
- (iii) Tocqueville, *L'Ancien Régime et la Révolution*.
- (iv) Friedrich Meinecke and Eckart Kehr: Two views of the German *Sonderweg*. Friedrich Meinecke, *Die Deutsche Katastrophe: Betrachtungen und Erinnerungen* (Wiesbaden, 1949), pp. 5-104; and Eckart Kehr, *Der Primat der Innenpolitik: Gesammelte Aufsätze zur preussisch-deutschen Sozialgeschichte im 19. und 20. Jahrhundert* (Berlin, 1965), pp. 87-129, 149-83.
- (v) Machiavelli, *Discorsi*, Bk. I.
- (vi) Juan Diaz del Moral, *Historia de las agitaciones campesinas andaluzas*.
- (vii) Leon Trotsky, *1905*, pp. 1-9, 17-245.

Foreign Texts are taught in classes or tutorials as appropriate. There are lectures on Tocqueville, Meinecke and Kehr, and Machiavelli; there may be lectures on the other texts if numbers justify them. The texts are examined in three-hour unseen papers; candidates must comment on four short passages of the text, and complete answers to two essay questions.

For descriptions of the individual texts see the *Handbook for History: the first year*.

7. PAPER 4: INTRODUCTION TO POLITICS: ANALYSIS OF DEMOCRATIC INSTITUTIONS.

REGULATION: Candidates will be required to answer *three* questions drawn from section (b) of the paper Introduction to Politics: The Theory and Practice of Democracy as specified for the Preliminary Examination in Philosophy, Politics and Economics. Candidates must show knowledge of at least three of the following political systems: the United States of America; the United Kingdom; France; Germany.

Extract from PPE Exam Regulations:

Questions will be set on the following topics: the state and its institutions (executives, legislatures, parties and party systems, courts, constitutions and centre-periphery relations); political representation; the politics of instability; policy continuity and policy change; democratic transitions and consolidation. Questions will also be set on these topics with reference to the political history of the United States of America since 1932, the United Kingdom since 1945, France since 1946, and Germany since 1932, as outlined in the department's official reading list.

This paper focuses on the practice of democracy, and especially its institutions, processes and political outputs. It asks you to think about the nature and functioning of institutions and rules in a liberal democracy; to consider their aims and how well they realize them; and to identify the effects they have on the design and implementation of public policies. This part of the course also encourages you to consider the necessary and sufficient conditions of democratic government and political stability. These questions may be approached both by the close study of four contemporary political systems (the United States of America; the United Kingdom; France; Germany) and also by the comparative study of a range of countries. Candidates must show knowledge of at least three of these political systems. There will be a range of questions sufficiently broad to afford a reasonable choice to candidates who have studied the topics 'country by country'; to those who have studied them comparatively; and those who have done something of each. The paper is section 2 of the paper: 'Introduction to Politics: The Theory and Practice of Democracy' as specified for the

Preliminary Examination for PPE. The reading list is available on the Politics website at http://www.politics.ox.ac.uk/teaching/ug/reading_lists/.

8. AN INTRODUCTION TO THE STUDY OF POLITICS: METHODS AND APPROACHES

An eight-week lecture course, given in Hilary term each year, in the early afternoon.

Week 1. Introduction to the Study of Politics

Week 2. Qualitative methods in comparative politics I

Week 3. Qualitative methods in comparative politics II

Week 4. Quantitative methods in comparative politics I

Week 5. Quantitative methods in comparative politics II

Week 6. Historical and Normative Approaches to Politics I

Week 7. Historical and Normative Approaches to Politics II

Week 8. Approaches to the Study of Politics: A Concluding Overview

Candidates are expected to show knowledge of the methodological issues involved in both normative and empirical political research.

9. THE PRELIMINARY EXAMINATION: Entry procedure, conduct of the examination, marking.

Entries for the Preliminary Examination in History and Politics must normally be received before 12 noon on Friday of week 7 in Hilary Term 2011. 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 and the forms are kept in college offices.

A month or two before Finals the examiners send a memorandum to all candidates about the conduct of the examination. 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 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, on the use (where permitted) of calculators in examinations, see *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.

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: for further information see the Proctors' and Assessor's memorandum: Essential information for students' which you are given on starting at Oxford).

The Preliminary Examination is not a classified examination. You can be awarded a distinction, pass or fail. To be awarded a pass, you must achieve a

pass in all papers of the Preliminary Examination.

The list of distinctions, passes and fails is issued as soon as the papers have been marked and any discrepancies resolved. The examiners report your marks to your college, which passes them on to you.

To enter for Finals you must have passed the Preliminary Examination or some other First Public Examination. If you fail a paper or papers of the Preliminary Examination you will need to resit this paper only/these papers only in the September following the Preliminary Examination. Your results in your first-year examinations do not contribute to your Finals result.

CRITERIA FOR MARKING EXAMINATION QUESTIONS IN HISTORY AND POLITICS

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. Candidate who receive appropriate marks at this second attempt may remain on the Honours course in History and its joint schools. 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>

Organization & Presentation

clarity and coherence of structure;
clarity, fluency and elegance of prose;
correctness of grammar, spelling, and punctuation.

These criteria inform the following mark-bands:

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.
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.
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.
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.
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.
<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.

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.

10. 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. The following libraries and museums are particularly useful to undergraduate students of History and Politics:

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. Some books covering the period after 1945 are housed in the Social Science Library (see 3. 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)

History Librarian: Ms Isabel Holowaty

HFL Librarian-in-Charge: Ms Valerie Lawrence

2. **The Social Science Library.** Located in the Manor Road Social Science Building, this houses the main Politics library for HPOL and PPE students and is therefore the principal lending library for politics. It also holds politics periodicals and books on post-1945 British and International history.

Hours of opening:

Term (Weeks 0-9)9am-10pm (Mon-Thur)

 9am-7pm (Fri)

 10am-6pm (Sat)

 12 noon-6pm (Sun)

Vacation: 9am-7pm (Mon to Fri)

 10am-4pm (Sat)

 Closed on Sundays

Hours may change slightly. For up-to-date information please see the

library's website at: <http://www.bodleian.ox.ac.uk/ssl>.

Librarian: Ms Margaret Robb (2) 78709

Assistant Librarian: Ms Louise Clarke (2) 78721

- 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)
9am-5pm (Sat)

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

- 4. College Libraries.** Each college has its own library, for use by members of that college. These libraries contain good, sometimes excellent, history 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.

- 5. Specialized University Libraries.** There are several other specialized University libraries which undergraduates 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)

For details of opening hours, loan facilities, xerox and computing provision, etc, for all these libraries refer to the PPE handbook, section on 'Libraries'.

- 6. 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.

OLIS, the University's on-line library information system, contains catalogues of many University and some college libraries. It is accessible from any workstation on the University network.

University-wide library information is on the World Wide Web at <http://www.lib.ox.ac.uk/olis/>.

11. ADMINISTRATION AND STUDENT REPRESENTATION.

1. The History Faculty

The History Faculty of the University of Oxford contains over 100 members, all active historians; it includes the great majority of those who are involved in teaching undergraduates. Like that of the University at large, its governmental structure is complex, ensuring a careful distribution of power. The two principal decision-making bodies within the Faculty are:

The Faculty Meeting: meets termly, open to all members of the Faculty;
The Board of the Faculty: meets twice per term; its members are elected from the Faculty.

The Faculty Board has several committees, of which those with particular responsibilities for undergraduate affairs are: the Undergraduate Studies Committee and the Examinations Committee. Further details of the staff and officers in History can be found on the Faculty's website, at <http://www.history.ox.ac.uk>.

2. The Department of Politics and International Relations

The administration of Politics in Oxford is the responsibility of the Department of Politics and International Relations. Further details of staff in Politics, including their research interests, are available on the web at: <http://www.politics.ox.ac.uk>

3. The Joint Standing Committee for History and Politics

This is a committee made up of members of the teaching and administrative staff of the Faculty of History and the Department of Politics, and two students members. It meets termly to deal with issues such as examinations criteria, handbooks, prospectus, and changes to the syllabus. The current Chairman is Dr Nicholas Owen (The Queen's College). He is responsible for History and Politics across the University, and he will be happy to attempt to answer any questions concerning the course which cannot be answered by your college tutors in either History or Politics. His email address is: nicholas.owen@queens.ox.ac.uk.

4. The Joint Consultative Committees

Consultation with students is an essential feature of Oxford University life. Your tutors, and others involved in the administration of the course, are anxious to receive feedback concerning the operation of the course. Procedures exist already to gather feedback from lecture audiences. Undergraduate Joint Consultative Committees, consisting of members elected by the students, exist both for History and for Politics (with student membership representing the PPE and History & Politics degrees).

Details of both Joint Consultative Committees, with the names of current student representatives, can be found on the relevant Faculty/Departmental websites.

5. The History Faculty Office and the Department of Politics and International Relations

(i) The History Faculty Office is situated on the ground floor of the History Faculty, Old Boys' School, George Street, OX1 2RL. 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.

The present staff of the History Faculty Office is:

Administrative Officers:

Ms J. Porter (Thursday, Friday)	6-15019
Dr A. Hopkins	6-15020
Ms I. Moriceau	6-15017
Mr C. McCloskey	6-15044
Mrs S. Harris	6-15018

Undergraduates should *not* normally approach the Faculty Office with individual enquiries and requests, but should in the first instance direct these through their College tutors, who are primarily responsible for the organization of their teaching, the distribution of bibliographies, etc.

The Common Room is on the Ground Floor of the History Faculty Building in the Old Boys' High School, 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.

(ii) The Department of Politics and International Relations is situated in the Manor Road Building, Manor Road, OX1 3UQ. Further details about operational arrangements and key staff are available from the Departmental website: <http://www.politics.ox.ac.uk/>.

Undergraduate administrators for Politics:

Ms Liz Griffith (email: elizabeth.griffith@politics.ox.ac.uk ; tel: (2) 88564)

Ms Samantha Rainbird (email: samantha.rainbird@politics.ox.ac.uk; tel: (2) 85947)

12. EQUAL OPPORTUNITIES AND STUDENTS WITH DISABILITIES

1. Equal Opportunities

The University has in place policies relating to equal opportunities, harassment and disability which are kept under review. Details can be found in the university prospectus, on the Oxford University website (<http://www.admin.ox.ac.uk/eop/>) and in the Proctors' and Assessor's Memorandum, a booklet which is given to all students on arrival.

2. Students with Disabilities

The History Faculty and the Department of Politics 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/Departments 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 Services website at <http://www.admin.ox.ac.uk/eop/>.

13. FEEDBACK AND COMPLAINTS PROCEDURES

1. 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 member 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 of 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 the Department of Politics and International

Relations operate the University's Code of Practice Relating to Harassment. Details of this, and of the courses of action open to undergraduates, are available from Colleges.

The History Faculty advisers are:

Dr Senia Paseta	(2)74952
Dr Matthew Grimley	(2) 76346

The Department of Politics and International Relations advisers are:

Dr Gwendolin Sasse (Nuffield)	(2) 88689
Dr Paul Martin (Wadham)	(2) 77987

Undergraduates who feel that they have been subject to harassment in a Faculty or Departmental context may wish to contact one or other of the above Advisers.

2. Complaints Procedures

The Department of Politics and International Relations has an internal complaints procedure, designed to deal with individual complaints promptly, fairly and in confidence. Complaints relating to the teaching or administration of Politics should normally be addressed in the first instance to Professor Stephen Whitefield, Head of the Department of Politics and International Relations. Complaints in respect of harassment should be addressed to one of the harassment advisers.

The History Faculty also has an internal complaints procedure via your college History tutor, college Senior Tutor and the Faculty Undergraduate Studies Committee. Full details of the procedure are in the History First Year Handbook:
<http://www.history.ox.ac.uk/currentunder/prelims/modhist/index.htm>

Complaints in respect of harassment should be addressed to the History Faculty Advisers on Harassment listed above.

In addition, at Oxford there are three officers called the Proctors and the Assessor, who act as kinds of 'independent ombudsmen' and provide a special forum for dealing with complaints. They have power to investigate directly complaints from any member of the University and to take

appropriate measures to provide redress. Refer to the Proctors' website at <http://www.admin.ox.ac.uk/proctors> for details of the complaints procedures, equal opportunities policy, harassment, disability and other welfare issues.

Finally, however, it is important to remember, in a collegiate University, that even on matters relating exclusively to university teaching and examining, your college tutor, or your college's senior tutor and its other officers concerned with welfare, provide an immediate and well-informed source of advice about the best procedure to adopt.

3. Student Feedback

The feedback which you provide to lecturers and tutors is valued and is taken seriously. It has an important contribution to make to maintain the quality of the education you receive at Oxford.

Lecture questionnaire forms will be provided for you to comment on each set of lectures. They will be handed out by the lecturer towards the end of his or her set of lectures, and further copies will be available from Faculty or Department. Completed forms may either be left for the lecturer at the end of the lecture or sent to the Faculty or Department office. The results of the questionnaire are seen by the lecturer and also by the appropriate Faculty and Departmental Committees. They are responsible for ensuring that any problems reported through the questionnaires are addressed. Questionnaires for History are also available to download from the History website at <http://www.history.ox.ac.uk>.

You will also be expected to provide feedback on tutorial teaching to your college, although you will find that colleges may differ in the ways in which they provide for this.

4. Changing Your Course

Do not seek to change course at the first sign of difficulty. All courses that are worth anything bring the student up against obstacles, and your tutors will guide you past them. Seek the advice of your tutors at all times when in difficulty. Discuss problems also with your contemporaries; you are not in competition with them, and you should get into the habit of helping and being helped.

If you decide you really do want to change, there are three bodies which must approve: the University, your college, and those who are paying for you.

The University is unlikely to be a problem. There are no restrictions on examination entry: provided that your college approves, you may be a candidate in any part of the First Public Examination; and the condition for entering for a Final Honour School, besides college approval, is that (if not exempt) you should have passed some part of the First Public Examination – any complete Prelims will do. However, a few departments, such as Psychology, do have quotas for acceptance on to their courses.

Your college has admitted you to read for a particular Honour School, or a particular combination of First Public Examination plus Honour School. You cannot change without its permission, which is liable to be refused if the receiving tutors think you unsuited to their course, or don't have room (in some courses, e.g. Law and English, the teaching resources are often very strained). If you wish to explore the possibility of changing, the first rule is, 'Don't delay' – you could be losing vital learning time. Talk to your current tutors or, if that is embarrassing, to your College Adviser or the Senior Tutor or some other Fellow whom you know.

If you hold an award from your Local Education Authority, even if it is for fees only, you will need the authority's permission to change course, which will be given only if backed with full college approval. Your Senior Tutor will do the correspondence. Other awards, scholarships, sponsorship, etc. may be tied to a particular course. Again the Senior Tutor will help, once your college has agreed to let you change.

5. Illness

If illness seriously affects your academic work, make sure that your tutors know the fact. If at all possible choose a Fellow or Lecturer of your college in whom to confide B otherwise it will be difficult for the college to help. Help may involve: excusing you tutorials for a bit; 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 B 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 exam itself, your college must report the fact to the 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, therefore, must deal with your Senior Tutor, never directly 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, and the deadline for getting permission in respect of foreseeable problems such as dyslexia is Second Week of the term of the examination. Probably you will need a medical certificate; college doctors have the right University forms.

6. Financial Problems

Many colleges have funds available for hardship grants to their members. There are also two more general schemes. (1) Access Funds are provided by the state to give financial help to full-time home undergraduates and postgraduates where access to higher or further education might be inhibited by financial considerations, or where students, for whatever reasons, including disabilities, face financial difficulties. Application should be made to your college. (2) The University's Committee on Student Hardship makes grants and loans for the relief of financial hardship, which must have been unforeseeable at the time of admission. It meets once a term, and application forms, which are held in your college office, must be completed and in the hands of a designated college officer, probably the Senior Tutor, before a designated time, probably in Fourth Week (First Week in Trinity Term). Many colleges make grants to undergraduates for special purposes, such as research travel.

14. FOREIGN LANGUAGES

In the First Year opportunities to read in a foreign language are provided by the Language Texts in Paper 4 of the Preliminary Examination; and tutors will be happy to recommend books in foreign languages for the outline General History papers, the Introduction to Political Institutions paper and the Optional Subjects.

In the Second and Third Years some Further and (particularly) Special Subjects in History are based on texts and documents in one or more foreign languages and can only be taken by students with an adequate reading knowledge of the language(s) in question. Without foreign languages, therefore, a student's choice of history papers will be restricted.

For those who wish to learn a new language, or improve their existing language(s) the **University Language Centre**, 12 Woodstock Road, offers students the following facilities, free of charge:

1. *Taught Classes* in general language, in French (6 levels), German (reading and speaking) (6 levels), Italian (5 levels), Spanish (5 levels), Russian (5 levels) and Modern Greek (3 levels). Classes in Mandarin (2 levels), Portuguese (2 levels), and Welsh (3 levels), are also offered.

2. *Materials for Private Study*: available in almost 140 languages; facilities for viewing live TV by satellite in 14 different languages, including French, German, Italian and Spanish.

Undergraduates should visit the Centre in Noughth Week [i.e. the week before the start of Full Term] to obtain full information.

The History Faculty has also commissioned the Language Centre to provide a course in *Reading French for Historians*, for students in their second year. Details of this will be circulated to undergraduates at the end of their first year through their College Tutors in History.

15. INFORMATION TECHNOLOGY

Computer skills are always valuable and in some respects essential. Your priority tasks during the first year should be familiarizing yourself with electronic mail, developing your word-processing skills, and learning to use OLIS to its full potential. You will need to use IT during your course. Many tutors encourage students to present at least some of their essays in word processed form. It is essential that you use electronic mail as this will be used to communicate information to you by faculty staff. Your college will supply you with an email account. Your email address will be of the form: firstname.lastname@college.ox.ac.uk.

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 realize 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; 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 Department of Politics and International Relations has new computing facilities with access to a wide range of specialist social sciences research software, which undergraduates may apply to use. A special computer room is used for computer-based courses. The Department also houses the Social Studies Computing and Research Support Unit which provides computing, statistical and data support for social science research; details are on line at <http://www.politics.ox.ac.uk>.

There is a web-based information service for Politics (and other PPE) students which you are advised to use: <http://www.politics.ox.ac.uk/teaching/>. This contains information on, amongst other things, the Lecture List, reading lists, recent finals papers and examiners' reports; the JCC also has its own web page.

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

The History Faculty is also developing its own section in the University's Virtual Learning Environment, <http://www.weblearn.ox.ac.uk> 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 University network and IT facilities are bound by these rules.