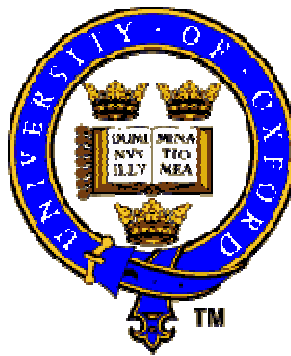


**MODERN HISTORY AND ECONOMICS
AT OXFORD**



HANDBOOK

**FOR THE PRELIMINARY EXAMINATION AND THE
FINAL HONOUR SCHOOL
IN
MODERN HISTORY AND ECONOMICS**

2004-2005

This Handbook is intended as a guide to all three years of study of Modern History and Economics at Oxford. It gives an explanation of the rationale of the Joint School and its combinations of papers. It also provides the regulations prescribing the content of the syllabus and the subjects for examination in the Preliminary Examination and the Final Honour Schools, descriptions of the courses available, and other information useful to undergraduates. It should be read in conjunction with the current handbooks for Modern History and for Economics. Detailed information about resources is given in the parent schools' handbooks.

This Handbook is revised annually and issued to colleges at the start of Michaelmas Term for distribution to all their undergraduates reading MHE. It aims to be up to date in September of the year of issue. Comments and corrections should be addressed to the Secretary, Board of the Faculty of Modern History. The current issue is available online at <http://www.history.ox.ac.uk/currentunder/index.htm>
<http://www.econ.ox.ac.uk/Intra/Under/Handbooks/ModHistoryandEconBook.htm>

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THE PRELIMINARY EXAMINATION IN MODERN HISTORY AND ECONOMICS

A

1. The Preliminary Examination in Modern History and Economics shall be under the joint supervision of the Divisional Board of Board of Social Studies, and the Board of the Faculty of Modern History and shall consist of such subjects as they shall jointly by regulation prescribe.

B

Every candidate shall offer four papers, as follows:

1. Introductory Economics, as specified for the Preliminary Examination in Philosophy, Politics and Economics.

2. General History: any one of the periods specified for the Preliminary Examination in Modern History.

3. Optional Subject: any one of the following, as specified for the Preliminary Examination in Modern History.

Nobility and Gentry in England 1560-1660

**Working-Class Life and Industrial Work in Britain 1870-1914
or Industrialization in Britain and France 1750-1870, which is available only for candidates for this examination.**

4. *Either (a) Approaches to History or (b) Historiography: Tacitus to Weber or (c) Foreign Texts or (d) Quantification in History, as specified for the Preliminary Examination in Modern History.*

The individual specifications and prescribed texts for papers 3 and 4 above will be published in the Handbook for the Preliminary Examination in Modern History by Monday of noughth Week of Michaelmas Term each year for the academic year ahead. Depending on the availability of teaching resources, with the exception of Optional Subject 1, not all the Optional Subjects listed in the Handbook will be available to candidates in any given year. Candidates may obtain details of the choice of options for that year by consulting the Definitive List of Optional Subjects posted at the beginning of the first week of Michaelmas Full Term in the Modern History Faculty and circulated to tutors.

Candidates must also pursue a course in Data Analysis and Information Technology, and are required to submit an information technology-based project by the first day of Trinity Full Term in which the examination is taken. Candidates will only be deemed to have passed the examination if they have submitted a satisfactory project for the Data Analysis and Information Technology course. Any candidate who fails to submit a project for the Data Analysis and Information Technology course by the deadline, or whose project is deemed to be unsatisfactory, will be allowed to resubmit the project by the Monday of the week falling three weeks before First Week of the following Michaelmas Full Term. Details of the course are to be found in the Student Handbook for Modern History and Economics.

Schedule

Note. The letter C against a text indicates that it is available as a photocopy from the History Faculty Library. The letter T against a text indicates that it is to be read in specially prepared translation.

INDUSTRIALIZATION IN BRITAIN AND FRANCE: 1750-1870

This is a paper in comparative economic history and is concerned with the main relationships involved in the industrialization of these two countries.

The texts have been selected to exemplify British commentaries on economic developments in France and French perceptions of Britain's economic progress from 1750 to 1870.

A. Texts by British Authors:

- A. Young, *Travels in France During the Years 1787, 1788 and 1789*, ed. Constantia Maxwell (Cambridge, 1950), pp. 279-300, 312-13. (Available in the History Faculty Library.)
- C M. Birkbeck, *Notes on a Journey Through France in 1814*, 3rd edn. (London, 1815), pp. 99-115. (Bodleian reference 80 R 88 BS.)
- E. Baines, *History of the Cotton Manufacture in Great Britain* (London, 1835), pp. 512-26. (Bodleian reference 35. 734.)

- C H. Colman, *The Agricultural and Rural Economy of France, Belgium, Holland and Switzerland* (London, 1848), pp. 20-40. (Bodleian reference 48. 105.)
- C Great Exhibition, *The Industry of Nations as Exemplified in the Great Exhibition of 1851* (London, 1852), pp. 223-7. (Bodleian reference 177e.15.)
- C A. B. Reach, *Claret and Olives* (London, 1852), pp. 256-63. (Bodleian reference 203. b. 301.)
- C F. Marshall, *Population and Trade in France in 1861-2* (London, 1862), pp. 156-207. (Bodleian reference 232. b. 61)
- T. E. Cliffe Leslie, 'The Land System in France', in *Systems of Land Tenure in Various Countries* (London, 1881), ed. J.W. Probyn, pp. 291-312 (Bodleian reference 24754. e. 174.)
- B. Texts by French Authors (translated into English);
 Leon Faucher, *Manchester in 1844: Its Present Condition and Future Prospects* (London, 1844), pp. 1-20 and 85-152. (Bodleian reference Gough Adds. Lancs., 8017.)
- C A. P. A. Ledru-Rollin, *The Decline of England* (London, 1850), pp. 19-27, 27-32, 189-225, 249-62, 282-91, 328-47. (Bodleian reference 24712 f. 43 [R].)
- C H. A. Taine, *Notes on England* (London, 1872), pp. 153-75 and 272-99. (Bodleian reference 226. j. 172.)
- C La Rochefoucauld, F. de, *A Frenchman in England* (Cambridge 1933), pp. 157-242.
- C Nickolls, Sir J., pseud. (i.e. R.B. Plumard de Danguel), *Remarks on the advantages and disadvantages of France and of Great Britain* (London, 1754), pp. 1-48.
- C T F. Chaumont, *Mémoire sur la France et l'Angleterre* (1769).
 D'Eichthal, G., *A French sociologist looks at Britain*, tr. and ed. B. M. Ratcliffe and W.H. Chaloner (Manchester, 1977), pp. 13-108.

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

HONOUR SCHOOL OF MODERN HISTORY AND ECONOMICS

(i) EXAMINATION REGULATIONS

Honour School of Modern History and Economics

1. The examination in the Honour School of Modern History and Economics shall consist of such subjects in Modern History and Economics as the Board of the Faculty of Modern History and the Divisional Board of Social Sciences from time to time shall in consultation prescribe by regulation.

2. No candidate shall be admitted to examination in this School unless he has either passed or been exempted from the First Public Examination.

3. The examination in the Honour School shall be under the joint supervision of the Board of the Faculty of Modern History and the Social Sciences Divisional Board, which shall appoint a standing joint committee to make proposals for regulations concerning the examination. Such proposals shall be submitted to the boards of the two faculties which shall make regulations concerning the examination and which, in the case of difference of opinion, shall hold a joint meeting at which the matter in dispute shall be resolved by the vote of the majority.

4. The Chairmen of Examiners for the Honour School of Modern History and for the Honour School of Philosophy, Politics and Economics shall consult together and designate such of their number as may be required for the examination for the Honour School of Modern History and Economics, whereupon the number of examiners shall be deemed to be complete.

(ii) REGULATIONS

Each candidate shall offer:

1. *Macroeconomics.*
2. *Microeconomics.*
3. *British Economic History since 1870.*

4. *Either* one period of General History *or* one period of the History of the British Isles, except any such period offered as a successful candidate in the First Public Examination.

5. One of the following:

(a) *English Society in the Seventeenth Century*. (As prescribed in the Honour School of Modern History)

(b) *British Economic and Social History 1700-1870*. (As prescribed in the Honour School of Modern History)

(c) *British Society in the Twentieth Century*. (As prescribed in the Honour School of Philosophy, Politics and Economics)

6. *Either* (a) one Special Subject in Modern History;

or (b) two Further Subjects in Modern History, provided that neither option (a) *English Society in the Seventeenth Century* nor option (b) *British Economic and Social History 1700-1870* has been taken under Item 5 above.

or (c) two Further Subjects in Economics;

or (d) (i) one Further Subject in Modern History and (ii) one Further Subject in Economics.

Either of subjects 5(a) or (b) not offered under that section may be offered under section 6(b) or (d). The same subject may not be offered under both section 5 and section 6.

An optional substitute thesis may be offered *either* instead of one paper in the History of the British Isles, General History, a Further Subject in Modern History or a Special Subject extended essay in Modern History *or* instead of one Further Subject in Economics, under the regulations of a respective parent school.

For optional substitute theses in Modern History, Regulation VII. *An Optional Additional Thesis* applies with the following additions:

Cl. VII. 4. Add: In the case of an optional substitute thesis, where a thesis is offered in lieu of a paper, the College History Tutor or thesis advisor shall set essential background and further reading, and shall read not more than two draft parts or chapters of the thesis and comment upon them.

Cl. VII. 5. The last sentence (“The College History Tutor or thesis advisor may comment on the first draft.”) does not apply.

Cl. VII. 8. Add: No candidate may present a thesis in replacement of a period of General or a British History, the subject matter of which falls within the parameters of a Further or Special Subject paper which the candidate propose to offer.

A second thesis, in addition to the papers listed under sections 1 to 6 may be offered in accordance with the Regulation VII. *An Optional Additional Thesis* of the Honour School of Modern History (see below)

The syllabus for sections 1-3, 5(c) and 6(c) and (d) (ii) is as specified in the Honour School of Philosophy, Politics, and Economics and for sections 4, 5(a)-(b) and 6(a), (b) and (d) (i) as specified for the Honour School of Modern History.

The individual detailed specifications and prescribed texts for the Further and Special Subjects as specified for the Honour School of Modern History will be given in the Handbook for the Honour School of Modern History. This will be published by the Modern History Board by Monday of Week 1 of the first Michaelmas Full Term of candidates' work for the Honour School.

Depending on the availability of teaching resources, not all Further and Special Subjects will be available to all candidates in every year. Candidates may obtain details of the choice of Further and Special Subjects in Modern History available for the following year by consulting the supplement to the Handbook for the Honour School of Modern History and the Economics Supplement to the PPE Handbook for details of the choices of Further Subjects in Economics. This will be issued by the beginning of the fourth week of the first Hilary Full Term of candidates' work for the Honour School and will contain full specifications and prescribed texts for any Further or Special Subjects specified for Modern History introduced for the following year, and any amendments to the specifications and prescribed texts of existing Further and Special Subjects approved by the Modern History Board by its first meeting of the preceding Hilary Term.

No candidate may offer the same subject twice.

Any candidate may be examined viva voce.

Calculators may be used in the examination room for all Economics papers (which shall be taken to include *British Economic History since 1870* but not other papers in Economic History) subject to the conditions set out under the heading 'Use of calculators in examinations' in the *Special Regulations concerning Examinations*.

In every case where, under the regulations for this honour school, candidates have any choice between one or more papers or subjects, every candidate shall give notice to the Registrar not later than Friday in the fourth week of Michaelmas Full Term preceding the examination of all the papers and subjects being so offered.

In addition to the compulsory papers listed above, candidates who so desire may offer a thesis in accordance with Regulation VII. *An*

***Optional Additional Thesis* of the Honour School of Modern History, q.v. modified as follows:**

(a) the subject shall, to the satisfaction of the examiners, fall within the scope of the Honour School of Modern History and Economics; or

(b) the prizes listed in that regulation with the addition of the Webb Medley Essay Prize and the Sir John Rhys Prize;

(c) theses must be submitted to the Chairman of the Examiners, Honour School of Modern History and Economics, Examination Schools, Oxford. In the assignment of honours, attention will be paid to the merits of any such thesis;

(d) not more than two theses may be offered.

PASS SCHOOL OF MODERN HISTORY AND ECONOMICS

(i) EXAMINATION REGULATIONS

Pass School of Modern History and Economics
(Ch. VI. Sect. I. C. § 3)

(ii) REGULATIONS

Candidates must satisfy the examiners in the following four papers as specified for the Honour School of Modern History and Economics.

- (i) Macroeconomics
- (ii) British Economic History since 1870
- (iii) *Either* one period of General History *or* one period of the History of the British Isles, except any such period as has already been offered in passing the First Public Examination.
- (iv) *either* one of the following *or* a thesis within the scope of one of these subjects. The regulations for the thesis shall be as prescribed for the Honour School of Modern History (Regulation VII. *An Optional Additional Thesis* modified as for the Honour School of Modern History and Economics) for subjects (a) and (b) and as for the Honour School of Philosophy, Politics and Economics for subject (c).
 - (a) English Society in the Seventeenth century.
 - (b) British Economic and Social History 1700-1870.
 - (c) British Society in the Twentieth Century.

*Note: the Pass School is **not** an alternative to the Final Honour School, and a candidate is entered for it only in the most exceptional circumstances. It is **not** an Honours degree and is **not** classified.*

THE MODERN HISTORY AND ECONOMICS DEGREE

Modern History and Economics brings together the traditionally separate disciplines of history and economics to form a coherent and intellectually stimulating programme. The identity and integrity of both disciplines are successfully preserved, and it is possible to specialize primarily in either history or economics. The combination of economics, economic history and history (political as well as social) means that you will be equipped to view issues in the real world from a variety of contrasting perspectives. With all the options available, the course offers countless different permutations, ensuring that whatever you want from this course, you are likely to find it.

STRUCTURE OF THE COURSE

The syllabus is set by the University, which grants degrees and therefore examines for them, but teaching (apart from lectures) is arranged by your college. The MHE syllabus prescribes the subjects for two University examinations: the Preliminary Examination, (MHE Prelims) normally taken at the end of your first year; and the Final Honour School of MHE, (MHE Finals) normally taken at the end of your third year. Prelims consists of four subjects, Finals of six or seven. Each subject is examined in one three-hour paper. It is possible to offer a dissertation either instead of or in addition to certain of the papers in Finals. All syllabuses are published annually in the University's *Examination Regulations* (the 'grey book'), to which this handbook will frequently refer. You received a copy of the undergraduate version of *Examination Regulations* when you arrived; any subsequent changes of regulation which significantly affect you will be notified to you, and if they are changes of syllabus which might affect you adversely, they will not apply to you without your consent.

CHOOSING YOUR OPTIONS

In **MHE Prelims** you must offer four papers as follows.

1. Introductory Economics. This paper is designed to give a solid grounding in both micro and macro-economics, including international aspects. Appropriate mathematical and statistical techniques are also covered.
2. General History (primarily European). A choice of four options is available: 370-900, 1000-1300, 1400-1650, 1815-1914. These papers are studied thematically. For descriptions of these papers, see the *Handbook for Modern History: the First Year*.
3. A paper on Historical Methods. A variety of options are available. "Approaches to History" involves an examination of interdisciplinary ways of studying history; "Historiography: Tacitus to Weber" looks at great historians and their works; Quantification in History provides an introduction to the use of statistics in historical investigation; and the Foreign Texts option allows students to study one or two seminal historical works in a foreign language (options in Greek, Latin, French, German, Italian, Spanish and Russian are available). For descriptions of these papers, see the *Handbook for Modern History: the First Year*.
4. An Optional Subject involving the use of primary sources. The following are currently available although there may be some variation from year to year: Nobility and Gentry in England 1560-1660; Working-Class Life and Industrial Work in Britain 1870-1914; Industrialization in Britain and France 1750-1870. For descriptions of these papers, and details of the prescribed texts, see the *Handbook for Modern History: the First Year*.

Data Analysis and Information Technology: MHE students have to attend a one-day Data Analysis and Information Technology course. The aim of the course is to ensure that students have a basic exposure to Microsoft packages, especially word processing and specific training in Excel or SPSS. Following the one-day course, students are required to do a project which is an exercise in which they show their command of word processing skills, and their ability to construct graphs and tables, in a simple analysis of economic

or political issues. Completion of a satisfactory project is a requirement for passing the Preliminary Examination.

MHE Finals: after Prelims the choices are greater. You must offer two core papers in economics, which include both theoretical and applied components, and there is one core paper in Economic History. Thereafter there is a large choice of subjects enabling you to use the skills acquired in the first year and from the study of core papers. The following papers are prepared:

1. Macroeconomics
2. Microeconomics
3. British Economic History since 1870
4. Either a period of British History or a period of General History (European or World History) or the History of the United States or the History of European expansion overseas. There are twenty-three options to choose from. Social, economic, and cultural as well as political themes are addressed within these options. For course descriptions of these papers see the *Handbook for Modern History: the Final Honour School*, chs 3 and 4.
(<http://www.history.ox.ac.uk>)
5. One of the following economic history options: English Society in the Seventeenth Century; British Economic and Social History 1700-1870; British Society in the Twentieth Century.
6. Either a special Subject in History, or two Further Subjects in History, or two Further Subjects in Economics, or one further subject in Economics and one Further Subject in History. A list of the History Further and Special Subjects can be found in Appendix A, while Appendix B contains course descriptions of the Further Subjects in Economics.
7. It is possible to offer a dissertation instead of or in addition to one of the papers under 4 and 6 above. Submitting a dissertation can bring extra credit when degree results are decided.

Take time to decide your options. Usually your Tutors will advise you to begin by studying the core subjects, among which you have less freedom of

choice. When it comes to non-core subjects, there are conflicting pressures. You may well be interested in and enthusiastic about something less mainstream, but such a subject may offer less support to the core subjects and so require greater application. MHE's great strength is that it can be customised to meet specific needs without a loss of coherence.

TUTORS

Anyone to whom you go for tutorials or college classes counts as one of your tutors. In your preparation for Prelims there are bound to be at least four of them, and over the whole course there may well be eight or ten. 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, probably one in Modern History and one in Economics. 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 you should try to ensure that by the Sunday you know who your tutors for the term will be, have met or corresponded with them, and have been set work and assigned tutorial times by them.

TUTORIALS, CLASSES, AND COLLECTIONS

What you are expected to bring to a tutorial is knowledge of the reading that was set for it (or a variant on your own initiative if some book or article proves really inaccessible) and any written work demanded. What you have a right to expect is your tutor's presence and scholarly attention throughout the hour agreed, plus guidance, e.g. a reading list, for next time. Beyond that styles differ, depending on how many students are sharing the tutorial, the nature of the topic, and above all the habits and personality of your tutor. You must not expect uniformity, and you will gain most if you succeed in adapting to differences.

In MHE it is necessary to cover six or seven Finals subjects in five tutorial terms (the weeks before the Finals examination being usually set aside for revision). So you will nearly always have more than one tutorial a week.

Work on a tutorial essay involves library searches, reading, thinking, and writing. It should occupy a minimum of three days. Read attentively and thoughtfully. As your reading progresses, think up a structure for your essay (but do not write an elaborate plan which you won't have time to execute). Expect to have to worry out your thoughts, both during and after reading. Use essays to develop an argument, not as places to store information. As you write, imagine that the audience is not your tutor, but people you are seeking to interest and instruct - e.g. a sixth form. 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.

Students are encouraged to use word processors, though there are arguments for and against. On the one hand it makes 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.

Some tuition is by means of college or University classes, a system specially suited to subjects in which your written pieces of work are exercises rather than essays - e.g. quantitative methods. You have a right to expect that written work for a class will be returned to you with written or oral comments. More information about class teaching is available in the Handbook for Modern History, at:

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

Most colleges will require you to sit college examinations, 'collections', before the start of each term. The objects are to test your comprehension of work already covered, and to practice you in writing timed papers. Make sure at the end of each term that you know the times and subjects of next term's collections.

Oxford trains you as a writer to deadlines; so equip yourself with a writer's tools - a dictionary, such as the *Concise Oxford Dictionary*, and, unless you are very confident, a thesaurus and *Modern English Usage*.

LECTURES

Modern History and Social Studies lecture lists are published each term and are available on-line at: <http://www.admin.ox.ac.uk/pubs/lectures>. These are in PDF format and suitable for printing. The lecture lists are also available on the Modern History and Social Studies own websites. It is a good idea to print out a copy of the list and take a copy with you to your meetings with other tutors: all of them will have advice on which lectures to attend. Up-to-date information on lectures may be found on the web sites.

The lecture list includes a provisional programme for the remainder of the academic year, which will help you to plan for the future. Do not expect lectures on a subject always to coincide with the term in which you are writing essays on that subject. Important lectures may come a term or two before your tutorials, and in the case of some less popular options they may come in your second year and not be repeated in your third year: consult your tutors early about this risk.

The lecture courses will cover the syllabus in all papers. Students are expected to attend these and college tutors will assume this in setting tutorial and class work.

STUDENT FEEDBACK

The feedback that you provide to lecturers and tutors is valued and taken seriously. It is an important contribution to the maintenance of the quality of education received at Oxford. You can provide feedback through the completion of the lecture and class questionnaires and via the Undergraduate Joint Consultative Committees of Modern History and Economics (see below, page 23). Complaints procedures are dealt with below on page 25.

Lecture and class questionnaires will be distributed by lecturers or class convenors. Further copies are available from the Modern History and Economics offices and libraries. Completed questionnaires can be either left for the lecturer at the end of the lecture, or sent to the offices of either Modern History or Economics as appropriate. Questionnaires can also be completed on-line via Departmental/Faculty websites. The results of the questionnaires are seen by the lecturer, and also by the Director of Undergraduate Studies or Lectures Committee (Economics) or by the Chair of the Teaching Committee, who reports to the Teaching Committee (in History). These officers are responsible for ensuring that any problems

reported through the questionnaires are addressed. These are reported to the Joint Consultative Committees and the Department of Economics and Faculty of History generally.

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.

VACATIONS

British degree courses are among the shortest in the world. They hold their own in international competition only because they are full-time courses, covering vacation as well as term. This is perhaps particularly true of Oxford, where the eight-week terms (technically called Full Terms) occupy less than half the year. Vacations have to include holiday time; and everyone recognises that for very many students they also have to include time to earn money. Nevertheless vacation study is vital.

You are said to 'read' for an Oxford degree, and MHE is certainly a reading course: its 'study' is mainly the study of books and other documents. In term you will mostly rush from one article or chapter to another, pick their bones, and write out your reactions. Vacations are the time for less hectic attention to complete books. Tutorials break a subject up; vacations allow consolidation. They give depth and time for serious thought, and they are particularly important for reading set or core texts.

CHANGING YOUR COURSE

Don't 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 that 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 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.

THE ADMINISTRATION OF MHE

The administration of MHE is the duty of a subcommittee of the Faculty Board of Modern History and the Divisional Board of Social Sciences. These Faculty Boards are elected from members of the associated faculties.

The members of the Faculties of Modern History and the sub-faculty of Economics are, roughly, those employed to carry out teaching or research within the University. Further details of staff in Modern History and Economics, including their research interests, are available on the web at:
<http://www.history.ox.ac.uk/>
<http://www.economics.ox.ac.uk/>

THE FACULTY OF MODERN HISTORY

The Faculty of History is located on Broad Street. Members of the Faculty may have neither an office nor a post box there but be based in their college. The Administrator and departmental secretaries are based there. This is

where you can obtain lecture handouts, seminar notices etc relevant to the History branch of the course.

THE DEPARTMENT OF ECONOMICS

The Department is located in the Manor Road Building. All members of the Department have an office and collect mail there. The Undergraduate Administrator is based there. This is where you can obtain lecture handouts, seminar notices etc relevant to the Economic branch of the course. These will however be available on the Faculty website and you should use this for information in the first instance.

LIBRARIES

In comparison with most universities library provision at Oxford is generous. 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: <http://www.lib.ox.ac.uk/olis>.

Your **college library** will probably have a wide range of books, which can be borrowed, and a narrow range of periodicals, which cannot be borrowed. Find out how to suggest new purchases. This is especially important if you are studying a subject not taught by the in-college tutors. You have no access to other college libraries than your own.

There are many different University libraries. The most useful to you will be the History Faculty Library, the Social Science Library, and the Bodleian.

The **History Faculty Library** is located in the Faculty building on Broad Street. Its opening hours are: Full Term, Monday to Friday 09.00-19.00; vacations, Monday to Friday, 09.00-17.30. The Faculty Library is designed particularly for service to undergraduates and you will find lending copies of most of the books that you need. It provides reading rooms, lends books and has multiple copies of popular works. The Librarian is Ms Isobel Holowaty and the Assistant Librarian is Ms Valerie Lawrence.

The Social Science Library is housed in the Manor Road Building in Manor Road. A range of periodicals, and a collection of international statistics are available for reference use. Its opening hours are: Full Term, Monday to Thursday 9am-10pm (Friday, 9am-7pm), Saturday and Sunday (10am-4pm);

vacation, Monday to Friday 9am-7pm and Saturday 10am-4pm, apart from closed periods of about a week at Christmas and over Easter. You must bring your University Card to register and to borrow books, and as identification on every visit. There are study spaces and self-service photocopiers, and access to OLIS and to many other social studies databases. You can download to disk or print from the databases, and there is a scanner for direct computer input of printed statistics. A printed guide is available, detailing all services including how to use the databases. More information is on line at <http://www.ssl.ox.ac.uk/> Ask the library staff if you need help in finding the material you want.

The Politics, International Relations and Sociology Faculty Library is currently relocating to the Manor Road Building. Please see <http://www.ssl.ox.ac.uk> for an update on the services it will be providing.

The **Bodleian Library** is a national copyright library owned by the University. It does not lend books, which must be consulted in the Library reading rooms. In order to use the Bodleian you must be admitted: admission is through your college office, normally on your first arrival. Most of what you want for the economics branch of the course will be on the open shelves, primarily in the PPE Reading Room in the New Bodleian, entrance at the southern end of Parks Road, which is open Monday to Friday 09.00-22.00 (19.00 or sometimes 17.00 in vacations) and Saturday 09.00-13.00 (until 17.00 in Trinity Term), except for closed periods of about ten days at Christmas, four days at Easter, the day of Encaenia, and a week at the end of August. Other relevant material is in Rhodes House, one block further north from the New Bodleian and on the right, open 09.00-19.00 in term, 09.00-17.00 in vacation (some Commonwealth subjects); the Rothermere American Institute (American history); the upper reading room of the Radcliffe Camera, in Radcliffe Square, hours as for the PPE Reading Room, *except* Saturdays in Trinity Term: 09.00-17.00, (historical topics); the Lower Reading Room of the Old Bodleian, hours as for the PPE Reading Room (ancient philosophy); and the Bodleian Japanese Library, Nissan Institute, Winchester Road.

There are also numerous other reading rooms, each with a selection of books and periodicals on open shelves. Most of Bodley's holdings, however, are kept in stacks. Works may be ordered on-line through OLIS, from the stack to any reading room, but delivery time is likely to be two to three hours; so advance planning is recommended. You must show your University Card to gain access to any part of the Bodleian. No material may be borrowed from

the holdings described in this paragraph, with limited exceptions at the Japanese Library.

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

COMPUTING

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. Computing facilities in the Department of Economics are listed at

<http://www.economics.ox.ac.uk/Intra/Deptinfo/it.htm>

The Oxford University Computing Services (OUCS) at 13 Banbury Road, Oxford OX2 6NN, is open to non-keyholders Monday to Friday 08.30-22.00. Undergraduates have access to courses on the use of the central computers and personal computers, to the Learning and Resource Centre (Monday to Friday 09.00-21.45), and to the Shop (Monday to Friday 09.00 (Thursday 09.30) – 16.45); also, by application, to printers and software on the central UNIX computers. Further details may be obtained on-line at <http://www.oucs.ox.ac.uk/>

Your priority tasks during the first year should be familiarising yourself with electronic mail, developing your word-processing skills, and learning to use OLIS to its full potential. It is helpful if you use electronic mail as this can 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.oxford.ac.uk .

Many students will already be familiar with electronic mail and word processing. For those who are not, OUCS runs courses on elementary word-processing, electronic mail for beginners, and computing for the terrified (13, Banbury Road; tel. (2)83434; e-mail: courses@oucs.ox.ac.uk). You will be notified through your College of induction sessions run by the Bodleian Library which offer an introduction to OLIS. It is important to realise that OLIS can do more than provide details of the location of books: you can use the subject keyword facility to generate your own bibliography.

Students should be aware of the extensive networked databases offered through Oxlip; 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 list 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 Dictionary of National Biography (an updated version, the Oxford Dictionary of National Biography was published in September 2004), 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 Science (formerly BIDS) 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 or require a personal ATHENS username and password. You need to register online with OUCS to obtain a personal ATHENS username and password (<http://www.oucs.ox.ac.uk>).

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, such as the Optional Subject, 'Gunpowder, Compass and Printing Press', there are also links to electronic versions of the set texts.

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

The attention of undergraduates is drawn to the University Rules for

Computer Use, available on the University website at <http://www.ox.ac.uk/it/rules/rules.html> All users of University network and IT facilities are bound by these rules.

IT SKILLS

By the end of your **first year** we expect you to have the essential IT skills set out below; those listed as 'desirable' would be useful for your future employment but are not a requirement of your course. While many students coming to Oxford will already possess most if not all these skills, those who need to develop any are required to do this in their own time. Your college will provide the basic hardware, software and support. Many tutors encourage students to present at least some of their essays in word processed form.

In addition MHE students have to attend a Data Analysis and Information Technology course. The aim of the course is to ensure that students have a basic exposure to Microsoft packages, especially word processing and specific training in Excel or SPSS. Following the course, students are required to do a project which is an exercise in which they show their command of word processing skills, and their ability to construct graphs and tables, in a simple analysis of economic or political issues. Completion of a satisfactory project is a requirement for passing the Preliminary Examination.

For those who would like to attend training courses, OUCS (Oxford University Computing Service, 13 Banbury Road) has a number of relevant courses set out below; information about courses and registration details can be obtained either from your college IT support service, from the reception desk at OUCS, or on-line at <http://www.oucs.ox.ac.uk/courses/>. There is no fee for attending any of these courses but a small charge is made for course documentation. OUCS also has the LaRC (Learning and Resource Centre), a supported working environment where you can teach yourself using a variety of materials such as videos, computer-based materials, multimedia courseware and books. You can also study the OUCS courses in your own time, and materials for the European Computer Driving Licence (ECDL) are available.

However, you may wish to actually gain the European Computer Driving Licence (ECDL). This qualification has been established across the European Union as a means of verifying computer literacy. It covers all the skills listed

above and assessment will be carried out at a 'testing centre'. OUCS provide training and testing; further details are on-line at <http://www.oucs.ox.ac.uk/ecdl/>

Skill	Recommended software	OUCS Course
Essential		
Basic use of a PC	MS Windows	(1) Essential computer skills: basics and beyond (2) Your work on a PC: managing, organising and protecting it (3) Windows
Word processing	MS Word(*)	Essential word processing
Email and use of the Internet	Netscape or Internet Explorer	(1) Introduction to Email on Herald (2) Introduction to Internet services
Desirable		
Spreadsheets	MS Excel (*)	Designing and using spreadsheets
Presentation and drawing	MS Powerpoint, MS Chart (*)	Designing effective presentations using MS Powerpoint
Database and filing systems	MS Access (*)	Database design, and using Access

(*) These are part of the integrated Microsoft Office suite. The University has a site license for this software (available via the OUCS shop) for use in departments and colleges but it cannot supply copies to individual students.

THE JOINT CONSULTATIVE COMMITTEES

Each faculty, sub-faculty or department in the University has an Undergraduate Joint Consultative Committee on Faculty matters (JCC). The JCC is *your* forum, where faculty officers will keep you informed of developments within the sub-faculty. Typical agenda items include course developments, lecture arrangements, library provision and IT. Senior members will be looking to you for comments and suggestions, which may bring beneficial changes. It is also the forum in which you should raise any matters of concern to you relating to the organisation, content and delivery of the course.

The JCC comprises several Senior Members e.g. sub-faculty Chair and Director/Co-ordinator of Undergraduate Studies, and an undergraduate representative from each College. Each JCC meets once per term. It elects one of its undergraduate representatives as convenor/president. The convenor of the Economics JCC prepares the agenda and minutes for meetings, and attends meetings of the department, reporting JCC discussions there.

For the JCCs to function well it is important that undergraduate representatives participate actively in its work. Make sure your College has a representative, and ask him/her to raise matters of concern at the JCC.

At the moment there is no JCC specific to the Modern History and Economics Joint School, but there are plans to introduce one in the near future. In the meantime, issues relating to MHE are discussed at the JCCs for both Economics and Modern History. For further details of how this operates, see the individual Departmental/Faculty websites.

STUDENTS WITH DISABILITIES

The University is committed to making arrangements to enable students with disabilities to participate as fully as possible in student life. There are currently over 500 students with disabilities at Oxford. Advice, and a detailed statement of provision and sources of assistance, is available from the University Disability Officer, Deborah Popham (telephone: (2)80660; email: deborah.popham@admin.ox.ac.uk) or from the equal opportunities website (<http://www.admin.ox.ac.uk/eop>). Observations or complaints concerning disablement issues may best be addressed through the faculty sources listed in the Complaints Procedures section below. Further

information on Faculty arrangements can be found in the main school handbooks.

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.

HARASSMENT

The University has a Code of Practice on Harassment, which is published in the Proctors' and Assessor's Memorandum, also available from (<http://www.admin.ox.ac.uk/proctors>). The Code of Practice makes it a disciplinary offence for any member of the university to harass another on any grounds. There are confidential advisers who can be contacted for help on any matter related to harassment: for Modern History Dr Senia Paseta, (Tel: (2)7442) and Dr Nick Davidson, St Edmund Hall (Tel: (2)89128, and for Economics, Dr K. Mayhew (Tel: ((2)76434) and Dr K. Graddy (Tel: (2)81296).

COMPLAINTS PROCEDURES

Any dissatisfaction with teaching felt by an undergraduate should first be expressed to the College tutor. The College tutor should take up the matter with the option tutor and/or the convenor in the first place, and if not satisfied can ask the Director/Co-ordinator of Undergraduate Studies to take it up. If the matter is still not satisfactorily resolved then the Senior Tutor should be informed (either by the undergraduate involved or by the College Tutor), who can then take it up with the Director/Co-ordinator of Undergraduate Studies and/or the Head of Department. Students may also write directly to the Chair of the Teaching Committee of the Modern History Faculty about complaints relating to Modern History Faculty teaching which they feel have not been adequately dealt with elsewhere.

In addition, at Oxford, the Proctors 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. Details can be found in the Proctors' and Assessor's Memorandum,

which sets out complaints procedures, and provides further information on disciplinary procedures, equal opportunities policy, harassment, disability and other welfare issues. Refer to the Proctors' website at <http://www.admin.ox.ac.uk/proctors>

SCHOLARSHIPS, PRIZES, AND GRANTS

After your first year you will be eligible for a scholarship or exhibition from your college, on academic criteria which the college decides and applies. The University administers a number of trust scholarships, which are listed in the University's *Statutes, Decrees and Regulations* (the 'blue book'), and which you can consult in your college office or a library.

University prizes are listed in a supplement of the *University Gazette* each year, which can be bought from the Oxford University Press bookshop at 116 High Street (tel. 242913). Those particularly relevant to MHE are as follows. (1) Hicks/Webb Medley Prizes are awarded for the best three overall performances in economics (value £300); those taking at least three economics papers will be eligible. No applications are needed. (2) The Gladstone Memorial Essay Prize, is awarded for a thesis on a subject connected with recent British History, Political Science, or Economics, or with some problem of British policy (domestic, imperial or foreign) relating to finance or other matters, submitted for the Honour School in Modern History, Modern History and Economics, or PPE (value about £500). No application is needed. (3) The Arnold Modern Historical Essay Prize, is awarded for the best thesis in Modern History, including MHE (value about £500). (4) The Sara Norton Prize, is offered for an essay within the field of the political history and institutions of the USA (value about £600); candidates must apply by March and submit by May.

Grants for special purposes such as research travel, or for hardship, are available from many colleges 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).

THESES

It is possible to offer a thesis either instead of or in addition to certain of your six or seven Finals subjects. See *Examination Regulations* for the regulations. If you intend to take this option, it would be a good idea to discuss it with your College Tutor during Hilary Term of your second year. The Exam Regulations specify that you have to obtain the approval of your College to take this option. If your College Tutor does not feel able to advise you on a particular subject, it will be possible to arrange a specialist supervisor. You should aim to have a firm choice of topic decided and approved by the middle of Trinity Term so that you can work on the thesis through the summer at the end of your second year. Remember that a good thesis is focused so that it answers the question(s) or advances an argument and it also needs to be manageable so that you have enough time to research it properly.

Before you start to work on your thesis, go over your plan with your tutor who can help you make sure that it is feasible and clear. Your tutor can also advise you on reading although you need to remember that you will be searching out most of the readings yourself and, with this in mind, you need to arrange to be near a large library (whether it is in Oxford or somewhere else) for a few weeks during the Long Vacation.

If you are substituting a thesis for Modern History or Economics paper, the thesis will need to be written according to the regulations of the appropriate parent school. Please read the Regulations carefully as the requirements about how much supervision you can receive, to what extent your tutor can comment on first drafts, and length of thesis differ between Modern History and Economics. In both instances your tutor will be able to comment in some measure on your first draft. This is very helpful as your tutor can make suggestions. You must write the final version on your own. You must not exceed the word limit set by the parent school. That will probably, to your surprise, become a problem; but the exercise of pruning is a valuable one, encouraging clarity and precision which you should be aiming for in any case.

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

Some general advice: (i) the examiners cannot read your mind; explain in your introduction just what you are going to do, and in what follows present the argument, step by step, in as sharp a focus as you can achieve: (ii) examiners will notice if you try to fudge issues or sweep difficulties aside; it is much better to be candid about them, and to show that you appreciate the force of counter-arguments; (iii) take grammar and spelling seriously, and always aim at a simple English style, avoiding convoluted sentences and preferring short words to long (there is sound advice which may be relevant in George Orwell, 'Politics and the English Language' (1946), in his *Collected Essays, Journalism and Letters*, volume 4). Your bibliography should list all works to which you refer, plus any others you have used that bear on the final version. The style for references can be modelled on any book or periodical in your field. The rules for format and submission, and for change of title, are in the *Examination Regulations*; and for detailed advice on presentation, see the 'Notes for writers of theses' in the main *Handbook for Modern History: the Final Honour School*.

<http://www.history.ox.ac.uk/currentunder/honours/history/2004/index.htm>

If for any reason you expect to submit your thesis late, consult your Senior Tutor in good time. The Vice-Chancellor and Proctors may grant permission on payment of a late-presentation fee which they determine; but they may at the same time give permission to the examiners to reduce the mark on the thesis by up to one class. If permission is not sought, or is refused, the thesis may be rejected, or its mark may be reduced by up to one class.

EXAMINATIONS

Each year a board of examiners is drawn from the members of the Economics and Modern History Faculties and appointed to examine. One set is appointed for Prelims and another for Finals. The Finals examiners are assisted by a number of assessors (also members of the two Faculties) who deal with specialised subjects.

Please remember that it is your responsibility to enter yourself for the University examinations and that if you enter late or change any of your options, you will be subject to a late fee. You must enter through your college. The dates of the examinations are published each year, these are usually a month or two before they are due to take place.

As with the Prelims, a good way to prepare for the Finals is to look at past papers. This will give you a good idea about how the questions are phrased

and how you should tackle them. In the examination select a question, work out what it means and decide what you think the answer to it is. When you start writing state the answer and defend it, or, if you think that there is no answer, explain why. Do not attempt to write too much. Many people run out of time and end up not answering enough questions because of this.

At University examinations, including vivas, 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 typewriters in examinations, on blind candidates, on Jewish candidates unable to take papers on certain days, on the use (where permitted) of calculators in examinations, and on the use (where permitted) of computers 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.

Some weeks after the written part of Finals, when scripts have been marked, the examiners may summon you to a viva voce examination. A timetable is published before the end of the written examination. Vivas are rare; nevertheless they are part of the Finals examination, and if you are summoned and fail to appear, you are considered to have withdrawn from the entire examination unless you 'can satisfy the Vice-Chancellor and Proctors that the reason for [your] non-attendance was illness or some other urgent and reasonable cause.'

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).

Criteria for marking examination questions in Modern History and Economics

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 Modern 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 Modern History. Candidates who do well in the Preliminary examination, achieving two First Class marks and a high overall average mark on the four papers, will be awarded Distinctions by the Examiners.

Mark band	Value for Schools classification	Description
70-100	Honours First	A script judged first-class will always be felt to have engaged closely with the questions, even if it approaches them from an unanticipated angle. A first-class mark may be awarded on more than one set of criteria. The argument may be highly incisive, and sophisticated. There may be a wealth of information, showing exceptional knowledge and understanding of the issues involved. The approach may be original, suggesting novel ways of considering the material or issues. Many first-class scripts will combine elements of all three. First class scripts will combine elegance and clarity of style, and cogency of organisation.
60-69	Honours Upper Second (2.i)	Work showing evidence of a good and well-based engagement with the questions. The scripts will display a good command of the necessary amount of information needed to sustain their arguments, and good understanding of the relevant material. Essays will be presented in a clearly-argued, well illustrated and relevant fashion.

50-59	Honours Lower Second (2.ii)	Scripts awarded marks in this category will have shown some evidence of intelligent preparation and application, and will involve solidly competent work. But scripts may lack focus on the exact questions set, breadth of reference, or organisational skills that might have secured 2.i marks. They may contain too much indiscriminate information, or factual errors and inaccuracies. Clumsy prose style, and errors of syntax and spelling may also lead to a 2.ii mark. Individual essays that are competent but pre-packaged answers that bear a limited relation to the question set may also be given 2.ii marks.
40-49	Honours Third	Scripts awarded a third class mark will have displayed a few of the qualities expected of a successful Honours candidate, such as the ability to see the point of a question, to deploy relevant information, and to proceed through a structure of reasoned argument to a coherent conclusion. However, none of these qualities will be displayed either consistently, or at a particularly high level, and the script may be marred by irrelevance, incoherence, error, and poor presentation.
30-39	Pass Degree	A modicum of appropriate knowledge will be displayed, but answers will be marred by high levels of factual error and irrelevance. Muddled ideas or uncritical and superficial generalisation will detract from the coherence and organisation of argument. The writing will be weakened by errors of syntax or vocabulary and by passages that degenerate into incoherence.
Below 30	Fail	A script may fail for a number of reasons. The candidate may not observe the rubrics concerning the number or type of questions to be taken. Answers may be irrelevant, failing to engage with the questions set. Errors of fact – or a lack of specific facts – may characterise the script. Presentation may be of a very poor quality.

TAKING YOUR DEGREE

Once you have taken the exams and your name has appeared on the MHE Class List, you may 'supplicate' for the Bachelor of Arts degree. This means that you ask to be presented to the Vice-Chancellor or his deputy to receive your degree certificate. You may be presented in person or *in absentia* as you choose. You must apply through your college as a representative of the college will present you at the ceremony. You will need to apply well in advance. There are about a dozen ceremonies per year, usually at the Sheldonian Theatre, and they are quite heavily booked. You can ask your college for up to three tickets for guests to attend the degree ceremony and your college will probably invite you, and possibly also your guests, to lunch on the day. As with examinations, the degree ceremony dress is sub-fusc. You will also need an undergraduate gown, a BA gown and hood and mortarboard or cap which you may be able to hire from your college.

AFTERWARDS

A good time to start thinking about what you want to do after you have completed your degree is probably the summer of your second year. The Careers Service at 56 Banbury Road, Oxford OX2 6PA (Tel: 274646, Fax: 274653) is open to all students while studying at Oxford. The opening hours are during term, 10.00-17.00 Monday to Friday and 10.00-13.00 Saturday; during vacation, 10.00-13.00 and 14.00-17.00 Monday to Friday.

If you are considering further study, mention this to your tutors at the beginning of your final year. Many postgraduate applications (in the northern hemisphere) have to be submitted very early in the academic year (December or January). You also need to be aware that if you wish to apply for fellowships or scholarships, some of these, especially from overseas, may have very early deadlines. Applications for the ESRC must be delivered by 1 May, along with references from your tutors and evidence of at least conditional acceptance to a named course at a named UK university.

APPENDIX A

Below is a list of Further and Special Subjects in History, however depending on the availability of teaching resources, not all of these will be available to all candidates in every year. Candidates may obtain details of the choice of Further and Special Subjects available for the coming year by consulting the supplement to the Handbook for the Honour School of Modern History. This will be issued by the beginning of the fourth week of the first Hilary Full Term of candidates' work for the Honour School and will contain full specifications and prescribed texts for any Further or Special Subjects specified for Modern History introduced for the following year, and any amendments to the specifications and prescribed texts of existing Further and Special Subjects approved by the Modern History Board by its first meeting of the preceding Hilary Term.

There are usually around twenty **Further Subjects** to choose from. Those currently available are:

- C Anglo-Saxon Archaeology of the Early Christian Period
- C The Near East in the Age of Justinian and Muhammad 527-c.700
- C The Carolingian Renaissance
- C The Crusades
- C Culture and Society in Early Renaissance Italy 1290-1348
- C Flanders and Italy in the Quattrocento 1420-1480
- C Literature and Politics in Early Modern England
- C English Society in the Seventeenth Century
- C Society and Government in France, 1600-1715
- C Court Culture and Art in Early Modern Europe 1580-1700
(*Suspended for 2004-2005*)
- C British Economic and Social History 1700-1870
- C The American Revolution and Constitution
- C Culture and Society in France from Voltaire to Balzac
- C Intellect and Culture in Victorian Britain
- C Imperialism and Nationalism 1830-1980
- C Modern Japan 1868-1972
- C British Economic History since 1870 (as prescribed for the Honour School of Philosophy, Politics and Economics)

- C British Society in the Twentieth Century (as prescribed for the Honour School of Philosophy, Politics and Economics)
- C Revolutionary Mexico 1910-40
- C Nationalism, Politics and Culture in Ireland c. 1870-1921
- C Comparative History of the First World War, 1914-1920
- C China in War and Revolution, 1890-1949 (please note: this course is NOT on offer for Hilary Term 2005)
- C The Soviet Union, 1924-41
- C Scholasticism and Humanism
- C The Science of Society 1650-1800
- C Political Theory and Social Science
- C Medicine, Empire and Improvement, 1720-1820

For the prescribed texts for each Further Subject, and for the method of applying for Further Subjects, see the *Handbook for Modern History: the Final Honour School*.

Special Subjects involve the in-depth study of a historical problem, usually covering a shorter period than the Further Subject. Each of these subjects is studied intensively with the use of primary sources in set documents. The availability of Special Subjects varies slightly from year to year, but there are usually over twenty to choose from. At present the Special Subjects are:

- C From Julian the Apostate to St Augustine 350-395
- C Francia in the Age of Clovis and Gregory of Tours
- C Byzantium in the Age of Constantine Porphyrogenitus 913-959
- C The Norman Conquest of England
- C St. Francis and St. Clare
- C Crisis and Conflict in France: King, Pope, Cathars and Templars, 1294-1314
- C Lancaster and York 1444-1461
- C The High renaissance in Rome and Florence 1478-1513
(Suspended for 2004-2005)
- C Government, Politics and Society in England 1547-1558
- C The Scientific Movement in the Seventeenth Century

- C Commonwealth and Protectorate 1647-1658
- C English Architecture 1660-1720
- C Politics, Reform and the Imperial Crisis 1774-1784
- C Church, State, and English Society 1829-1854
- C Slavery, Emancipation and the Crisis of the Union 1854-1865
- C Political Pressures and Social Policy, 1899-1914
- C The Russian Revolution of 1917
- C India, 1919-1939: Contesting the Nation
- C The Great Society Era, 1960-70
- C Nazi Germany, a racial order, 1933-45
- C France from the Popular Front to the Liberation 1936-1944
- C War and Reconstruction: Ideas, Politics and Social Change, 1939-45
- C The Northern Ireland Troubles, 1965-1985
- London, the Evolution of a Modern Metropolis, 1955-1975

For the prescribed texts for each subject, and for the method of applying for the Special Subjects, see *the Handbook for Modern History: the Final Honour School*.

APPENDIX B

These notes give an introduction to the various Economics subjects. Further details, including course outlines, rubrics, teaching arrangements and reading lists are available on the economics website (<http://www.economics.ox.ac.uk/>).

301. Microeconomics core course (second year)

This subject is compulsory for all PPE (and E-M and MHE) finalists. You will be expected to take it in your second year, and the lectures are given in Michaelmas Term. The course is in two parts, Microeconomic Theory, which is examined in Section A of the Finals paper, and Applied Topics in Microeconomics, examined in Section B. You will be required to answer questions from both Sections in Finals.

The theory section of the course aims to introduce you to some of the fundamental ideas and tools of modern microeconomic theory. It covers welfare economics and social choice; market failure including externalities and public goods; the behaviour of the firm and the role of market structures, with an introduction to game theory; the economics of risk, uncertainty and information; international trade and protection. The applied part considers issues in public policy, currently environmental economics, privatisation and regulation, education and training, and inequality and the distribution of income. These applied topics are changed at intervals; the lectures will keep you right.

302. Macroeconomics core course (second year)

This is the second compulsory course for all PPE (and E-M and MHE) finalists. As with the Microeconomics core course you will be expected to take it in your second year. The lectures are given in Hilary Term. The course will introduce you to the ideas and tools of modern macroeconomic analysis, and show how these tools can be applied to issues in macroeconomic policy. The division between 'theory' and 'applied' material in macroeconomics is not clear-cut, and the lecturers will move between them on most topics. The Macroeconomics paper in Finals will contain two sections, questions in Section A being primarily analytical and those in Section B having a more applied or policy-relevant slant. You will be required to answer questions from both. The course will cover: the main macroeconomic theories and their policy implications; the determination of exchange rates; macroeconomic performance; unemployment; inflation; monetary and fiscal policy, including EMU; economic growth. Applied

issues will be studied mainly in the relation to the UK and its membership of the European Union, but experience of other OECD countries will also be used.

Option Subjects in Economics

An 'Options Fair' on all Economics option subjects available will be held in Hilary term of your second year. At this, each of the tutors on each course will provide an outline of the course and will answer questions as to its content, organisation and teaching arrangements.

303. Economic Theory

This course is intended for the more ambitious economist, who is perhaps thinking about proceeding to graduate study. It will introduce you to some of the fundamental ideas and tools of modern economic theory at a more advanced level than in the core subjects. It will also give you the opportunity to deploy further mathematical tools for economic analysis. The main areas which are covered are: game theory; welfare and social choice; consumers, producers and general equilibrium; uncertainty and contracts; macroeconomic equilibrium and disequilibrium; distribution, growth and capital.

304. Money and Banking

What is money, and how does it relate to other types of financial assets in a modern economy? Through what channels does money influence output and employment? What is its role in inflation and the control of inflation? How far should financial institutions be regulated? These are some of the questions which are addressed in this course.

Topics covered include: the nature and definition of money; portfolio choice; the role and behaviour of banks and other financial intermediaries; the supply of money and credit; interest rates and the prices of equities; monetary policy in theory and practice; how changes in money and credit conditions affect expenditure, output and prices; the regulation of banks and other financial intermediaries; foreign exchange markets; the government debt, debt management and the relations between monetary and fiscal policy.

305. Public Economics

Public Economics is a very wide-ranging discipline, concerned with the principles underlying most aspects of economic policy. Market failure is a key theme, along with the design of policies in response to it. The course covers both principles and applications. It starts by developing the welfare-theoretic foundations of policy analysis, the rationale for government intervention and the constraints on government action. Taxation and government expenditure are considered extensively. On the revenue side of the public accounts we consider the principles involved in tax design and analyse different types of taxes, including social insurance systems. On the expenditure side the course assesses the rationale for major categories of public spending, including health, education and pensions.

306. Economics of Industry

This popular course centres on the behaviour of private sector firms. It builds on the analysis of the firm developed in the Microeconomics core course, extending this to key elements of modern industrial organization analysis, relating that analysis to the empirical reality of firms and markets in the advanced industrial economies, and exploring some of the major themes of industrial and competition policy. The major topics covered are: oligopolistic competition and empirical models of oligopoly pricing; product differentiation; strategic entry deterrence and social efficiency; monopoly, advertising and their social costs; price discrimination; vertical integration in markets; R & D, concentration and patent races; market structure, concentration and profitability; the growth of firms; finance; mergers, take-overs and the stock market.

307. Labour Economics and Industrial Relations

For PPE students this course counts as either an Economics or a Politics special subject. Partly because of this, it encompasses a wider range of topics than many other special subjects. Accordingly a rather bigger choice of questions is available on the Finals paper. The examination paper is not sectionalised and choice is not restricted by whether you are deeming this an Economics or a Politics option.

The aim of the subject is to understand how the labour market works and the macroeconomic and distributional outcomes it produces. Important dimensions of this are: the behaviour of employees and employers, including the role and functioning of trade unions and employers' organisations, and employer-employee relations, especially industrial cooperation and conflict; turnover, unemployment, and labour market adjustment; theories of wages,

including analysis of the minimum wage; labour market segmentation and discrimination; government policy towards labour issues. Although there is a UK focus to the subject, most of the topics can be studied with reference to other countries.

308. International Economics

With the increasing internationalisation of economic life the study of International Economics has much to offer in terms of the analysis of global developments. The course will analyse the determinants of international trade, including the implications of imperfect competition in international markets; the cases when a protectionist policy towards international trade may be appropriate; the fundamental determinants of the balance of payments and exchange rates; the theory and evidence relating to exchange rate behaviour and to alternative exchange rate arrangements; the international context within which domestic macroeconomic policy is designed and conducted; international macroeconomic linkages; and the importance of international macroeconomic policy co-ordination.

309. Command and Transitional Economies

The goals of this course are to lead you to an understanding of the theory and functioning of the traditional command economy, attempts to reform it in the direction of market socialism, and the complex process of transition to a market economy. You will be expected first to learn about the evolution of the command economy in the pre-World War II period in the USSR (War Communism, New Economic Policy, Stalinist Central Planning) and in the post-war period in the USSR, Eastern Europe and China. But emphasis will be placed on knowledge of the features and policies of the main variants of the command system (e.g. central planning, performance of state enterprises, fiscal and monetary policies, foreign trade), rather than details of economic history or experience of countries. The second subject area includes the 1965 reform and perestroika in the USSR, the New Economic Mechanism in Hungary, self-management in Yugoslavia, and post-1978 reforms in China. The third area comprises the theory of the transition from command to market systems, as well as policies and economic developments in the major countries after 1989. The main countries to be studied are Russia, Poland, Hungary and Czech Republic. Although most questions in the exam will deal with the Soviet Union/FSU and Eastern Europe, at least two will relate fully or partially to the economy of China.

310. Economics of Developing Countries

Economic development for the world's poorer nations is a self-evident challenge, which demands serious economic analysis. This course introduces you to key areas of development economics, relating analysis to conditions in developing countries, and exploring some of the major economic policy issues relating to developing countries. The topics covered include: theories of growth and development; poverty and income distribution; human resources, labour markets and employment; industrialisation and technology; agriculture and rural development. Familiar topics which have to be adapted to the situation in developing countries also include monetary and fiscal issues; inflation; foreign trade and payments; foreign and domestic capital; the role of economic aid. An overarching theme is the role of government in development and the operation of markets. While the approach taken in the course is analytical, you will be expected to have an interest in the problems and policies of particular regions or countries, and use knowledge of actual situations to inform and illustrate the analysis. Note: China and a number of ex-Soviet economies are at present excluded from this subject as they are part of the course on Command and Transitional Economies.

311. British Economic History since 1870

This subject analyses the record of the British economy since 1870 from an economist's perspective. A continuing theme is the assessment of the extent and sources of the decline of the British economy. For the period 1870-1918 topics of particular interest include British overseas investment and changes in agriculture, both of which played a significant role in developments here and abroad. The analysis of the inter-war period begins from a review of the industrial problems of the British economy, and then covers the return to the Gold Standard in 1925, the great depression and unemployment, including the departure from gold in 1931, and the sources and nature of the economic recovery in the 1930s. The post-1945 period brings the 'Keynesian Revolution', demand management and the role of fiscal policy. Economic growth in the 'golden age' was tarnished by price and wage inflation, followed by rising unemployment and the slowdown in output and productivity growth beginning in the 1970s.

312. Classical Economic Thought

This course involves detailed textual analysis of the key works of the classical economists - Adam Smith, David Ricardo and Karl Marx.

313. Statistical Methods in Economics

This is offered as an Economics subject. It contains a compulsory section on methods of statistical analysis, followed by applications to economics. In methods of statistical analysis you are introduced to elements of probability theory, the standard statistical distributions, estimation and hypothesis testing. The applications in Economics are concerned with the application of techniques of statistical inference to economic problems. Additional techniques which are examined include the seasonal adjustment of time series and the construction of index numbers.

314. Econometrics

Econometrics is concerned with the application of statistical theory to the analysis of economic data and the estimation of economic relationships. This course covers both an introduction to econometric theory and methods, and a range of applications, including the use of computer software packages. In the theory of econometrics the following topics are covered: regression and correlation; interpretation, estimation, and prediction in single equation two- and three-variable linear models, including test of significance and goodness of fit; problems of bias, multi-collinearity, and autocorrelation; simultaneous equations problems: reduced form, identification. The applications part of the course considers the estimation of consumption functions, demand analysis, production functions, and macroeconomic policy models. Part of the teaching for the course involves the use of the computer and standard software packages to actually “do” econometrics, and to give experience of the various theoretical techniques covered in the lectures.

315. Comparative Demographic Systems

The course deals with the major subject areas and controversies in contemporary demography. Students will gain an understanding of major contemporary demographic trends, the theories advanced to account for them and their practical importance. These include: the status of demographic transition models, theories of low fertility and of divergent mortality in the industrial world; the prospects for welfare systems in ageing societies, new forms of family and household and their future; the realities and prospects of mass migration. Population growth, economic development, environmental pressures and new threats to health in the post war third world will receive attention, and the future of world population as growth rates slacken and poor societies begin population ageing. Intended and unintended consequences of government actions on demographic phenomena, and the historical origins of Europe’s distinctive demography will be emphasised. On the technical side of the subject, by the end of the course students will know

the limitations and origins of demographic data, the advantages of measuring demographic phenomena through different indices and the use of models in population analysis. They will be able to perform elementary operations in the analysis of fertility and mortality, including methods of standardization, the construction and manipulation of the life table and simple population projection. Only elementary arithmetic ability is needed, but sympathy for arguments presented as graphs, numbers or simple expressions is important. No previous demographic knowledge is required. This subject provides an unusual opportunity to combine numerical analysis of human populations with an interdisciplinary comparative analysis of population change at micro and macro level.

316. Economics of OECD Countries

This subject analyses developments since 1945 in the major OECD economies. A comparative framework is used to examine overall developments, centring on the USA, Japan and Europe. Students may then specialise in one of the major areas. Broad topics covered in comparative perspective include economic growth in the 'golden age'; the growth and productivity slow-down starting in the 1970s; the rise of unemployment; the inflation of the 1970s and the disinflation of the 1980s. Within Europe the course focuses on the process of European integration, its results and challenges. It also looks at features of individual economies such as the 'German model' and the 'Swedish model'.

APPENDIX C

The Programme Specifications for the undergraduate degree in Modern History and Economics can be found at (<http://www.history.ox.ac.uk/currentunder/index.htm>). The Programme Specifications are primarily intended to provide a formalized, tabular response to the external assessment and comparison of the History Faculty in terms of “bench-marking” models, syllabus aims and student outcomes, and responses to Government-imposed targets and requirements. While they will not provide material on the detail of individual courses, they do provide some detail on the range of skills and capacities fostered by the Modern History and Economics Degree which might be of use in justifying the study of History and Economics to future employers, and some sense, albeit expressed in formulaic terms, of the abilities which your tutors, the History Faculty and the Economics Department wish to see you develop over three years reading for the degree.