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APPENDIX 1: Examination Regulations

APPENDIX 2: Faculty Members and their areas of study

Ancient History
Medieval History
Early Modern History (the British Isles and Europe)
Modern History (the British Isles, Europe, Russia)
Modern history: Africa, Asia, Latin America
History of the United States
History of science, medicine and technology
Economic and Social History
History of Art

APPENDIX 3: Tariff of Penalties for Inadequacies in History Examinations and Submitted Work

APPENDIX 4: Guidelines for producing a Synopsis for a Compulsory Thesis

APPENDIX 5: Guidelines for writing Special Subject Gobbets papers
Welcome to the Final Honour School of History. You have probably completed Prelims in History or one of its joint schools, and therefore know your way around Oxford and the academic requirements of the History school. The two years of Finals enable you to use the skills acquired in the first year to study in much greater depth and breadth, both drilling down much more fully into societies and their surviving sources, and ranging more widely round the world to make bigger connections between the various parts of your accumulating knowledge.

You will also become theoretically more sophisticated, and methodologically more competent, which will culminate in writing your own piece of research, and also enable many of you to take on further study in History or perhaps another academic discipline. You will also continue to develop the more general abilities and transferable skills which will equip you to tackle the very wide range of careers open to History graduates.

It is perhaps worth flagging here that the final year of the course is very intensive, with both the special subject to be tackled in all its detail, and a thesis to be written, before revision and the final exams: and all this is fitted into a shorter time than in previous years. It is therefore important not only to make some time for academic work in the long vacation between the second and third years, but also to ensure that your second-year work is in a good state before the final year, since there will be no time for it in the first two terms of that year.

What follows is the Faculty’s formal Handbook to guide you through the Final Honour School: as well as basic information about facilities and resources and official regulations about courses and examinations, it includes fuller guidance to help you choose amongst the various options, and advice on a range of matters which are new to the course at this stage, such as designing and writing a thesis, professional referencing, and tackling special-subject sources through the specialized practice of writing ‘gobbets’. You will of course also receive plenty of information and guidance from your colleges too, and ideally Faculty and colleges will complement each other.

You probably won’t want to read the Handbook all at once, but do glance through its contents so that you know what is available for reference in the course of the next two years; and there may be sections which catch your eye now as of particular interest or relevance to you.

We hope that you will continue to make the most of the opportunity of reading History at Oxford, and to enjoy doing so.

Benjamin Thompson (Co-Ordinator of Undergraduate Studies)
1 Course Content and Structure

1.1 Overview

This handbook applies to students starting the Final Honour School course in History in Michaelmas term 2016, for examination in Trinity term 2018. [The information in this handbook may be different for students starting in other years.] The Final Honour School of History is a two-year course run by the Faculty of History.

The course consists of seven papers. The formal Examination Regulations may be found in APPENDIX 1: Examination Regulations, and at http://www.admin.ox.ac.uk/examregs/2016-17/hsoofhist/studentview/

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Dr Andrea Hopkins on undergraduate.office@history.ox.ac.uk.

The information in this handbook is accurate as at 3 October 2016, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

<table>
<thead>
<tr>
<th>Version</th>
<th>Details</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version 1.0</td>
<td>2016 handbook published</td>
<td>03/10/2016</td>
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</tbody>
</table>

The second and third years of studying history will present you with challenges different from those of the first year, and should be still more demanding and absorbing. You will by now be familiar with the pattern of work expected: you will need to read both widely and deeply to prepare for tutorials and classes, to write essays that answer the question set, and to engage actively in tutorial discussion. But in the next two years you will also be expected to extend your range as a historian, to enhance the subtlety of your thinking and to sharpen and polish your writing. In the second year, when the final examination may seem a deceptively distant prospect, you should be prepared to experiment intellectually: in your choice of papers and in the way that you approach different types of historical question. This process should be stimulated by a course structure that will look rather different from the first year. Most of you will take a document-based Further Subject in the Hilary term of the second year, which will be your first encounter with teaching in classes at a Faculty level operating in conjunction with more familiar tutorials. You will begin to receive some teaching in the ‘Disciplines of History’ course, most probably via college classes. From Trinity term you will also begin preparation for your thesis. Thus, while continuing to operate within a teaching structure dominated by the paired or single tutorial, you will gain valuable experience in planning and delivering formal class presentations and playing a constructive role in larger group discussion, and you will also have an initial opportunity to think about the piece of independent historical research which will play a large part in the work of your
third year. In the third year you will have substantial opportunity to work with primary source material, whether the prescribed texts, documents and other source materials that are the bedrock of all Special Subject work, or the requirement to pursue the independent research programme that will underpin the writing of your thesis. With Finals now imminent you will find that the creative opportunities as well as the demands of the course are at their highest. Those who have made good and imaginative use of the second year will profit most from the opportunities of the third.

The remainder of this introduction will provide an outline of the syllabus of the Final Honour School, an explanation of its rationale, and a warning about some constraints on your choice of papers. It will also provide you with some guidance on the patterns and styles of teaching in the second and third years, and on some issues relating to unfamiliar types of working and examination. As in the first year, however, it is important to dedicate some time in each vacation to revise your work from the previous term in preparation for college collections, and also to begin work on the paper you will be studying in the next term: in the Long Vacation of the second year, for example, you should ensure that you read through the texts prescribed for your selected Special Subject, which is taught in the Michaelmas term.

The basic elements of the syllabus are set out in the Examination Regulations, available online at http://www.admin.ox.ac.uk/examregs/2016-17/hshoofhist/studentview/. New regulations are also printed in the University Gazette (http://www.ox.ac.uk/gazette/). The current Regulations are in APPENDIX 1: Examination Regulations of this handbook.

The syllabus is made up of outline and more specialized papers, including one which explicitly invites you to think about both the comparative nature of historical study and about methodological and historiographical issues, some of which you may have encountered in study for other courses. There is also the requirement to write a thesis, a substantial piece of work on a subject of your choice, based on a combination of primary source material and usually on an in-depth reading around the broader historical context. The Schools syllabus thus continues to require study of extended periods of time and of societies across a geographical range, while enabling you to engage with the rich variety of the past, from intellectual and cultural history to everyday social history. Increasingly as the course progresses this engagement will be through the intensive study of primary texts and documents. It offers both a greater range of choices than was available to students studying for the first year Preliminary Examination, and also expects you to engage with historical questions at a higher level of sophistication.

The ‘outline’ papers are in British and General History. You study just one British and one General History paper for the Final Honours School and these will usually be studied in the Michaelmas and Trinity terms of the second year.

The next sections briefly describe the seven units, and full descriptions of each paper can be found on WebLearn using the links below.

**History of the British Isles** is divided into the same seven periods as in the Preliminary year. It is not permitted to study the same period again in the Final Honours School. The papers require you to study the history of England and of the other closely-related societies of the
British Isles across long but coherent periods of time. Section 1.4 below lists the papers and explains how the expectations of tutors and examiners will differ from those you encountered in the Preliminary Examination. It also draws attention to a few important restrictions on overlapping work between adjoining British History courses that you should be aware of.

**General History** is now divided into nineteen periods, which cover the whole of European history and its engagement with the non-European world from the fall of Rome until 1973, with additional papers in American history and global history. Not only can you study periods unavailable in the Preliminary year; but all periods are studied in greater depth, requiring you to examine the distinctive features of individual societies as well as to grasp broad themes. This year (2016-17) new versions of GH XIII and GH XIV will be taught for the first time. These papers are called Europe Divided, 1914-89 and The Global Twentieth Century, 1930-2003. You can no longer study the old versions of these papers.

Study of primary textual and documentary evidence is required as part of two formal taught courses, the Further Subjects and the Special Subjects; there are over thirty Further Subjects to choose from, and over twenty Special Subjects.

**Further Subjects** were originally so called because they were ‘further’ to the British or General History papers, enabling students to deepen their understanding of a particular topic within the scope of those papers. Though it is no longer necessary to do so, many students do relate their choice of Further Subject to their chosen outline papers. In other cases the choice of Further Subject may reflect initial ideas about possible topics for a thesis, serving as a stimulus for potential subject matter and ensuring wide familiarity with the surrounding issues. Texts and documents are integrated into the work, and you are required to refer to them in your examination answers. In most cases colleges will organize the teaching of Further Subjects in the Hilary term of the second year.

**Special Subjects** were created to enable undergraduates to study primary sources as historical scholars, constructing their own understanding of a given subject from the original evidence. Special Subjects are almost always taken in the Michaelmas term of your third year. It is the only part of the syllabus to be examined through two components. One of these, a three-hour examination paper, requires comment on a number of passages taken from the full range of the prescribed texts. The other assessment consists of a 6,000-word extended essay, to be submitted before the beginning of the Hilary term, on a subject chosen from a list of questions provided by the Examiners around the middle of the Michaelmas term. This will provide you with the opportunity both to demonstrate your knowledge of the source material and the wider historiographical debate about a particular issue or problem, and to submit a well-constructed piece of work, displaying a full scholarly apparatus of references and bibliography, on a scale which is appropriate to the depth of study required of a Special Subject.

**Disciplines of History**: One of the distinctive features of the Oxford History syllabus is that it requires students to examine critically and in some depth the nature of historical writing (not solely in the era of the professional historian), and to place general features of human experiences, or the histories of different periods and societies, in a comparative framework.
'Disciplines’ is divided into two sections (‘Making Historical Comparisons’ and ‘Making Historical Arguments’). Each section encourages undergraduate historians to draw out from their studies a critically sensitive awareness of the practice and potential of historical study. ‘Disciplines’ is studied over several terms in the student’s second and third years. The faculty provides lecture circuses, usually in Hilary and Trinity terms, addressing major themes in the paper’s two sections. Colleges provide classes to help students reflect constructively on the disciplines of history. The paper is assessed in a three hour written examination during which students are required to answer two questions, one from each section of the paper. ‘Disciplines’ is unlike other papers in that it is expected that the full range of a student’s historical studies at Oxford, including the thesis, will provide much of the basis for his or her answers in the final examination. The paper and its teaching arrangements are described in greater detail in section 1.3.5 below.

British and General History, the Further Subject*, the Document Paper (I) of the Special Subject and Disciplines of History are all examined in three-hour unseen papers at the end of the third year. In British History, General History and Further Subjects, you will be required to complete answers to three questions on each paper. Paper I of the Special Subject requires you to write commentaries on twelve passages from the prescribed texts. The point of this concentration of examination papers at the end of the course is to enable you to bring your knowledge together, enriching your understanding of different papers by cross-fertilisation of ideas and cross-referencing of examples.

(*with three exceptions, see 1.4.3 below)

There are two other papers in which you have the opportunity to submit work written in your own time, and a third, optional means to supplement this with further, submitted work.

The Extended Essay in the Special Subject tests your ability to conceptualize and structure a substantial (6,000-word) essay on one of a selected group of questions that the Examiners of that Special Subject will propose. It is intended that this essay be written on the basis both of extensive secondary reading and knowledge where appropriate of the primary texts prescribed for the Special Subject, and will provide an opportunity to demonstrate both your familiarity with these sources and your ability to interpret critically and intuitively.

The Thesis will, for many of you, represent the most satisfying piece of work that you produce while pursuing the history degree at Oxford: an opportunity to select a topic entirely independently and to devise your own research strategy to explore it in detail. You will be encouraged to begin thinking about a possible subject for a thesis in your second year – either in the Trinity Term or before. All undergraduates will receive tutorial guidance and support in thinking about the practicalities of researching a chosen topic, and later in bringing together the source material, constructing an argument and drafting a plan for writing up. The thesis is to be no longer than 12,000 words, including references, but excluding the bibliography, except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in VI 10, sections iii
and x, apply (see Chapter I). Practical advice and detailed regulations for the writing of theses are included in chapter 9.

In addition any undergraduate may choose to submit a further, Optional Additional Thesis. This must also be a maximum length of 12,000 words, except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in VI 10, sections iii and x, apply (see Chapter I), on another subject of choice (restricted only by not overlapping in any substantive way with the compulsory thesis), and must be submitted by Friday of week 0 of the Trinity Term in which the candidate takes the Finals examinations. In such cases the Final Honour School Examiners will arrive at a formal degree result by taking the highest seven marks out of the eight papers (including the optional thesis) submitted. The optional thesis must be written in time set aside by the student, most probably in the vacations, and will not receive the same level of formal advice and guidance from tutors as the compulsory thesis. Few students are in practice likely to take up this opportunity, and obviously a candidate in the FHS is better served by producing one excellent rather than two mediocre theses. But for diligent and capable students, especially for those who find intractable problems in doing themselves justice in three-hour closed examination papers, it is an option to be considered in consultation with your college tutors.

1.1.1. Possible restrictions to your choice of papers
With over ninety papers in the syllabus, the great, distinguishing feature of the Final Honour School is the range of choice it offers. But you do not have complete freedom of choice, for two reasons. One is to ensure that you study papers across the chronological range of the School. The other is administrative: if your choices were not limited in certain specific contexts, it would be impossible for college tutors and the Faculty to organize your teaching properly and to ensure that the number of undergraduates wishing to take courses could be related to the available teaching resources.

There are three ways in which your choices may be limited in the Final Honour School:

i. Period Requirement: you are required to take at least one of the British and General History papers taken across both the Preliminary and the Final Honour School from each of three chronological groups: medieval (papers up to 1409); early modern (papers from 1330 to 1715); and modern (papers from 1685 onwards). In practice, for example, if you have offered an outline paper from the medieval and early modern periods in Prelims, you must offer an outline paper from the modern period in the Final Honours School. The requirement that your choice of outline courses should cover this chronological range CANNOT be offset by choosing other courses (such as the Further or Special Subject), or the subject for your thesis, from the missing period.

The four periods of British and General History offered by a candidate in the First Public Examination and the Honour School must include at least one from the following groups:

2. Middle: (III) 1330-1550, (IV) 1500-1700; General History (taken in the First Public Examination): III: 1400-1650; (taken in the Final Honour School): (vii) 1409-1525; (viii) 1500-1618; (ix) 1618-1715; (xviii) Eurasian Empires 1450-1800.

3. Late: (V) British History 1685-1830; (VI) 1815-1924; (VII) since 1900, General History (taken in the First Public Examination): IV: 1815-1914; (taken in the Final Honour School): (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) Europe Divided, 1914-1989; (xiv) The Global Twentieth Century, 1930-2003; (xv) Britain's North American Colonies: from settlement to independence, 1600-1812; (xvi) From Colonies to Nation: the History of the United States 1776-1877; (xvii) The History of the United States since 1863; (xix) Imperial and Global History 1750-1914.

Candidates with Senior Student status, and candidates who have passed the First Public Examination in a course other than Modern History are required to offer one paper in British History and one in General History, to be taken from two out of the three period groups (1. Medieval History, 2. Early Modern History, 3. Modern History). Please note that History of the British Isles III (1330-1550) counts as an MIDDLE paper and not an EARLY one.

ii. Capping of certain Further and Special Subjects. In order to ensure that there is adequate teaching provision, certain popular Further and Special Subjects have to be ‘capped’ at a pre-determined number of takers for the year. The procedures for capping are explained in detail below in sections 1.3.3 and 1.3.4. The Undergraduate Studies Committee of the Faculty Board monitors the caps that are applied to specific courses each year, and is keen to ease the pressure on popular subjects by new Faculty appointments (when the opportunity arises), and by the creation of new Further and Special Subjects which will provide attractive alternatives. The definitive lists of available Further and Special Subjects will be available to students and tutors at an appropriate time. Such lists will necessarily vary from year to year both in the subjects capped and the size of the cap imposed according to the availability of teaching resources. Further Subjects applications are currently processed at the beginning of the second year in Michaelmas Term (with the exception of some joint school students who may choose them in their final year). Special Subjects applications are currently processed in the middle of Hilary Term of the final year (again the year may vary for some joint school students).

iii. Overlap rule: The choice of subject for your thesis (and in relevant cases, an additional optional thesis) may impose certain restrictions on the use you may make of material from it in answering questions in other papers. These are set out in section 3.2 Examination Conventions below.

Please be aware of these limits on your choices from the outset. It is your responsibility, and not your tutors’, to ensure that your choices fall within the regulations.

In general, please remember that the arrangement of your teaching, and particularly of tutorials, is a complex business, over which tutors take a great deal of time and trouble.
When your tutor asks you to make a choice, do so promptly, and at all events by the date specified: otherwise it may not be possible to arrange teaching in the subject you want.

### 1.1.2 Study Timetable

Here is an approximate guide to which papers you will be studying in which term throughout your second and third years:

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>MT</td>
<td>Special Subject</td>
</tr>
<tr>
<td>HT</td>
<td>Thesis</td>
</tr>
<tr>
<td>TT</td>
<td>Revision and Exams</td>
</tr>
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</table>

NB There is no set term in which Disciplines of History is studied, and Colleges vary in the timetable with which they teach it; however classes and/or tutorials will be available over at least two out of the six terms.

### 1.2 Course aims

The programme aims to enable its students to:

- acquire a knowledge and understanding of humanity in past societies and of historical processes, characterised by both range and depth, and increasing conceptual sophistication;
- approach the past through the work of a wide variety of historians, using a range of intellectual tools; and thus appreciate how History as a subject itself has developed in different societies;
- learn the technical skills of historical investigation and exposition, above all how primary evidence is employed in historical argument;
- enhance a range of intellectual skills, such as independent critical thinking, forensic analysis, imagination and creativity;
- perhaps learn or develop languages, or numerical tools;
- analyse and argue persuasively in writing, and engage in interactive oral discussion to deepen understanding;
- develop the ability to work independently, and to plan and organize time effectively.

There is a full statement of the aims of the course, in terms of the knowledge and skills you will acquire, on WebLearn.

### 1.3: Course Structure and Description

#### 1.3.1: History of the British Isles

The history of the British Isles continues to be one of the foundations of the Final Honour School, offering you the opportunity to study the development of the closely-related societies of England, Scotland, Wales and Ireland over long periods of time. The periods into which British History is divided are the same as in the Preliminary Examination in History: unless you have changed into History from another School, you will therefore have studied
one of these periods already, and will be familiar with the nature of British History as an outline paper. You will find, however, that the expectations of both tutors and examiners in the Final Honour School are significantly different.

In your tutorials you will probably be asked to read more, in the monographic literature and in selected primary sources. You will almost certainly be expected to engage more precisely with specific issues within your chosen period(s); and the examination questions may reflect this. You will also be encouraged to show greater historiographic awareness in your approach to a period. This does not mean that the paper(s) will become a study of what historians have said; but you will be expected to recognise why you are being asked certain questions. Finally, you are expected and encouraged to relate your British History paper(s) to other papers studied in the FHS wherever your choices make this feasible (and especially in the cases of General History, the Further Subject and Disciplines of History).

At the same time, the British History paper in Schools will continue to require you to show breadth of understanding. It is possible to study a very wide range of topics in political, social, cultural, economic, and intellectual history: you should take the initiative in discussing with your tutor what you wish to cover during the term. Depending upon the period and topic, there will be the opportunity to pursue interests in Scottish and Irish as well as English History, and to adopt a British perspective on common problems. It aims to encourage appreciation of the underlying continuities as well as the discontinuities within each period, and to explore the relation between political, gender, economic, social and cultural developments in determining the paths followed by the societies of Britain, severally and together:

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

Course information for each of the period options available can be found at: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/brit-isles

**Teaching:** 7 tutorials over one or two terms, each with an essay.

**Assessment:** A 3-hour written examination takes place at the end of the Trinity Term. This accounts for one seventh of the overall mark.

1.3.2: General History

General History is a second foundation stone of the Final Honour School: a choice of eighteen periods is available, and you may study one of these. The papers differ from those available in the Preliminary Examination in several important respects. First, the whole of European history from the rise and fall of the later Roman Empire to the Cold War is
covered, across fourteen periods. Second, in many of these periods, and increasingly from the sixteenth century onwards, it is possible to study the interaction of European with extra-European history; by the late twentieth century, European history is also necessarily world history. Third, there are now three papers devoted specifically to American history, and one devoted to the wider world in the nineteenth century, studied as far as possible from a local rather than a Eurocentric perspective.

**Tutorial study:** where General History in Prelims was designed to be studied in thematic and broadly comparative topics, the Schools papers encourage you to develop a comparative understanding on more specific foundations. In most papers the subjects of tutorial essays are likely to be a mixture of territorially and politically specific topics and broader connecting themes. As in your British History papers you should take the initiative in devising your tutorial programme so that it makes the most of both your own and your tutor’s interests.

General History (i) 285-476
General History (ii) 476-750
General History (iii) 700-900
General History (iv) 900-1150
General History (v) 1100-1273
General History (vi) 1273-1409
General History (vii) 1409-1525
General History (viii) 1500-1618
General History (ix) 1618-1715
General History (x) 1715-1799
General History (xi) 1789-1871
General History (xii) 1856-1914
General History (xiii) Europe Divided, 1914-1989
General History (xiv) The Global Twentieth Century, 1930-2003
General History (xv) Britain’s North American Colonies: from settlement to independence, 1600-1812
General History (xvi) From Colonies to Nation: the History of the United States 1776-1877
General History (xvii) The History of the United States since 1863
General History (xviii) Eurasian Empires 1450-1800
General History (xix) Imperial and Global History, 1750-1914.

Course information for each of the General History options available can be found at: [https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/general](https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/general)

**Teaching:** 7 tutorials over one or two terms, with submitted essays or essay plans for discussion, or 7 classes

**Assessment:** A 3-hour written examination takes place at the end of the Trinity Term. This accounts for one seventh of the overall mark.
1.3.3: Further Subject

Further Subjects will normally be studied by candidates in History in the second year, and in the great majority of cases the teaching is in Hilary Term. This pattern may vary for students taking the various Joint Schools. Please note that main school finalists may not attend Further Subject classes again in their final year.

The Further Subjects have been designed to extend and deepen your knowledge of particular subject areas, topics and themes in British and General History. They are intended to be document- and text-based, requiring you to engage with the range of primary material relevant to the subject, to elucidate its significance and to relate it to the scholarly literature. There are over thirty Further Subjects to choose from, ranging geographically across the globe, and conceptually from archaeology to political and social thought. They enable you to study subjects in which members of the Faculty are themselves actively engaged in research, and your choice may well arouse interests which you yourself wish to pursue subsequently. Although it is by no means obligatory, many students do study a Further Subject related to one or more of their British or General History papers in the Final Honour School: candidates in Finals are positively encouraged to relate, where appropriate, knowledge gained from their Further Subject to questions set in their outline papers or in Disciplines of History.

Further Subjects are usually taught in a combination of six tutorials (arranged by your college tutors) and eight university classes (arranged through the Faculty by the Convenor for the Subject). Each class is taken by one or two Faculty members who are experts in the field, sometimes assisted by graduate students researching relevant topics. As in the Special Subjects, the classes provide an invaluable opportunity to learn the skills of working effectively in a group; during the course of the term’s classes you will normally be expected to write and deliver at least one paper, to open the class discussion. Please read the section on Forms of Teaching in chapter two for guidance on how to get the best out of class teaching. Revision teaching is not normally provided, but Further Subjects may be included in the two hours of tutorial teaching normally used for British and General History.

Further Subjects are examined in a single paper in the Final Honour School. You are required to answer three questions, including at least one from both Section A and Section B, and to illustrate your answers as appropriate by reference to the prescribed texts. Questions in Section A are normally derived more directly from the prescribed texts. You should consult past examination papers in the subjects in which you are interested in order to gain an idea of what they involve. These are available in the History Faculty Library and in many college libraries, as well as through: [http://www.oxam.ox.ac.uk](http://www.oxam.ox.ac.uk).

Further subjects to be taught in Hilary Term 2016 (unless listed as suspended) are:

1. Anglo-Saxon Archaeology c.600-750: Society and Economy in the Early Christian period
2. The Near East in the Age of Justinian and Muhammad, 527-c.700
3. The Carolingian Renaissance
4. The Crusades
5. Culture and Society in Early Renaissance Italy, 1290-1348
7. Flanders and Italy in the Quattrocento, 1420-80
8. The Wars of the Roses, 1450-1500
9. Women, Gender and Print Culture in Reformation England, c.1530-1640
10. Literature and Politics in Early Modern England
12. Court Culture and Art in Early Modern England 1580-1700
13. The Military and Society in Britain and France, c.1650-1815
14. The Metropolitan Crucible, London 1685-1815
15. The First Industrial Revolution, 1700-1870 (suspended for 2016-17)
16. Medicine, Empire, and Improvement, 1720-1820
17. The Age of Jefferson, 1774-1826
18. Culture and Society in France from Voltaire to Balzac
19. Nationalism in Western Europe, 1799-1890
20. Intellect and Culture in Victorian Britain
22. The Middle East in the Age of Empire, 1830-1971
23. Imperialism and Nationalism, 1830-1980
24. Modern Japan, 1868-1972
25. British Economic History since 1870 (as prescribed for the Honour School of Philosophy, poli
tics and Economics)
26. Nationalism, Politics and Culture in Ireland, c.1870-1921
27. A Comparative History of the First World War, 1914-20
28. China since 1900
29. The Soviet Union, 1924-41
30. Culture, Politics and Identity in Cold War Europe, 1945-68
31. Britain at the Movies: Film and National Identity since 1914
32. Scholastic and Humanist Political Thought
33. The Science of Society, 1650-1800
34. Political Theory and Social Science c.1780-1920
35. Post-Colonial Historiography: Writing the Indian Nation

Three of these options, Writing in the Early Modern Period, 1550-1750; Britain at the Movies: Film and National Identity since 1914 and Post-Colonial Historiography: Writing the Indian Nation are examined in the second year by means of an extended essay. See Examination Regulations for further details.

**CAPPING OF CERTAIN FURTHER SUBJECTS**

Since the demand for certain of the Further Subjects may exceed the capacity of the Faculty to teach them, such subjects may be ‘capped’. This means that a ceiling is placed on the
number permitted to attend the Faculty Classes in the subject. The Faculty Board normally
allows 8 undergraduates per available Faculty postholder or approved substitute: depending
on the number of those available to teach the subject in a given year, the ‘caps’ will,
therefore be set at a multiple of 8. All caps have to be approved by the Undergraduate
Studies Committee of the Faculty Board, which must be satisfied that the caps reflect the
available teaching resources.

A list of Further Subjects which have been ‘capped’, and the number of places available in
each case, will be published and circulated at the beginning of Michaelmas Term, along with
the Further Subject application form.

Course information for each of the options available can be found at:
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/further

Teaching: 6 tutorials and 8 classes, held over Hilary Term of year 2.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term of year
3, except for Writing in the Early Modern Period, 1550-1750; Representing the City, 1558-
1640; Britain at the Movies: Film and National Identity since 1914 and Post-Colonial
Historiography: Writing the Indian Nation, which are examined by means of an extended
essay submitted in year 2.

The Further Subject paper accounts for one seventh of the overall mark.

1.3.4: Special Subject

Special Subjects are normally studied by candidates in History and its Joint Schools in their
third year (fourth year in History and Modern Languages); in the great majority of cases the
teaching is done in the first term of the third year.

The intention of the Special Subjects is to bring you face to face with the original sources on
which historical scholarship is based, and to encourage you to arrive at your own
conclusions as a result of detailed study of this primary evidence. There are more than
twenty Special Subjects available for you to choose from, ranging across almost the entire
chronological span of the History syllabus. They enable you to study at first hand fields of
research in which Faculty members themselves often have a direct, active interest, and you
may well find yourself identifying new lines of enquiry within the field. (It is by no means
uncommon for undergraduates to go on to doctoral research in the field of their Special
Subject.) Working for the Special Subject, together with research and writing your thesis in
the following term should be the most intensive and quite possibly also the most enjoyable
experience of your undergraduate career.

Special Subjects are usually taught in a combination of six tutorials (arranged by your
college tutors) and eight university classes (arranged through the Faculty by the Convenor
for the Subject). Each class is taken by one or two Faculty members who are experts in the
field, sometimes assisted by graduate students researching relevant topics. Either tutorials
or classes should provide you with two opportunities to discuss your extended essay topic. The classes provide an invaluable opportunity to learn the skills of working effectively in a group; during the course of the term’s classes you will normally be expected to write and deliver at least one paper, to open the class discussion. Please read the section on Forms of Teaching in chapter 2 for guidance on how to get the best out of class teaching. Revision teaching is not provided for Special Subjects.

Special Subjects are examined in two papers in the Final Honour School:

Paper I consists of passages for comment (‘gobbets’), taken from the prescribed documents; in almost all cases you are required to complete twelve such commentaries. The object of this paper is to test your understanding of the documents, and ability to interrelate them in order to explain their significance.

Paper II consists of an extended essay of 6,000 words – including references but excluding bibliography. Examiners will provide a list of eight possible essay topics by Friday of week 4 of the Michaelmas term when the course is being taught. Students will select one question and will have the opportunity to work on this during the second half of the term and over the Christmas vacation. The tutor or class teacher is permitted to read and comment on a plan, but not a complete draft, of the essay. The essay must be handed into the Examination Schools by 12 noon on Friday of week 0 of the following Hilary term.

Candidates will be expected to show familiarity with all relevant prescribed texts and the secondary reading, and to use these as the basis of the essay. It is NOT intended that the extended essay should be a second thesis, requiring an elaborate, independent bibliography of primary and secondary sources, but that it should demonstrate in-depth understanding of the range and relevance of the Special Subject as established through the prescribed texts and Faculty bibliography.

The guidelines for the presentation of extended essays in the Special Subject are the same as those for the thesis – see section 1.4 below. The thesis lectures offered to second-year students every Trinity Term includes a lecture dedicated to presentation matters; the content of this lecture is equally relevant for the extended essay. Examiners will expect these guidelines to be observed in the production of both the thesis and the extended essay, and penalties will be applied for careless, inconsistent or scrappy presentation and referencing.

The Special Subjects to be taught in Michaelmas Term 2017 (unless listed as suspended) are:

1. St Augustine and the Last Days of Rome, 370-430
2. Francia in the Age of Clovis and Gregory of Tours.
5. The Peasants’ Revolt of 1381.
6. Joan of Arc and her Age, 1419-35.
9. Luther and the German Reformation.
12. The Thirty Years’ War *(NEW SUBJECT)*
16. Debating Social Change in Britain and Ireland 1770-1825.
17. Becoming a Citizen, c.1860-1902.
22. Nazi Germany, a racial order, 1933-45.
23. France from the Popular Front to the Liberation, 1936-44.
24. War and Reconstruction: ideas, politics and social change, 1939-45.
27. Britain in the Seventies.

**CAPPING OF SPECIAL SUBJECTS**

Since the demand for certain of the Special Subjects may exceed the capacity of the Faculty to teach them, such subjects may be ‘capped’. This means that a ceiling is placed on the number permitted to attend the Faculty Classes in the subject. The Faculty Board normally allows 8 undergraduates per available Faculty postholder or approved substitute: depending on the number of those available to teach the subject in a given year, the ‘caps’ will therefore usually be set at a multiple of 8. All caps have to be approved by the Undergraduate Studies Committee of the Faculty Board, which must be satisfied that the caps reflect the available teaching resources.

A list of capped Special Subjects, and the number of places available in each case, will be published and circulated in Hilary Term, along with the Special Subject application form.

**Teaching:** 6 tutorials and 8 classes, held over Michaelmas Term of year 3.

**Assessment:** Paper 1 (Gobbets): A 3-hour written examination takes place at the end of the Trinity Term of year 3. This paper accounts for one seventh of the overall mark.

Paper 2 (Extended Essay): an extended essay of not more than 6,000 words, to be submitted by Friday of week 0 of the Hilary Term of year 3. This paper accounts for one seventh of the overall mark.
1.3.5 Disciplines of History

The intention of Disciplines of History is to encourage students to reflect on the changing nature of the historical discipline, on differing historical methodologies and on comparative history. In all cases they are encouraged to make use of historical material which they studied in other papers in their first year and for the Final Honours School. Colleges will provide a maximum of ten teaching sessions for this paper, mainly in classes. The paper is divided into two sections:

Making Historical Comparisons

The aim of Comparative History is to learn more about general features of human experience, and about different periods and societies, by the process of comparison. Historical comparison highlights both the similarities and the differences between different periods and societies. It casts light by revealing wider unities and also by drawing attention to the particularities of human and social experience. Historical comparison of this kind is also a most helpful revision tool, in that it calls upon you to bring together the whole range of historical material you have covered in your studies at Oxford, and to consider it in a new light.

Preparation for this paper is thus more a matter of technique than of new information. In the first instance you should concentrate on deploying your pre-existing knowledge in order to make effective comparisons, although once you have started on a comparison it may, of course, draw you into additional reading as gaps in your knowledge appear. The art of comparison lies in identifying both the bases of similar features in the societies under comparison, and the variable factors which produce differences. Choosing your examples is therefore crucial. The societies compared must have sufficient similarities to make comparison worthwhile. No-one is going to waste time comparing Nazi Germany and Northumbria in the age of Bede, since they are so obviously different. The alternative danger, of comparing two identical societies, may be practically dismissed, so long as you are correctly observing the rubric of this section and comparing historically distinct societies, separated by either time or space. Note that two principle subjects of comparison (societies or polities) are perfectly adequate. The basis of good comparison, as of all historical study, is the precise knowledge of particular cases. Adducing more than two or three cases makes precise and careful comparison difficult, if not impossible, and results instead in a general impressionistic haze, like laundry where all the colours have run together.

There will be twenty questions in this section. The following list suggests a range of subject areas which the examiners might address. However, no specific topic is guaranteed to come up in any particular paper. A specimen paper is available on the faculty web-site.

The Arts: Visual, Drama, Music
Orality & Literacy, Education, Schools, Universities
Crime, Punishment, The Law, Judicial Systems
Intermediate social organizations, Civic Society, Family, Guilds
Gender, Sexuality, Social taboos
Religion, Belief, Conversion, Persecution, Toleration
Aristocracy, Elites
Slavery, Serfdom, Underclasses
Economic systems, Development, Globalisation
Environment, Urbanisation, Town & Country
Identities, Social, Ethnic, Geographical, National
Ritual, Custom, Myths
Political ideas & ideologies
Power, Government, Bureaucracy
Revolutions, Régime change, Riots
Empires, Centre-periphery
Diplomacy, international relations

Making Historical Arguments
The second section of the paper is historiographical. It requires you to reflect upon the question ‘how do historians make history?’ This question can be approached both from below – how are sources used in historical writing? – and from above – what views have historians held about the way in which history should be approached? (Indeed both angles can be considered at the same time, given that particular approaches to history often privilege particular sources.) The focus of this section is therefore on the great variety of ways in which history has been and is written, in terms of different subject-matter, sources, motivation, context and genre. The writing of history must itself be historicized. History itself does not display a “whiggish” tendency to perpetual improvement, nor does historiography, and the latter must be considered as the product of a particular historical context. While much of the focus will naturally be on recent work, the questions set in this section of the paper will also enable you to discuss forms of historical writing that have existed over the last two-and-a-half millennia.

As with the first section, much of the material for your answer in this section of the paper will originate in the work you have done elsewhere in the course: your experience of deploying sources and approaches in writing a dissertation and extended essay; your observation of how sources have been used by other historians (particularly in Further and Special Subjects); and the range of different approaches in the many articles and books you have read for all your papers. Historiographical awareness is a crucial element of all the papers you take, and you should be reflecting on the nature of historians’ approaches and their sources throughout the Final Honours course.

You will also receive some specific teaching for this section, so as to learn more about different schools of, or approaches to, history: their particular historical context, interests, methods, influences, forms and sources. Note however that serious reflection on historiography is a good deal more than mere generalised reproduction of textbook
accounts of (say) the *Annales* school or “whig” history. Reflection on the writing of history, like reflection on history itself, stems from engagement with specific cases and sources. The basis for success in this section of the paper is to read major works of historical writing for yourself (most obviously as an extension of your work in other papers), whether it be Herodotus or Foucault. In this way your answer can cite and engage with historical writing and/or sources in authentic detail.

Here again there will be twenty questions in this section. The following list suggests a range of subject areas which the examiners might address. However, no specific topic is guaranteed to come up in any particular paper. A specimen paper is available on the faculty web-site.

Material Culture & Archaeology in historical writing  
Geography and Environmental History  
Space & Urban History  
Economic and Quantitative History  
Structural Social History  
Cultural History & Historical Anthropology  
Literature & Narrative  
Gender, Sexuality and the Body  
Visual Sources & Methods  
Oral History  
Sources for the Self  
Intellectual History  
Political History  
Postcolonialism & Ethnicity  
Global and International History  
Statist and National Traditions  
The Classical Tradition  
Philosophy of History  
Archives

*Genres of historical writing*

*Please note that the standard Oxford rules against overlap do not apply to either section of Disciplines of History. You may use any work you have done, including in your thesis, as sources for your arguments in the examination.*

**Teaching:** The Faculty will provide lectures on themes from both sections of the paper, usually in the Hilary and Trinity terms of each year. Otherwise, the organization of teaching for Disciplines of History is the responsibility of College Tutors. Colleges will offer a maximum of ten teaching sessions. In most cases this will be class teaching, so that students have an opportunity to exchange information and ideas and to debate with each other in a larger group. However, colleges may also offer a maximum of two conventional tutorial sessions (to be included in the total of ten hours). As is usual in Oxford, there may well be
variation between colleges in the precise organization and timetabling of this teaching. Depending on their own commitments, tutors may start work on the course at various points in the second year, and/or continue such teaching later on in the third year. There is no single ‘right’ way to teach the paper. Different tutors have developed different teaching programmes which best reflect their strengths and convey the most benefit to their own students.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term of year 3. Candidates must answer two questions, one from each section of the paper. The paper accounts for one seventh of the overall mark.

1.3.6: Compulsory Thesis
Every undergraduate taking the BA in Single Subject History must submit a thesis as part of the fulfilment of their Final Examination. In the course of Trinity Term of the second year they are required to meet with a college tutor and, where appropriate, specialist adviser in order to discuss a possible thesis topic (see Timetable below).

The thesis, which constitutes a single unit in the Final Honours Examination, should not be longer than 12,000 words, including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the Chair of Examiners, appendices except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in VI 10, sections iii and x above, apply. When passages are quoted in a language other than English and an English translation provided, only the original quotation and not the translation should be counted towards the word limit. Appendices requests should be made in good time, addressed to the Chair of Examiners via the History Undergraduate Office (undergraduate.office@history.ox.ac.uk). Please include a brief description of the content of the proposed appendix together with rationale for its inclusion, and some indication of size in word length.

All candidates must submit two copies of their thesis, addressed to the Chair of Examiners, Honour School of History, Examination Schools, Oxford, not later than noon on Friday of Eighth Week of the Hilary Term of the year in which they are presenting themselves for Examination. Where a candidate for any written examination in which a thesis (or other exercise) may be, or is required to be, submitted as part of that examination wishes on some reasonable grounds to be permitted to present such thesis (or other exercise) later than the date prescribed by any statute, or regulation, the procedure shall be as follows:

(a) the candidate shall apply in writing through the Senior Tutor to the Proctors for such permission enclosing the grounds for the application;

(b) the Proctors shall consult the Chair of the Examiners about any such application and shall then decide whether or not to grant permission

Each thesis must include a bibliography, listing all materials, documents, books and articles used in its preparation. The bibliography should give clear and accurate details of locations, places and dates of publication. Only primary and secondary works actually read should be included. In the text, all quotations or evidence or ideas derived directly from books, articles
or documents should be acknowledged precisely in footnote references. Advice on appropriate style of bibliography and references will be found below. Poor presentation in these matters (for instance the inability of examiners to identify a book or to locate a quotation) may be penalized.

Avoidance of plagiarism: see section 2.2.1 Plagiarism and Good Academic Practice below. Make sure you read and understand the rules of plagiarism as they are taken extremely seriously by the examiners and the Proctors.

The student should not make substantial use of the material submitted in their thesis in answering questions on other papers in the Final Honours School (with the exception of Disciplines of History), and should avoid any obvious duplication of material and/or arguments between the thesis and the Special Subject extended essay.

Authorship. Each thesis must be accompanied by a certificate, signed by the candidate, making the following declaration in exactly the form indicated. Forms for this purpose are available to download from WebLearn.

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/thesis

Declaration of Authorship:

I declare the following:

I have read and understood the University’s disciplinary regulations concerning conduct in examinations and, in particular, the regulations on plagiarism (Essential Information for Students. The Proctors’ and Assessor’s Memorandum, Section 9.6; also available at www.admin.ox.ac.uk/proctors/info/pam/section9.shtml).

I have read and understood the Education Committee’s information and guidance on academic good practice and plagiarism at www.admin.ox.ac.uk/edc/goodpractice.

The [thesis/dissertation/extended essay/] I am submitting is entirely my own work except where otherwise indicated.

It has not been submitted, either partially or in full, for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this), or for a qualification at any other institution.

I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs.

I have clearly indicated the presence of all paraphrased material with appropriate references.

I have acknowledged appropriately any assistance I have received in addition to that provided by my [tutor/supervisor/adviser].

I have not copied from the work of any other candidate.
I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this thesis/dissertation/extended essay/assignment/project/other submitted work. (See also section 2.4 of Statute XI on University Discipline under which members of the University are prohibited from providing material of this nature for candidates in examinations at this University or elsewhere: http://www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142348.)

The [thesis/extended essay/] does not exceed 12,000 words in length, including footnotes, but excluding bibliography; any appendices for which specific permission has been obtained, and any English translations of passages quoted in another language. I have spent no more than five hours in preparatory or advisory meetings with my College History Tutor or thesis adviser; only the first draft of the [thesis/extended essay] has been seen by my thesis adviser.

I agree to retain an electronic copy of this work until the publication of my final examination result, except where submission in hand-written format is permitted.

I agree to make any such electronic copy available to the examiners should it be necessary to confirm my word count or to check for plagiarism.

8) **Format.** All theses must be typed or word-processed on A4 paper, in double spacing and with margins of at least one inch. **Two copies** should be submitted, and they should be printed in not less than an 11-point typeface, and should be bound securely, though not necessarily in hard-covers. Only secure soft-binding will be accepted. **Do not** put your name on your thesis (as opposed to the accompanying certificate mentioned above), only your candidate number. **Do** write the word-count of the thesis on the front cover.

1.4 **Research and thesis**

1.4.1 **Planning your research**

Please note that this timetable is for guidance only. Those taking the thesis as part of joint honours schools may well research and write their thesis at times different from those suggested below. Individual college tutors may vary the details of these arrangements, for example, by asking students to think at an earlier stage in the second year about their initial ideas for a thesis. However, it may be helpful to indicate what seems an optimal timetable, taking the student from initial thoughts about the thesis to final submission. There will be opportunities to consult with college or, if appropriate, specialized advisers during the process of planning, researching and writing up your thesis. Teaching will be organized by college tutors as for other courses and students must not expect to contact specialist advisers for themselves. Various combinations of meetings with College tutors and specialist advisers are possible and, where both are involved, it may be advisable to use time with a specialist adviser discussing the detailed historiography of the field and the availability of specific sources and time with a College tutor discussing the general argument and structure of the thesis and the overall progress of the student’s work on it. A possible distribution of such advisory meetings (each taken to be an individual meeting of tutorial length) is built into the timetable below, but it is admissible to have shorter and more frequent meetings.
Hilary Term, year 2 – Attend the Undergraduate Thesis Fair in Examination Schools. Attend lecture on selecting thesis topic. Start to think about thesis topic.

Trinity Term, year 2 - Identify thesis topic and supervisor, work out any training needs, lecture/seminar attendance, programme of secondary reading necessary to set scene for proposed research; initial exploration of primary sources; discussion of primary sources with tutor/supervisor.

Long Vacation after year 2 – start to research thesis topic; identify and establish familiarity with primary and secondary sources central to proposed research; finalise plan of work remaining for dissertation and agree this with supervisor; sketch provisional structure

Michaelmas Term, year 3 – Submit proposed title of thesis and a brief synopsis (not more than 250 words) for the approval of the Chair of the FHS Board of Examiners by Friday of week 6, using thesis title submission form from WebLearn.

Hilary Term, year 3 – Complete research, modifying plan and structure as necessary in process. Any changes to the original title must be submitted for the approval of the Chair of the FHS Board of Examiners by Friday of week 4. Produce draft – make sure draft is in supervisor’s hands in plenty of time for supervisor to comment, and for you to revise in light of comments – Submit final draft in hard copy to Examination Schools no later than noon on Friday of week 8 of Hilary Term.

1.4.2: Your supervisor

See APPENDIX 2: Faculty Members and their areas of study for a list of all History tutors and their fields of interest. Discuss in the first instance with your college tutor.

Your supervisor will discuss with you the field of study, the sources available, and likely directions for research. You should have a formal meeting with your college tutor, and possibly an additional meeting or meetings with a specialized thesis adviser in the Trinity Term of your second year. A second meeting should take place just before submission of your proposed title, in week 6 of Michaelmas Term of your final year. While you are writing the thesis, you are allowed to have further advisory sessions at which bibliographical, structural, and other issues can be discussed. The total time spent in all meetings with your college history tutor and specialized thesis adviser must not exceed five hours. Please note that this five hour limit covers all forms of advisory communication, including email exchanges. A first draft of the thesis may be commented on, but not corrected in matters of detail or presentation, by your thesis adviser.

1.4.3: Writing your thesis

The thesis is potentially a very exciting element of the Final Honour School. It offers you the opportunity to engage in primary research on a subject of your own choosing, and to arrive at conclusions which are entirely your own, not a synthesis of the conclusions of others. It enables you to work as a historical scholar in your own right and to get a taste of the kind of academic work undertaken professionally by your tutors. Some undergraduate theses are so good that they are ready to be published as they stand, and the Faculty does now publish the best BA theses submitted each year on its electronic publishing arm, Oxford History
Online. Almost all theses however give their authors considerable personal satisfaction, and will be looked back on with pride long after the authors have left Oxford and, in most cases, the study of history.

However it is necessary to recognize that a thesis requires commitment, and a very high level of personal motivation and organization. You will have the opportunity to consult with tutors who can help advise you on bibliographical or structural problems, but the burden of time-management and effective working falls on you. Most of you will be given the Hilary term of your third year to research and write up your thesis. It is essential to recognize that eight weeks is not a long time for such an exercise. The student who wastes 4-6 weeks of the term in pursuit of unrealistic research goals, or who has not thought through the initial practicalities of the thesis subject before the beginning of term, above all the students who fritters away half or more of the term not getting down to serious work, will have huge, probably insurmountable, problems in pulling together an adequate thesis in the remainder of the term. It is important to be aware that the Examiners will judge a thesis against the amount of work that a diligent undergraduate could be expected to have done over a full academic term. An intellectually vacuous submission, based on obviously limited reading and amounting to little more than a longer version of a tutorial term-essay, will be heavily penalized. It is possible to gain exceptionally high marks for a thesis, and some students who do not excel in closed examination papers demonstrate spectacular prowess in such work submitted in their own time. But it is also possible to gain far worse marks for a bad thesis than for a moderately poor performance in a three-hour paper.

The exercise is challenging, and intentionally so. For those who continue their education in Oxford or elsewhere as graduate historians, the thesis will represent a first opportunity to test their abilities as creative and independent researchers, able to define and explore a historical problem on a large scale. For others a successfully-accomplished thesis is a clear indication to employers and the outside world that they possess a capacity for organization, self-discipline and the ability to structure a substantial and complex piece of research very largely on their own initiative.

**Good and Indifferent Theses**

The hallmark of a good thesis is precisely that it should contain a *thesis*, a consecutive argument or set of arguments on its topic. Apart from showing a sound grasp of the secondary literature on the field and period and an awareness of the problems of the topic, the writer deploys the evidence of the sources to support a general argument. It is made clear in the text how the writer has approached the topic, what conclusions have been reached and, if appropriate, how the approach and conclusions are related to or diverge from the views of other historians. The good thesis is well written and properly and consistently presented. (*Guidance on format is provided below.*) Good presentation is usually combined with high quality of analysis and intellectual grip on the sources that form a key element in the thesis. Conversely, careless or unclear writing, misspelling and misquotation of sources often go with an uncertain focus on the topic.

It is important, however, to realize from the outset that a thesis is not merely a long tutorial essay. It is fuller in scope, as well as in length; and it must be based on primary sources. It is
commonly supposed that a Schools thesis must be based largely or in part upon unpublished manuscript materials. Theses may of course be based on unpublished materials, but it is not essential. There is no particular virtue in the use of an unpublished primary source for its own sake; and a source does not cease to be primary merely because it has been ‘published’ in some form (e.g. Hansard’s Parliamentary Debates, Parliamentary Papers, editions of medieval chronicles and charters, a work of literature, philosophy or political thought), nor because it has been translated from another language into English. The nature of the topic and the approach adopted will generally govern the kind of sources used. What is essential is that the author should use the primary sources – whether published or unpublished - intelligently and accurately. A thesis should therefore show a competent grasp of relevant sources both primary and secondary; and it will use primary sources not merely for illustrative purposes but as coherently-marshalled evidence to support the author’s arguments. It should also show how those arguments relate to the wider historiography of the field within which it falls.

The choice of subject requires careful thought. It is unwise to choose a topic so large or well-trodden that you cannot write anything original about it on the basis of the analysis of relevant primary sources within the permitted length. It may be unsatisfying to choose a subject so restricted that your conclusions appear to have little relevance to any wider historical question. Many of the best theses succeed by showing how detailed reassessment of a subject of manageable size can shed light on the great issues debated by the historians of any particular period or society.

If your research requires you to travel to visit libraries and archives, you may apply to the Colin Matthew Fund for a grant. See the ‘Prizes and Grants’ section of 3.4 After the Exam, below.

The librarians and curators of Oxford’s many specialist collections welcome well-organised undergraduate historians who seek to use their materials. Experience suggests that many undergraduate thesis writers have found intellectual riches in libraries or collections they scarcely knew existed prior to the annual Thesis Fair. However undergraduates seeking to consult rare books and manuscripts in the Bodleian system may be required to download a permission form and obtain their tutor or advisor’s signature.

Do bear in mind though that historical evidence will not, in general, speak for itself. The ‘truth’ will not emerge through the simple piling up of research material. While you are doing the research, you should also be thinking about how you will shape the materials into an argument, and how you will present that argument in written form. Most theses are divided into chapters, each chapter engaging with a different section of the argument, and the whole culminating in a final section that brings the argument to a persuasive conclusion. A good historian is therefore constantly testing, modifying and rejecting hypotheses about the significance of the material that s/he is examining. Research, while sometimes frustrating, is instantly stimulating; collecting it can become an end in itself. But the historian who stops thinking during research has ceased to be an historian. Hence planning for the thesis should start as early as possible, and continue throughout the research process. Some of your plans may well need to be discarded until you have found the most
feasible and convincing one. As a result, it is always best to assume that the thesis will take longer and require more intellectual engagement than anticipated: a good thesis will certainly require more than one draft of parts if not of the whole. And plenty of time should be allowed for getting the final typed version into presentable form. The deadline for the submission of the thesis is not flexible, and hasty and careless final production can undermine a strong and interesting thesis.

The final advice must therefore be: start thinking about your thesis early; make good use of the summer vacation after your second year; and leave plenty of time for editing once you have completed the first draft.

2 Teaching and Learning

2.1 Teaching Formats

With one major addition, the forms of teaching are the same as for the Preliminary year, but the expectations are more rigorous and exacting.

2.1.1 Tutorials

*Tutorials* remain the principal form of teaching within the History Faculty. **British** and **General History** papers are taught on the basis of **seven** tutorials, while **Further** and **Special Subjects** are taught through **six** tutorials (in addition to any university classes associated with each Subject). Two of the six tutorials on the Special Subject should be devoted to the Extended Essay, unless the Essays are dealt with in the classes; these tutorials may be divided into half-tutorials for individual students. A maximum of **ten** teaching sessions in college are available for **Disciplines of History** (see above, 1.3.5 Disciplines of History). **Five** substantive advising hours are available for the **Compulsory Thesis** (see above, 1.3.6: Compulsory Thesis).

Each tutorial will usually involve a pair of students and a tutor, though in some cases the student may be allocated individual tutorials and in others may be in small groups of three or four students. Tutors’ approaches to the conduct of tutorials will vary to some degree, reflecting his/her personality, intellectual interests and chosen approach, and an assessment of the capabilities, experience or interests of the students. What can be said is that the tutorial is not primarily about the learning of facts and the provision of information about a subject. It is assumed that a capable and committed student will have used the pre-tutorial period of reading, preparation and writing to acquire a factual knowledge of the historical issues and the principal lines of historiographical debate about them. A tutor will expect the student, whether or not s/he has produced a piece of formal written work, to come to a tutorial with a substantial knowledge of the outlines and the detail of the topic, and to be prepared to discuss problematical issues and to raise questions about difficulties in understanding or interpretation. It is from this base of assumed knowledge and identified problems that the tutorial aims to explore the topic and its issues in greater depth. The objectives are both to foster in the student the ability to think critically (allowing them to interact with the tutor about the significance and appropriate interpretation of the material
studied), and for the tutor to be assured that the student has a thorough and well-grounded understanding of the various issues and of the connections between them, both on the level of theoretical principle and in more immediate and concrete instances. A key aim is to develop flexibility and argumentative subtlety in the student by challenging initial ideas and approaches, pushing for responses to criticisms and alternative approaches, and encouraging depth and coherence in defending or expanding interpretations.

Tutors’ approaches to the assessment of student performance in tutorials and their provision of feedback for the students may vary. Some tutors expect students to have shown evidence that they have read extensively from a bibliography and/or have used their initiative in selecting other sources for the preparation of an essay, while in other tutorials attention may be focused on a smaller number of key books and articles, with the tutor expecting the student to show in-depth understanding of these. Some tutors regard the essay as an important piece of finished work, and, especially if handed in for marking before or after the tutorial, expect high standards of presentation, full bibliographies and appropriate referencing. Others regard the essay as work-in-progress, and may on occasions suggest that students come prepared to discuss the topic on the basis of notes rather than a formal written essay. (This may be especially the case when two or more students are present in a tutorial.) The essay or written work may be handed in and read by the tutor before the tutorial, read out by the student at the beginning of the tutorial, summarized briefly by the student at the outset, and/or handed in after the tutorial. These practices will reflect in large part the tutor’s individual approach to the tutorial. For some, the tutorial is a discussion focused tightly on the essay written by the student and the issues arising from the content and argument of this essay. For others it offers the opportunity for a broader discussion of the issues and historiographical debates surrounding a topic, only one element of which may have been considered by the particular student essay. In all cases however the student should feel that the tutorial has provided a number of reactions and clarifications to their own ideas, and a discussion that is both related to his/her written submission or opinions and opens up wider issues.

The strength of the tutorial is its highly personalized character. Tutors should respond to tutees and their needs and concerns; equally, students should regard the tutorial as a pro-active experience in which their own contribution is vital to ensure that discussion relates to issues of concern or uncertainty, and allows them to test out their own ideas and interpretations.

Students may find the feedback from tutorials varying in style and quantity between tutors. They will all probably receive a written commentary on some if not all of their essays or written submissions. This may include a specific mark or grade; more often it will make reference to factual errors, will comment on stylistic strengths and weaknesses and upon the larger structure of the argument, issues omitted or key works not read, but without distilling these criticisms and commendations into a single overall mark. Many tutors are wary of providing a mark, which may too readily be taken as a simple verdict on whether the essay is ‘good’ or ‘bad’. The student should also be aware that the verbal comments and discussion that the tutor provides in the tutorial, often in direct response
to the student’s own interventions and comments, constitute an important element of formative assessment. The style of this verbal commentary may vary between tutors, some of whom will offer commentary/assessment on performance in a formalized manner at a particular point in the tutorial, others offering advice, criticism and suggestion in a more extensive and informal way. Any successful tutorial will provide substantial, detailed feedback, but students should be alert to interpreting and understanding the combination of written and verbal assessment, criticism and encouragement received.

The Faculty has agreed the following standard teaching arrangements for the second and third years of the degree. Colleges may, where appropriate, substitute a larger number of classes for a given number of tutorials.

- **British History**: 7 tutorials
- **General History**: 7 tutorials
- **Thesis**: 5 hours
- **Further Subject**: 8 university classes and 6 tutorials
- **Special Subject**: 8 university classes and 6 tutorials
- **Disciplines of History**: 10 ninety-minute sessions of which 2 may be tutorials

Two tutorial hours are available for revision in the Trinity term of the third year, normally one for British and one for General History. Students should show initiative in using these tutorials as part of their overall plan for examination revision and should expect to do preparatory work for each such tutorial to refresh and develop the work done on these courses in the second year.

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 or Director of Studies, another College tutor, or the College’s Senior Tutor, who will, if necessary, arrange a change of tutor.

### 2.1.2 Lectures

The programme of teaching will be supported by regular lectures provided by the Faculty, which run throughout the academic year. The lecture list is published at the start of each term and can be accessed on the first page of WebLearn:

[https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history](https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history)

Lectures continue to be offered for most outline papers and for some of the specialized ones, though in all cases relevant courses of lectures will not necessarily be held in the term
in which you study the paper in tutorials. While you are welcome to attend the lecture courses provided for the British and General History papers in the Preliminary Year, you will find that lectures directed at Finals papers will be more focussed: they will aim to open up fresh aspects of a paper or topic, and will not in most cases be intended to give you an introductory outline to the paper as a whole. Lectures are for instruction and stimulus beyond what can be obtained from your reading: they reflect the benefits of a research-active academic culture in which many members of the Faculty will have their own specific appreciation and interpretation of these historical issues based on serious study. But in consequence it should not be assumed that lectures intended for the Final Honour School will serve up a subject on a plate, ready for straightforward regurgitation to examiners.

Their purpose is to introduce the topic under review, to offer a guide to problems and interpretations, and perhaps to suggest a particular line of argument; often the lecturer will have shaped the way the subject is now understood herself. Lectures are not a good vehicle for passing on large amounts of detail, and they are never a substitute for reading. Most lecturers will distribute handouts containing illustrative material, useful data and suggestions for further reading (and some of these are uploaded to WebLearn). Such handouts should not be expected to provide a written summary of the entire lecture and are not a substitute for a student’s own lecture notes.

Please bear in mind therefore that the guiding purpose behind the lectures offered in conjunction with second- and third-year courses is fundamentally different from the substantial twice- or thrice-weekly first-year lecture ‘circuses’ specifically intended to provide introductory and historiographical orientation for those taking Preliminary British and General History courses. By the second year of the History degree it is assumed that you will be able to undertake such orientation in a new period of history on your own initiative.

Students are entitled to attend most lectures of the lectures in History and (and indeed many in other subjects too), and are encouraged to explore beyond the courses they are taking.

The majority of lectures are given in the Examination Schools; others take place in the History Faculty or in Colleges.

### 2.1.3 Classes

**Classes** are used as a further means of teaching both by colleges and by the Faculty. While tutorials continue to be the most distinctive element of the undergraduate learning experience at Oxford, classes are a no-less important component. You may already have had experience of class-based teaching within your colleges for Approaches to History or other courses during the first year. Colleges will usually use classes for teaching in Disciplines of History for the Final Honour School. The Faculty offers classes in Further and Special Subjects (unless numbers are too low to justify one). Classes provide a very different learning experience from tutorials. Because of the greater numbers of students involved, the terms of intellectual exchange between students and tutor are altered, and students
have greater opportunities for working in groups and for learning from each other. The focus on analyzing primary sources in the Further and Special Subjects presents opportunities for students to be exposed to variation in the interpretation of the texts under discussion. This in turn will require students to develop their capacity for identifying assumptions in the interpretation of texts and critically assessing competing views.

The precise purpose and form of any series of classes is largely determined by a range of factors that a class tutor will take into consideration: the particular challenges of the material to be discussed, the range of prior knowledge within the group and the relationship of the classes to lectures and tutorials. However, in general classes may involve a variety of things: a presentation by one student followed by a discussion; a series of short presentations by several students; collective presentations by groups of students; the discussion of particular problems and themes identified in advance. The class convenor may mix these approaches both within sessions and between them.

Many classes will involve some kind of presentation, and it is important to appreciate the ways in which a successful presentation differs from a tutorial essay. The purpose of a presentation will vary from class to class, and typically tutors will brief students about how the presentation will contribute to the class as a whole. For example in a presentation that is intended to stimulate debate among students already familiar with the material the student should not merely convey standard factual information; rather s/he should identify issues for discussion by the group. They can be much more open-ended than a tutorial essay.

It is important to stress the responsibility of students making presentations towards other members of the class. A poorly-researched, ill-thought-out or unduly thin presentation can inhibit the learning of the entire class in the session in which it is made.

Those students who are not presenting in any given week will nevertheless be expected to have prepared for the class by having undertaken a body of reading which will have been identified by the convenor. Students are encouraged to use the classes to raise problems they have encountered in their reading, particularly (in the case of Furthers and Specials) in the interpretation of texts.

Successful classes depend on a range of skills, many of which are shared with tutorials, but some of which are developed much further. In common with tutorials, classes require careful preparation, a willingness to ask questions (both of the convenor and of other students), attentive and purposeful listening, and the ability to refine and defend an argument in the light of discussion. Among those skills which classes take further are: an understanding of how individuals interact in groups; the playing of a variety of roles within the group (leading, supporting, challenging, ice-breaking; some convenors may use student chairs to direct the discussion); working collaboratively with others; presenting material in an engaging, attention-grabbing manner.
2.1.4: Bibliographies

Bibliographies will either be provided by your tutor for the specific topics on which you have chosen to write essays, or the tutor may talk you through essential and otherwise important or relevant books on a more substantial Faculty bibliography when setting up a topic for the next essay. The Faculty prepares such general bibliographies for all papers on the syllabus; all of these are normally available on WebLearn at


But as always in the History School you should be prepared to use your own initiative, and to supplement bibliographies you may have been given or directed towards by a willingness to be eclectic and adventurous in discovering additional books and articles. Do not assume that any of the Faculty Bibliographies, however apparently voluminous, represent everything published, even in recent years, on a particular subject. It is particularly important to be aware of this when compiling bibliographies and amassing reading for your thesis and your Special Subject extended essay. In getting beyond the Faculty bibliographies, on-line bibliographic resources are particularly useful: for more details of these see below, 6.5 IT for second and third-year historians.

2.1.5: Administration

The Faculty of History, in conjunction with the University, is committed to adopting primarily electronic means of communicating important information to its undergraduate members. While the environmental and financial advantages of this policy will be readily apparent, students, particularly perhaps those living out, will need to give thought to the practical implications of this shift. To an even greater extent than Prelims, the Final Honours School demands that students, guided by their college tutors, attend to the administrative organization of their studies. At present the following categories of information exchange are handled through the Undergraduate Office by electronic means:

- The course handbooks
- Bibliographies
- Further and Special Subject ballots
- Submission deadlines
- Submission certificates for extended essays and theses
- Lecture and class questionnaires
- Amendments to the Lecture List
- Examiners’ reports and past exam papers

The termly Lecture Lists and the General Synopsis are available exclusively on-line. Other administrative changes in connection with this policy may occur during your second and third years, and you and your tutor will be notified in advance.

All administrative communication with undergraduates will be directed to their official college email addresses. The Undergraduate Office will not correspond with social networking or commercial webmail addresses. It is therefore the responsibility of undergraduate historians to check their official email address regularly for correspondence originating from
undergraduate.office@history.ox.ac.uk as well as for messages from their college tutors. In order for this policy to be meaningful it must accompanied by the progressive phasing out of fall-back options and reminders that have hitherto shielded the unorganized. Most students will be familiar with the benefits of the information age, and should find this changeover unproblematic. However, they are requested to pay attention to matters of organization and to respond promptly to Faculty and College administrative emails.

2.2 Skills and Development

You may wish to remind yourself of the key skills which ideally you’d have acquired in the first year, and which you will continue to develop in the FHS: see the Prelims handbook on WebLearn

https://weblearn.ox.ac.uk/x/C8EZzK

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills

2.2.1 Plagiarism and Good Academic Practice

Definition

Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

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 proper referencing 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 s/he has not done. It deprives the author of the plagiarized passage of credit for the work that s/he has done. 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. And when deployed in tutorial essays the plagiarist is failing to develop the independence of mind that is required of a historian, and indeed of anyone with an Oxford degree.
The University and the Faculty of History respond to plagiarism very severely. Students found guilty of plagiarism in any piece of work submitted for assessment are heavily 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 penalized in submitted work, and severely corrected in non-assessed work.

Guidance

Everything you write at Oxford – tutorial essays, extended essays, theses – will inevitably involve the use and discussion of material written by others. If material written by others is duly acknowledged and referenced in your work, no offence will have been committed. It is not 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. Moreover, many tutors do not require tutorial essays to be footnoted, since they can be understood as an exercise in arguing a case using other people’s information and ideas (as well as your own ideas), rather than an exercise in academic research. Many other tutors, however, do require footnoting of essays, and some will start to impose this in the second year.

There are two key forms of plagiarism which must be avoided. You must not, in any form of writing, replicate phrases, sentences or even paragraphs taken from someone else’s work without due acknowledgement. If you wish to quote you must do so with a reference; even an unfootnoted essay must have an acknowledgement of the author, perhaps in brackets. Even paraphrases count as plagiarism if it is not clear that you are expounding someone else’s argument.

Secondly, in work where you are required to provide footnotes, you must reference all the information which is not common knowledge and all ideas and arguments which are not specifically your own. The key maxim is that the reader must be able to see and to track down where you saw the information or argument. You will deploy information taken from secondary material commonly in tutorial essays, often in your extended essay, and to some extent in your thesis, for context. You should try to reference where it came from as closely as possible. Arguments may not always be footnotable to specific pages, but you should not footnote too loosely, for instance citing a whole book without specific pages as the location for an argument.

For your thesis, you will ideally rely on your own primary research. But sometimes you will use primary information taken from secondary material when you have not yourself been able to consult the original (perhaps because it was unavailable, or because it was in a language you don’t read). In this case it must be clear where you yourself saw the information, by referring to the secondary source: you may add information about the primary source, but it must be clear that you have not consulted it yourself. Here is a
Welsh-language example. ‘In order to buy this [the Bible] and be free of oppression, go, sell thy shirt, thou Welshman’.³

**Note-Taking**

The best way to ensure that you do not engage in plagiarism is to develop good note-taking practices from the beginning of your career in Oxford.

Whatever you read, record accurately its title, its nature (article, essay in a book, book, primary source), the author or editor, and place and date of publication. For unpublished primary material, you will also need the form of reference used by the library or archive where it is held, such as a shelf mark, the date and writer/recipient (for letters). 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.

Do not mix up notes from different pieces of writing, but keep your notes separate so that it is always clear where you read any particular piece of information or idea. (This does not preclude you making further notes for yourself, e.g. constructing a time-line of key events, which might come from different books you read.) Make clear to yourself which are your own comments and ideas on what you read, by putting them on a separate sheet, using a different font or writing them in a different colour or in the margin.

Record closely the page-numbers from which you are taking your notes (or folios in the case of manuscripts). Make sure that you distinguish clearly between passages you record verbatim – which you might use as quotations – and your own summaries or paraphrases of the content; try to put the latter as much in your own words as possible. If you find in a secondary source a quotation from a primary source which you may 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.

There is more information about plagiarism on the University website: [www.ox.ac.uk/students/academic/guidance/skills/plagiarism](http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism). These pages also provide an online course which all undergraduate students should complete as part of their skills training portfolio. At the end of each course, there is a quiz to test your knowledge; if successful you can save a certificate for your records.

For instructions on forms of referencing, see

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Penalties

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

The Proctors on Plagiarism:

All undergraduate and graduate students must carefully read regulations 3, 4, 5 and 6 in the Proctors’ Disciplinary Regulations for University Examinations below. These make it clear that you must always indicate to the examiners when you have drawn on the work of others; other people’s original ideas and methods should be clearly distinguished from your own, and other people’s words, illustrations, diagrams etc. should be clearly indicated regardless of whether they are copied exactly, paraphrased, or adapted. Failure to acknowledge your sources by clear citation and referencing constitutes plagiarism. The University reserves the right to use software applications to screen any individual’s submitted work for matches either to published sources or to other submitted work. In some examinations, all candidates are asked to submit electronic copies of essays, dissertations etc. for screening by ‘Turnitin’. Any matches might indicate either plagiarism or collusion. Although the use of electronic resources by students in academic work is encouraged, you should remember that the regulations on plagiarism apply to on-line material and other digital material just as much as to printed material.

Guidance about the use of source-materials and the preparation of written work is given in departments’ literature and on their websites, and is explained by tutors and supervisors. If you are unclear about how to take notes or use web-sourced material properly, or what is acceptable practice when writing your essay, project report, thesis, etc., please ask for advice. See also the University’s guidance on how to avoid plagiarism: (www.ox.ac.uk/students/academic/goodpractice/).

If university examiners believe that material submitted by a candidate may be plagiarised, they will refer the matter to the Proctors. The Proctors will suspend a student’s examination while they fully investigate such cases (this can include interviewing the student). If they consider that a breach of the Disciplinary Regulations has occurred, the Proctors are empowered to refer the matter to the Student Disciplinary Panel. Where plagiarism is proven, it will be dealt with severely: in the most extreme cases, this can result in the student’s career at Oxford being ended by expulsion from the University.
9.6 Conduct in Examinations

The Proctors have made the following disciplinary regulations for candidates in University Examinations: it is an offence to breach any of these regulations either intentionally or recklessly, and such breaches are dealt with under the procedures explained in section 11.

1. These regulations are made by the Proctors in the exercise of their powers under section 22 of Statute IX and are designated by Council as disciplinary regulations under section 2 (2) (b) of Statute XI.

2. In these regulations: (1) ‘examination’ includes where the context so permits the submission and assessment of a thesis, dissertation, essay, Transfer of Status materials, Confirmation of Status materials, or other coursework which is not undertaken in formal examination conditions but is a requirement for, counts towards or constitutes the work for a degree or other academic award; and (2) ‘examination room’ means any room designated by the Academic Registrar and Secretary of Faculties (now the Deputy Registrar) or his or her deputy or approved by the Proctors as a place for one or more candidates to take an examination.

3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.

4. No candidate shall present for an examination as his or her own work any part or the substance of any part of another person’s work.

5. In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person’s work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.

6. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the Examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by a candidate is citable, he or she shall reference it clearly.

2.2.2 Languages for Historians

History is made and written in many different languages, and undergraduate historians who can read one or more foreign languages can only enhance their understanding of the past. Knowledge of one or more foreign languages also enhances the benefits of travel, which all historians should aim to do, especially in the longer vacations. Many colleges offer small grants to support well-planned travel by their undergraduates.

In the Third Year several Special Subjects 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. A number of Further Subjects also require knowledge of languages, though the extent of that requirement varies with the particular courses. See the course descriptions of particular Special and Further Subjects on WebLearn:
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/further
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/special
Without foreign languages, therefore, a student’s choice of subjects in the Final History School will be restricted.

The History Faculty has commissioned the Language Centre to provide courses in French, German and Russian for historians in their second year, especially those considering doing the special subjects on France, C20 Russia or Germany for Finals. Details of these will be circulated to undergraduates at the end of their first year through their College Tutors.

In addition, History students are able to study the language papers in Greek and Latin offered to students reading Ancient and Modern History on a non-examined basis if there is sufficient teaching capacity: contact your College Tutors if you are interested.

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 as soon as possible in Noughth Week to obtain full information.

2.3 Feedback
Oxford can claim to offer more ‘formative’ feedback to students than any other university in the world (including Cambridge): this is feedback during the teaching process, which then enables you to improve as you go along.

2.3.1 Essays
Since you will write many assignments as part of reading History at Oxford, the most frequent and regular form of feedback is tutors’ responses to your essays. Many write comments on the essay (manually or perhaps electronically), which is then returned to the student at or after the tutorial. Such commentary may cover factual errors, the accuracy and quality of your prose, the structure of the essay, specific points in your argument, the argument as a whole, or on issues omitted or key works not read. It is important to read these comments and feed them back into your working processes.

Tutors commonly do not provide marks on tutorial essays, not least because they are more concerned that you absorb their substantive feedback, not just a grade. If you want to know
the rough current level of your work before your end-of-term report, you can ask the tutor this (perhaps individually, or by email); but it should be repeated that this is no substitute for responding actively to tutors’ comments.

2.3.2 Tutorials and Classes
Feedback on essays may come in tutorial discussion, and inevitably so if a student gives a presentation. Some tutors focus tutorials round one or more essays or presentations, and make a point of offering explicit feedback at a particular moment; but their feedback may be more implicit in the way they respond to and comment on what you have written or presented. Even if a tutorial addresses issues which did not appear in your essay, this in itself may be a comment on what you need to cover to do justice to a topic. Furthermore, the tutor's response to your comments in tutorial discussion constitute a form of feedback on your thinking and ideas.

These mechanisms also apply to classes for which students prepare essays or presentations. Tutors may choose to offer comments on a tutorial or class presentation separately by email. In general, you will find that tutors have different styles of delivering feedback, and you will benefit from this variety.

2.3.3 Termly Reports
The tutor who conducts your tutorials will write a report to your college at the end of term, covering your performance in your essays and the tutorials. This will again involve substantive comments, with recommendations for how you can develop and improve in the future, and also identifying specific gaps which need filling. Tutors may well offer a rough guide to the level at which you are performing at this stage, although it is as well to remember that you are still developing, and that this is therefore not a final judgement.

You will receive this report in two ways. Your Personal Tutor or Director of Studies will read it to you and discuss your progress with you. In some colleges this reading takes place in the presence of the Principal and/or the Senior Tutor, and/or possibly other History Tutors. (Confusingly, these short sessions are often known as ‘collections’, as are the practice exams in the next section.) You will also be able to read and download the report directly on the colleges’ reporting system, OxCORT, normally after it has been read to you in person.

2.3.4 Practice Exams: ‘Collections’
Normally, colleges expect students to sit a practice exam in 0th week on the paper or papers they completed in the previous term. Known as ‘Collections’, these provide students with the incentive to consolidate the term’s work, and to practise their examination technique. It is therefore important to dedicate time in the vacation to revise your work from the previous term, alongside preliminary reading for the following term’s work.

Collections are marked by the tutor who taught you, or sometimes another tutor, normally by 4th week; while these are graded – essay-by-essay and with an overall mark – it is again the substantive commentary which will be of value for improving your performance in Prelims. This is particularly true if your exam performance is below the tutor’s expectations.
derived from the term’s work: much can be achieved through better technique in exams, and revision must partly involve practising it.
3 Assessment: The Final Honour School

3.1 General

The formal (‘summative’) assessment of the Honour School of History, the Final Honour School (or ‘Finals’) takes place at the end of the third year. For most students, five papers will be assessed by unseen three-hour written examination in Trinity Term of year 3, and two papers by written submissions in Hilary Term of year 3. The British and General History and the Further Subject papers require answers to three questions, which are normally essays. Disciplines of History requires answers to two questions in three hours, and the Special Subjects Gobbet papers require commentary on a total of 12 extracts from set texts, chosen from 32.

Each paper is weighted equally in the overall assessment.

The Final Honour School is examined by a Board of Examiners nominated from among the members of the History Faculty; the Board also draws on other specialist markers as Assessors, normally also members of the Faculty. While the Board applies the classification conventions printed below, it reviews marginal cases flexibly, and may take account of external circumstances affecting performance, such as illness (see below, 3.3).

3.2 Examination Conventions

The Examination Conventions set out the formal procedures for the examination of the FHS, and include the criteria and marking-scales by which exams are assessed. They may be found on WebLearn. The criteria by which exam answers are assessed are as follows:

<table>
<thead>
<tr>
<th>Engagement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• directness of engagement with the question</td>
<td></td>
</tr>
<tr>
<td>• range of issues addressed</td>
<td></td>
</tr>
<tr>
<td>• depth, complexity, and sophistication of comprehension of issues and implications of the question</td>
<td></td>
</tr>
<tr>
<td>• effective and appropriate use of historical imagination and intellectual curiosity</td>
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</table>

<table>
<thead>
<tr>
<th>Argument:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• coherence, control, and independence of argument</td>
<td></td>
</tr>
<tr>
<td>• conceptual and analytical precision</td>
<td></td>
</tr>
<tr>
<td>• flexibility: discussion of a variety of views</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• depth, precision, detail, range and relevance of evidence cited</td>
<td></td>
</tr>
<tr>
<td>• accuracy of facts</td>
<td></td>
</tr>
<tr>
<td>• understanding of historical debate</td>
<td></td>
</tr>
<tr>
<td>• critical engagement with primary and/or secondary sources</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization &amp; Presentation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity and coherence of structure</td>
<td></td>
</tr>
<tr>
<td>• clarity and fluency of prose</td>
<td></td>
</tr>
<tr>
<td>• correctness of grammar, spelling, and punctuation</td>
<td></td>
</tr>
</tbody>
</table>
These criteria inform the following mark-bands:

<table>
<thead>
<tr>
<th>FHS: I Prelim: Distinction</th>
<th>86-100</th>
<th>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 in putting forward persuasive and well-supported new ideas, or making unexpected connections.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80-85</td>
<td>Scripts will excel against each of the four criteria.</td>
</tr>
<tr>
<td></td>
<td>75-79</td>
<td>Scripts will excel in more than one area, and be at least highly competent in other respects. They must be excellent for some combination of sophisticated engagement with the issues, analytical precision and independence of argument, going beyond paraphrasing the ideas of others; quality of awareness and analysis of both primary evidence and historical debate; and clarity and coherence of presentation. Truly outstanding work measured against one of these criteria may compensate for mere high competence against others.</td>
</tr>
<tr>
<td></td>
<td>70-74</td>
<td>Scripts will be at least very highly competent across the board, and excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.</td>
</tr>
<tr>
<td>FHS: II.1 Prelim: Pass</td>
<td>65-69</td>
<td>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 issues; offering a coherent argument involving consideration of alternative interpretations; substantiated with accurate use of primary evidence and contextualization in historical debate; and clearly presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of evidence) may compensate for other weaknesses.</td>
</tr>
<tr>
<td></td>
<td>60-64</td>
<td>Scripts will be competent and should manifest the essential features described above, in that they must offer direct, coherent, 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.</td>
</tr>
<tr>
<td>FHS: II.2 Prelim: Pass</td>
<td>50-59</td>
<td>Scripts must show evidence of some solid competence in expounding evidence and analysis. But they will be marred weakness under one or more criteria: failure to discuss the question directly, irrelevant citing of information, factual error, narrowness in the range of issues addressed or evidence adduced, shortage of detailed evidence, or poor organization and presentation, including incorrect prose. They may be characterized by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.</td>
</tr>
</tbody>
</table>
|                            | 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
<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHS: Pass</td>
<td>30-39</td>
<td>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.</td>
</tr>
<tr>
<td>Prelim: Fail (Retake)</td>
<td>&lt;30</td>
<td>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.</td>
</tr>
</tbody>
</table>

There are special criteria for the Thesis and Extended Essay, for Disciplines of History, and for Special Subject gobbets papers.

The rules for classification in the Final Honour School are as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Minimum Average Mark</th>
<th>Minimum Number of Marks of 70 or Above</th>
<th>Minimum Number of Marks Below 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>First:</td>
<td>68.5 or greater</td>
<td>At least two</td>
<td>No mark below 50</td>
</tr>
<tr>
<td>Alternative route to a First:</td>
<td>At least 50% of the papers must have a mark of 70 or above.</td>
<td>The average mark must be 67.5 or greater.</td>
<td>No mark below 50.</td>
</tr>
<tr>
<td>Upper Second:</td>
<td>59 or greater</td>
<td>At least two</td>
<td>No mark below 60</td>
</tr>
<tr>
<td>Lower Second:</td>
<td>49.5 or greater</td>
<td>At least two</td>
<td>No mark below 30</td>
</tr>
<tr>
<td>Third:</td>
<td>40 or greater</td>
<td>Not more than one</td>
<td>No mark below 30</td>
</tr>
<tr>
<td>Pass:</td>
<td>30 or greater</td>
<td>Not more than two</td>
<td></td>
</tr>
</tbody>
</table>

Before finally confirming its classifications, the Examining Board may take such steps as it considers appropriate to reconsider the cases of candidates whose marks are very close to a borderline, or in
some way anomalous, and to satisfy themselves that the candidates concerned are correctly classified in accordance with the criteria specified in these Conventions.

**Overlap**

Two principles and two regulations govern the deployment of material prepared for one subject in another part of the Finals examination.

1. Candidates are encouraged to develop an integrated understanding of the history they have studied while at Oxford, and to make connections between material in different papers.

2. Candidates should not repeat substantially the same material in different parts of the Finals examination.

The Examination Regulations (VI, 9) decree:

i. **Candidates may not answer in any other paper, with the exception of Disciplines of History, questions that fall very largely within the scope of their thesis.**

ii. **Candidates should not choose a thesis that substantially reworks material studied in the Further or Special Subjects, and should demonstrate familiarity with and use of substantially different and additional primary sources.**

Candidates should therefore make use of what they have studied across the board not only in Disciplines of History (where any material may be used), but also in other examination papers. In the outline papers, candidates may cross-fertilize between British and General History papers, and may use material acquired in preparing for Further and Special Subjects in order to broaden and deepen their arguments. But it should be remembered that the focus and scope of questions in outline papers will often be broader than the specialist papers, so that over-reliance on specialist material may not produce a very good answer. Answers in outline papers should not, therefore, be *dominated* by Further or Special Subject work. Remember that you are trying to impress the examiners: breadth, depth, and making connections will achieve this, but recycling material (writing out the same information or argument extensively more than once) and narrowness of focus will not.

### 3.3 Practicalities

**Exam entry:** You enter yourself for your FHS papers online, via Student Self Service. In the first half of Michaelmas Term of year 3 you will receive an email invitation to login in order to complete your examination entry by 17:00 on Friday 21 October 2016 (Friday of week 2 of Michaelmas Term). If you are taking any papers that are examined in year 2, you must make your exam entries by Friday 21 October 2016. You are able to log back in and change your choices within the examination entry window as many times as you wish, up to the deadline. Entries that are completed late will be subject to a late entry fee.
3.4 After the Exam

Queries: If you are unhappy with an aspect of your assessment you may make a complaint or appeal via your college. See http://www.ox.ac.uk/students/academic/appeals

Results: The Examiners expect to finalize the results by 10 July 2017 (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

Prizes and Grants: Undergraduates reading History and its Joint Schools are eligible for the following prizes. Full details of the terms and conditions of the prizes, and of the method and timetable of application, are published in a Supplement to the University Gazette in the middle of Michaelmas Term:

(http://www.ox.ac.uk/gazette/newsearch.html). Summary details only are given below.

Prizes awarded for work submitted in the Final Honour Schools:

The Arnold Modern Historical Essay Prize: for the best thesis in History (since AD285) submitted in the Honour School of History or any of its joint schools, or in the Honour School of Philosophy, Politics and Economics. Value: £500.

Nominated by the FHS History Board of Examiners. No action required by candidate.
The Gladstone Memorial Essay Prize: for a thesis on some subject connected with recent British History, Political Science, or Economics, or with some problem of British policy – domestic, imperial, or foreign – in relation to finance or other matters, submitted for the Honour Schools of History, History and Economics, or Philosophy, Politics and Economics. The prize is traditionally linked with Gladstone and Gladstonian Studies. Value: £500.

Nominated by the FHS History Board of Examiners. No action required by candidate.

Gibbs Prizes: awarded for outstanding performances in the Honour School of History and its Joint Schools. The number and value of prizes may vary according to the results obtained by candidates, but ordinarily there will be:

- Gibbs Prize for History £600
- Proxime accessit £300
- Gibbs Prize for a Joint School £450
- Proxime accessit £300
- Gibbs Prize in History of Art £350

The Board may at its discretion award additional book prizes of £150 each for high performance.

Nominated by the FHS History Board of Examiners. No action required by candidate/s.

The Kirk-Greene Prize in Modern African History: for the best performance in the area of Modern African History in the Honour School of History and the associated Joint Schools. Value: £75.

Nominated by the FHS History Board of Examiners. No action required by candidate.

The Olwen Hufton Prize: for the best undergraduate thesis on Gender History submitted in the Honour School of History or any of its joint schools. Value: £110.

Nominated by the FHS History Board of Examiners. No action required by candidate.

The Joan Thirsk Prize: for the best undergraduate thesis on pre-modern History submitted in the Honour School of History or any of its joint schools. Value: £150.

Nominated by the FHS History Board of Examiners. No action required by candidate.

The Richard Cobb Prize: for the best undergraduate thesis on European History submitted in the Honour School of History or any of its joint schools. Value: £150.

Nominated by the FHS History Board of Examiners. No action required by candidate.

Nominated by the FHS History Board of Examiners. No action required by candidate.

Prizes awarded separately from the Final Honour Schools, but essays entered for which may subsequently be submitted as theses in the Final Honour Schools of History and its Joint Schools:


The Robert Herbert Memorial Prize: for an essay or short dissertation ‘on some subject connected with those problems of Imperial Administration to which Sir Robert Herbert devoted his life.’ In practice defined as topics in the field of British Imperial and Commonwealth History, or in imperial aspects of British History. Value: £500. Maximum length 15,000 words.

Nominated by the FHS History Board of Examiners.

The Jane Willis Kirkaldy Junior Prize: for an essay of 10,000-15,000 words on a topic concerning the history of science (including the history of medicine) and technology. Value: £300. Length: 10-15,000 words.

Candidates can apply themselves. Essays should be emailed to the Undergraduate Officer of the History Faculty, at andrea.hopkins@history.ox.ac.uk not later than Friday, Week 8 Trinity Term. The Committee for the History of Science, Medicine, and Technology considers prize applications. At its discretion, the Committee may award a proxime accessit prize. Note that candidates who are successful may not be informed until Hilary Term following their graduation. Further details can be found at http://www.wuhmo.ox.ac.uk/about-the-unit/prizes.html.

The Wylie Prize: for the best essay on some aspect of the history of the United States of America. Value: £150. Maximum length: 15,000 words. Prior approval for the subject of the essay must be obtained from the examiners.

Essays, which must be typewritten and which must not exceed 15,000 words in length (including footnotes, appendices, and bibliographies), should be sent under sealed cover to the Secretary, Board of the Faculty of History, Old Boys' High School, George Street, Oxford, OX1 2RL, not later than end of February 2016. The author shall conceal his/her name and distinguish his/her composition by what motto s/he pleases, sending at the same time his/her name sealed under another cover with the motto inscribed on it. Candidates are required to certify, when submitting their essays, that they have not already been submitted in whole or in partial fulfilment of the requirements for a degree of any other university.

Although competitors are free to choose their own subject, they are warned that they must secure the prior approval of the examiners for the subject of their essay: the examiners will
not approve any subject unless the candidate’s letter seeking approval is endorsed by his/her tutor to the effect that the proposed title is suitable. Candidates must send the proposed title to the Secretary, Board of the Faculty of History, Old Boys’ High School, George Street, Oxford, OX1 2RL, not later than Monday week 0 Hilary Term.

Essays may also be submitted as theses for the Honour Schools of History, or of History and Modern Languages, or of History and Economics, or of Ancient and Modern History, in accordance with the faculty board’s regulations. As the examiners may not have finished with the essays by the deadline for the submission of theses, candidates who wish to submit their work for the Final Honour School are advised to keep a separate copy of the essay.

**Cecil Roth Memorial Prize for Italian Studies:** A prize will be awarded, if there is a candidate of sufficient merit, in Trinity Term 2016 for an essay on an approved subject within the field of Italian art, history, or literature of the period from the end of the Roman Empire in the west until the end of the eighteenth century; it is recommended that the length of essay should not exceed 10,000 words. The value of the prize is £50. Applicants must be members of the University reading for a Final Honour School who, on 31st March, will not have exceeded four years from the date of their matriculation.

All candidates must apply through Prizes and Awards, Faculty of Medieval and Modern Languages, 41 Wellington Square, Oxford, OX1 2JF, prizesandawards@mod-langs.ox.ac.uk for approval of their intended essay subjects. In addition to other subjects, the judges are also willing to consider proposals which involve the use of material intended for theses, extended essays, etc., in Final Honour School examinations.

Essays must be written in English and be typed in double-spacing on one side only of A4 paper.

The deadline for submission of essays is not later than **Friday Week 4 of Trinity Term**.

Grants to support travel for the purposes of research.

**The Colin Matthew Fund:** established for the promotion and encouragement of historical study or research within the University. It currently offers grants to support travel for the purposes of research, application for which may be made by undergraduates as well as graduates. Undergraduates who need to travel to undertake research for their thesis are particularly encouraged to apply. Grants may be awarded up to the value of £500.

The number of awards available and the application procedure will be announced at the beginning of Hilary Term, and applicants notified of the outcome early in Trinity Term. Application forms may be obtained from the Secretary to the Fund: The Senior Bursar, St Hugh’s College, from the start of Hilary Term.

Completed forms must be submitted by Friday of fourth week of Trinity Term. Applicants are asked to ensure that their tutor or supervisor writes a letter in support of their application by
the same date. Applications and letters of support should be addressed to the Bursar’s Secretary, St Hugh’s College, Oxford OX2 6LE.

The Laurence Binyon Prize: awarded for travel to Asia, the Far East, or another area outside Europe, to extend knowledge and appreciation of the visual arts. Value up to £1,000. The holder of the prize will be expected to submit a report on their travels after return.

Candidates should apply in writing to: The Secretary to the Inter-faculty Committee for the History of Art, History Faculty, Old Boys’ High School, George Street, Oxford OX1 2RL no later than Thursday 16 March 2017.

Examiners’ Reports: The FHS Board of Examiners produces a report on the exams every year, which after approval by the various Faculty committees is published on WebLearn in Hilary Term. The Examiners reports can be accessed here: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info.

4 Student Representation and Feedback
It is important for the university, the Faculty and your college to receive comments (both positive and negative) about your experience of studying history at Oxford. There are a number of channels open to you to express your opinions, raise issues or register any complaints you might have:

1. Complete a Lecture and Class Questionnaire (see 4.1.2)
2. Refer an issue to your college representative on the Undergraduate Historians’ Assembly (see 4.2.1).
3. Refer an issue directly to the Undergraduate Joint Consultative Committee (see 4.2.2).
4. Follow the formal complaints procedure within the Faculty, your college or via the University Proctors: http://www.ox.ac.uk/students/academic/appeals

4.1 Feedback and Evaluation
4.1.1 Faculty Feedback: Lecture Questionnaires
The Faculty strongly encourages feedback from undergraduates on the lectures and classes that it provides, which is vital in helping the Faculty to evaluate the quality of its teaching. It is important that we receive a high level of responses, and that students provide us with a substantial amount of constructively critical, as well as appreciative, feedback.

(Feedback on tutorials is arranged through colleges, all of which have mechanisms whereby students are encouraged to comment regularly on the quality, relevance and effectiveness of tutorial teaching, and to send these returns to the College Senior Tutor or the Head of House.)
Since many first-year lecture-courses are given by multiple lecturers, there are a number of ways in which student feedback is valuable. You may feel moved either to praise particular lecturers or criticize the content or delivery of individual lectures, which will prompt improvement. More generally useful are comments on the structure and coverage of the courses and suggestions for topics which could be included, covered in more detail or omitted. Please do not regard feedback on courses as a last resort, undertaken only if deeply dissatisfied; a report which is generally positive but suggests a number of ways that provision might be improved is of the greatest usefulness to tutors and to the Faculty. As first-year students you are likely to benefit while still at Oxford from any improvements in Faculty lecturing provision.

Feedback can be returned by means of the questionnaire available on WebLearn:

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info.

Questionnaires should be completed for all lecture courses and classes. The form can be accessed whenever you wish during the term or at the end of the lecture course; it can thus be used either as a diary, to comment on each of the individual lectures in turn as you go along, or in response to any particular lecture/group of lectures you thought useful, irrelevant or potentially subject to improvement; or you can comment on the course as a whole – its coverage and coherence – and also related matters such as reading lists and book-provision, and any other issues around the Faculty’s teaching-provision. Students have the opportunity to decide whether their comments should be treated as anonymous. Returns are checked automatically to avoid the double-counting of comments.

The forms are used by lecturers, course-convenors and the Faculty in a number of ways. Convenors communicate comments to individual lecturers, and use them to inform their planning of circuses in future years. They also make a report on them to the Chair of the Faculty’s Undergraduate Studies Committee, who prepares a summary and general report for that committee and for the Undergraduate Joint Consultative Committee.

4.1.2 University Feedback

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/feedback

Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at www.unistats.com.

Feedback from University wide and national student surveys is considered and discussed at the Undergraduate Studies Committee and other Faculty committees.
4.2 Representation

4.2.1 The Undergraduate Historians’ Assembly
The Undergraduate Historians’ Assembly (UHA) is made up of one or two representatives from each college; the elections are organized by the outgoing representatives in consultation with their JCR Presidents. A list of the college representatives to the Assembly is posted on WebLearn. Issues raised by any history undergraduate are put by the representatives to the termly meetings of the Assembly.

At its first meeting in 3rd week of the Michaelmas Term, the Assembly elects two Co-Presidents, who become the student representatives on Faculty Committees, providing an opportunity for direct input into developing policy and decisions that affect every aspect of student life. The Presidents take up the issues discussed in the Assembly to the Faculty, whether informally to particular Faculty officers such as the Librarian, or to the History Joint Consultative Committee (see next), or to the Committees.

4.2.2 The Undergraduate Joint Consultative Committee
The Undergraduate Joint Consultative Committee meets each term in 5th Week. The Faculty Board’s standing orders provide that the composition and terms of reference of the Committee are as follows:

Composition:

i. the Chair and Vice-Chair of the Faculty Board (ex officio);
ii. four other members of the board’s Undergraduate Studies Committee;
iii. six undergraduates elected by a college of electors, known as the Assembly, composed of the two members of each college elected annually by the undergraduates reading History, History and Modern Languages, History and Economics, and Ancient and Modern History at each college;
iv. a recent graduate, co-opted by the committee;
v. short-term co-optations may also be made subject to the Chair's approval, up to a maximum of three junior and three senior members;
vi. members of Assembly may attend the committee for discussion of particular issues, subject to the Chair receiving advance notice;
vii. the committee shall have the power to co-opt no more than two members, if necessary.

Terms of reference:

The duties of the Committee shall be to consider and make recommendation as necessary upon such matters as the syllabus, teaching arrangements, library facilities, and general aspects of examinations, but not appointments, matters having an individual reference to a senior or junior member, or to the University’s administrative or technical officers, and long-term financial questions. The Undergraduate JCC shall receive the reports of the External
Examiners (subject to the deletion of any identifiable reference to individuals and subject to the External Examiners not specifically stipulating otherwise).

No recommendations of the Committee shall be rejected without the junior members being given an opportunity for discussion with the Faculty Board.

Elections to the Assembly shall be organized within each college by the retiring representatives in consultation with the President of the JCR or a person delegated by him or her.

The JCC is there to help with any problems with the History course in Oxford, so if you have any questions or complaints, tell your college rep, and the JCC should be able to help – it has managed to change things in the past. Recently, for example, the JCC has addressed problems such as language teaching, library opening hours and provision, lecture clashes, lecture feedback, and the relative performance of men and women in Finals and Prelims. It is also asked by the Faculty to provide feedback on various issues, such as the future development of the tutorial system, and the progression of options that are currently on trial. It also organises events, such as the freshers’ tea party, and the women’s Finals forum.

4.2.3 Faculty Committees
There are student representatives on the following Faculty committees:

Admissions Sub-committee
Examinations Sub-committee
Committee for Library Provision and Support (CLIPS)
Joint School Standing Committees
Lectures Sub-committee
Undergraduate Joint Consultative Committee
Undergraduate Studies Committee
Faculty Meeting
Faculty Board

4.2.4 The Humanities Division
Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

5 Student Life and Support
5.1 Expectations
5.1.2 Expectations of Study
Students need to be resident in Oxford during Full Term, when teaching and examination take place. For the dates of term, see:
You are expected to apply yourself to academic work full-time during term. It is hard to define full time, but a full-time job might be 35-40 hours per week. Unlike most jobs, however, you do have considerable flexibility as to when you do most of your work, taking account of tutorial and lecture times and library opening hours. Attendance at tutorials, meetings with tutors and other formal sessions is mandatory, unless prevented by illness or other pressing circumstances; and attendance at lectures is highly desirable, particularly in the first year. For sources of help in the case of sickness or other circumstances which affect your ability to study, see below, 5.3.1.

Term-time employment is not permitted except under exceptional circumstances and in consultation with your Personal Tutor and Senior Tutor. Students undertake some voluntary work through student societies, but this must be kept in proportion. Employment during the vacation needs to be balanced by the need to do some academic work – revising the previous term’s paper for collections, and preparing for the next term. The paid work guidelines for undergraduate students are at http://www.ox.ac.uk/students/life/experience

Students who hold a Tier 4 visa will have restrictions on the paid and voluntary work permitted under the terms of their visa.

5.1.2 Expectations of Behaviour: Harassment and Bullying

All students are expected to conduct themselves in a manner befitting an Oxford University student. Fellow students and staff and the residents of Oxford City should be treated with respect at all times. Abusive behaviour, bullying or harassment will not be tolerated; discrimination on the grounds of gender, ethnicity, sexuality, religion, disability, age or personal circumstance is absolutely unacceptable and may lead to expulsion.

The University’s Policy and Procedure on Harassment and Bullying is available at https://www.admin.ox.ac.uk/eop/harassmentadvice/ and is formally drawn to the attention of student members of the University. This page also lists sources of help, both in the University and in your college. The Faculty has its own Harassment Advisors, whose names and contact details are listed below at 6.1 Useful Faculty Contacts.

5.1.3 Careers Information and Advice

The University Careers Service (www.careers.ox.ac.uk) is open to you from the start of the course, and is useful for identifying work experience or vacation jobs, whether or not you have a clear idea of future career possibilities.

5.2 History Societies

Oxford University History Society is the university’s student history society. It organises weekly events every term from guest speakers on a range of historical subjects to social occasions. Past events have included talks from Jung Chang, the bestselling author of 'Wild Swans', a sword-fighting demonstration, as well as a Spanish Civil War discussion panel. Guests at the annual dinner have included such distinguished people as David Starkey. Each
term it also holds highly a beneficial careers event to promote the opportunities and development of historians at Oxford. See http://ouhs.uk or @OUHS_2014 on Twitter.

Many colleges also have History Societies which provide opportunities for hearing and meeting historians and history-themed social events.

5.3 Sources of Support

5.3.1 Personal and Pastoral Support

Oxford has a wide range of agencies and people whose job is to help students with personal problems, from student peer-supporters to medical professionals. Often your college will provide the first port of call, and colleges will have explained to you the possible sources of help; your college handbook and website will identify ways of contacting people. You will also have been registered with a medical practice at induction, which you can use in the normal way.

The University Counselling Service assists students who are experiencing psychological stress (http://www.ox.ac.uk/students/welfare/counselling). Appointments can be made by email (counselling@admin.ox.ac.uk), by telephone ([01865 2]70300) or by calling in person at their offices (3 Worcester Street); you do not need to have been referred. The office of the Service is open Monday to Friday from 9.15 am to 5.15 pm throughout the year (and later if you already have an appointment), except for short periods in the vacations which are publicized on their website well in advance.

See below, 6.1 Useful Faculty Contacts, for the Faculty’s officers for Disability and Harassment.

Details of the sources of support available in the University are on the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

5.3.2 Administrative Support

The Faculty’s Undergraduate Office is committed to providing a one-stop administrative and advisory service for undergraduate students of History and its joint schools. They will send you emails reminding you of important deadlines and other crucial information. Please always read carefully any emails that come from the email addresses faculty.office@history.ox.ac.uk and undergraduate.office@history.ox.ac.uk.

For further details, see below, 6.1 Useful Faculty Contacts.

5.3.3 Academic Support

Your college Personal Tutor or Director of Studies (the terminology may vary from college to college) has responsibility for your academic progress and welfare, and should be the first port of call for academic support.
The History Faculty’s Undergraduate Office administers the Final Honour School course, and will be the source of many emails to you. See below 6.1 Useful Faculty Contacts for contact details.

5.4 Complaints and Appeals

5.4.1 Overview

The University, the Humanities Division and the History Faculty all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University’s complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available within colleges, within faculties and from bodies like Student Advice Service provided by OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty’s committees.

5.4.2 Complaints

If your concern or complaint relates to teaching or other provision made by the faculty, then you should raise it with the Chair of the Undergraduate Studies Committee and Coordinator for Undergraduate Studies, Dr Benjamin Thompson. Within the faculty the officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors’ webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

5.4.3 Academic Appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
For undergraduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college may put your appeal directly to the Proctors.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors’ webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate’s performance.
- On no account should you contact your examiners or assessors directly.

5.5 Guidelines for Students with Disabilities

The University is committed to ensuring that students with disabilities are not treated less favourably than other students, and to provide reasonable adjustment to provision where they might otherwise be at a substantial disadvantage.

General advice about provision for students with disabilities at Oxford and how best to ensure that all appropriate bodies are informed, can be found on the University’s Disability Office website at http://www.admin.ox.ac.uk/eop/disab. The Faculty has established its own Disability Working Group, chaired by the Vice-Chair of the Faculty Board, which meets termly with student representatives.

Section 6.1 Useful Faculty Contacts lists contact details for the Faculty’s officers with responsibility for disability.

For the accessibility of premises, see section 6.2 Buildings, locations and accessibility.

If you have declared a disability, you will have an advisor who will guide you through the adjustments, facilities and equipment which need to be made to support your studies. Your Personal Tutor will contact tutors conducting tutorials to advise them of necessary
adjustments, and also lecturers whose lectures you are likely to attend. It is also helpful if you inform tutors and lecturers directly of how they can best make adjustments.

You are permitted to record lectures orally (but not visually), subject to complying with the relevant procedures, available from the Disability Office or History Undergraduate Office. The University’s policy and guidance on the recording of lectures can be found here:

http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/policyguidance/Policy_on_the_recording_of_lectures_and_other_formal_teaching_sessions_by_students.pdf.

Increasingly reading-lists and the reading they prescribe are available electronically (see section 6.5 IT for second and third-year historians), although there are still many books not so available. The Bodleian History Faculty Library staff are also able to provide help and advice, and to make arrangements for gaining access to particular materials in the libraries. The Library staff can also assist in making special copies (large print, coloured paper etc).

**Examinations:** The Proctors assess the adjustments needed for students with disabilities. Your college should ensure that an appropriate application is made to the Proctors in good time. Further information about the Proctors’ role and the guidance they give is available on their website: http://www.admin.ox.ac.uk/proctors, and the Disability Office website: http://www.admin.ox.ac.uk/eop/disab/.

**5.6 University Policies and Regulations**
The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available at www.ox.ac.uk/students/academic/regulations/a-z
6 Facilities and Contacts

6.1 Useful Faculty Contacts
The Preliminary Examination in History is convened and administered by the Faculty of History. A list of useful contacts is shown below: if you are not sure who can help, please contact the History Undergraduate Office for advice.

Dr Andrea Hopkins Undergraduate Officer
Ms Isabelle Moriceau Examinations Officer
Ms Alexandra Vickers Assistant Undergraduate Officer
Ms Emma Turnbull Teaching Officer

For general enquiries, the best email address to use is undergraduate.office@history.ox.ac.uk.

The Coordinator for Undergraduate Studies in History for 2016-17 is Dr Benjamin Thompson (benjamin.thompson@history.ox.ac.uk).

Disability Contacts
The Disability Co-ordinator for undergraduate students is the Administrator – administrator@history.ox.ac.uk - he can help with all general enquiries.

Students can also contact Professor Joanna Innes, the Disability Lead and Chair of the History Faculty Disability Working Group (joanna.innes@history.ox.ac.uk) or the Secretary to the Disability Working Group, Dr Jeannie Scott (jeannie.scott@history.ox.ac.uk). Students who need to record lectures or have a note-taker should contact Alexandra Vickers (alexandra.vickers@history.ox.ac.uk).

Harassment Advisors
The History Faculty Harassment Advisors are Dr Matthew Grimley (matthew.grimley@history.ox.ac.uk) and Dr Selina Todd (selina.todd@history.ox.ac.uk). Students are welcome to contact them for a confidential discussion about any concerns.

Other useful History Faculty contacts
Reception and general enquiries: board.admin@history.ox.ac.uk 01865 615000
IT Support: itsupport@history.ox.ac.uk 01865 615031
History Faculty Library: http://www.bodleian.ox.ac.uk/history/help-for/undergraduates
The Librarian: Isabel.holowaty@bodleian.ox.ac.uk 01865 277294
6.2 Buildings, locations and accessibility

Places you need to locate are the History Faculty (map available here), the History Faculty Library in the Radcliffe Camera (map available here), and Examination Schools (map available here).

On occasion, some lectures or classes may be held elsewhere in the University. In these cases, students may wish to refer to the interactive map of the University, which is available at http://www.ox.ac.uk/visitors/maps-and-directions/searchable-map.

The location and accessibility of many University buildings are described in this online Access Guide: https://www.admin.ox.ac.uk/access/

If you have any concerns about accessibility, please contact the Disability Co-ordinator in the first instance.

6.2.1 Social spaces and facilities

The Joan Thirsk Common Room in the History Faculty is open to all undergraduate students from 08:00 to 21:00 every day. There is an adjoining kitchen with a microwave, sink, crockery, etc. and a hot drinks vending machine.

During term, the History Faculty Librarian will hold drop-in surgeries in the Common Room at least once a week. The times will be published on WebLearn.

Students are also welcome to use the History Faculty garden as a social space.

The History Faculty has a number of rooms that can be booked for meetings, classes, seminars, workshops, etc. Rooms must be booked in advance by calling Reception (01865 6 15000) or emailing board.admin@history.ox.ac.uk.

History undergraduates are also welcome to use library and common room in the new Social Sciences Centre at Manor Road.

6.3 Libraries and Online Resources

As you will know by now, historians use many books. The availability of books is supremely important, and undergraduates are fortunate in having access to libraries and museums in Oxford of an unrivalled scale and variety. You will also need access to many online resources, especially for journal articles, but also for other kinds of historical sources and output, and Oxford also has a rich collection of these (see further 6.5).

To search for books and journals, use Oxford’s discovery tool, SOLO (http://solo.bodleian.ox.ac.uk).

Increasingly many journals are also available electronically via Oxford University eJournals (http://ejournals.bodleian.ox.ac.uk).

Databases with full-text sources, such as historical newspapers, are accessed via OxLIP+ (http://oxlip-plus.bodleian.ox.ac.uk).
To help you get to grips with Oxford Libraries visit “Library Assistant for Oxford Freshers” at www.bodleian.ox.ac.uk/assistant on your smartphone, tablet or computer. “Library Assistant” will help you to:

- Find the libraries that are most appropriate for your course
- Locate items on your reading lists
- Find out about Library wifi, passwords, photocopying and printing.

The following libraries and museums are particularly useful to undergraduate historians:

**6.3.1 The Bodleian History Faculty Library (HFL)**
http://www.bodleian.ox.ac.uk/history

Housed in the Radcliffe Camera of the Bodleian Library, the History Faculty Library (HFL) is the main library used by undergraduates reading for the Honour School of History and associated joint schools in the University, as well as undergraduates in the Department of History of Art.

The HFL collections comprise over 85,000 volumes of predominantly British and European History from the late Roman period to c. 1989. It includes History of the Byzantine Empire, History of Russia and the former Soviet Union, History of India, and History of Australia and New Zealand, and growing coverage of the History of North and South America and the West Indies, and Sub-Saharan Africa, as well as Historiography, the History of Science, the History of Art, and Palaeography.

All you need to know about how to use the HFL is here on the Help for Undergraduates page:

http://www.bodleian.ox.ac.uk/history/help-for/undergraduates

**Lost a book or can’t find it?**

The Bodleian History Faculty Library has an online form on its website for you to report missing and lost books. Library staff are more than happy to assist in locating copies for you.

**Keeping up-to-date**

If you want to be kept informed about new history resources and HFL services, sign up to the mailing list on the HFL Blog

http://blogs.bodleian.ox.ac.uk/history/

**Feedback and Library student reps**

The History Librarian (isabel.holowaty@bodleian.ox.ac.uk) welcomes feedback from all students regarding the services and collections in the HFL. She attends the Faculty’s termly UJCC meetings. A comments book is also located in the Lower Camera Reading Room. Furthermore, the Co-Presidents of the Historians’ Assembly are also the student reps on the Committee of Library Provision and Strategy (CLIPS) in History which meets termly.
6.3.2. The Bodleian Library (BOD)
http://www.bodleian.ox.ac.uk/bodley

One of the greatest libraries in the world, this is a national legal deposit 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 Gallery of the Upper Camera, Radcliffe Camera. History periodicals are kept in the Lower Gladstone Link; source materials and reference works are kept in the Upper Reading Room and Duke Humfrey’s Library of the Old Bodleian Library. Undergraduates may also order books which are kept in the Library’s remote store. The Bodleian’s huge collections are particularly useful for work on Further and Special Subjects and they offer rich resources for the thesis in your second year (although you will need to complete a permission form to consult or reproduce some categories of material).

Finding books, journals, etc. in Oxford libraries

Most of libraries’ holdings are listed within SOLO, Oxford Libraries' catalogue. SOLO also lists ejournals, ebooks, theses and databases. You can manage your library account via SOLO in order to renew books on loan or place stack requests. You will need your Single-Sign On password to do this. Check out the SOLO guide.

Digitised Set texts and other readings for courses are uploaded on the HFL WebLearn site.

Opening hours (HFL & BOD)

<table>
<thead>
<tr>
<th>Term</th>
<th>9am-10pm (Mon.-Fri.)</th>
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<tr>
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<td>10am-4pm (Sat.)</td>
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<td>11am-5pm (Sun.)</td>
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<tr>
<td>Vacation</td>
<td>9am-7pm (Mon.-Fri.)</td>
</tr>
<tr>
<td></td>
<td>10am-4pm (Sat.)</td>
</tr>
</tbody>
</table>

Contact: Ms Isabel Holowaty, Bodleian History Librarian,
t: 01865 2-77294 (e: isabel.holowaty@bodleian.ox.ac.uk)

Rachel D’Arcy Brown, HFL Librarian-in-charge, t: 01865 277264 (e: Rachel.darcy-brown@bodleian.ox.ac.uk).

HFL enquiries: e: library.history@bodleian.ox.ac.uk ; t: 01865 2-77262
Online chat: http://www.bodleian.ox.ac.uk/history/about/contact

6.3.3. Bodleian Social Science Library
http://www.bodleian.ox.ac.uk/ssl
The SSL is located in the Manor Road Building. The SSL, like the History Faculty Library, lends books to undergraduates. Its collections are relevant to the study of political and social thought, and to the social sciences from which historians may draw inspiration.

Opening hours:

Term (weeks 0-9)  
9am-10pm (Mon.-Fri.)
10am-6pm (Sat.)
11am-7pm (Sun.)

Vacation  
9am-7pm (Mon.-Fri.)
10am-6pm (Sat. in Christmas & Easter vacation)
10am-4pm (Sat. in Long Vacation)

Enquiries: ssl@bodleian.ox.ac.uk

Contact: Ms Jo Gardner, Bodleian Social Sciences Librarian

6.3.4. 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.

6.3.5. Specialised University Libraries
There are several other specialized University libraries which undergraduate historians are encouraged to use for relevant books:

American history:
The Vere Harmsworth Library (VHL), Rothermere American Institute, South Parks Road

African & Commonwealth History:
The Weston Library, Broad Street

Chinese history:
Bodleian K B Chen China Centre Library, St Hugh’s College

Japanese history:
The Bodleian Japanese Library, Nissan Institute for Japanese Studies, Winchester Road, St Antony’s College

History of Art & Classics:
The Sackler Library, 1 St John’s Street (Classics & History of Art)
Department of the History of Art Slide Library, Littlegate House, St Ebbes
History of Science & Medicine
Upper Reading Room, Old Bodleian Library
The Wellcome Unit for the History of Medicine Library, Banbury Road

Modern European Languages & Enlightenment
The Taylor Institution Library (TAY), St Giles

Philosophy and Theology
Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road

For more details and opening hours of individual libraries see http://www.bodleian.ox.ac.uk/libraries/libraries.

6.4 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:

i. The Ashmolean Museum for Art and Archaeology (http://www.ashmolean.org/).

ii. The Pitt Rivers Museum for Anthropology and Archaeology (http://www.prm.ox.ac.uk/).

iii. The Museum of the History of Science (http://www.mhs.ox.ac.uk/).

iv. The Oxford University Museum of Natural History (http://www.oum.ox.ac.uk/)

v. Christ Church Picture Gallery, Christ Church (http://www.chch.ox.ac.uk/gallery)

6.5 IT for second and third-year historians
By the beginning of your second year, you should have familiarized yourself with electronic mail, word-processing, and the use of SOLO. During the second and third years, there are many opportunities to enhance your IT skills through the University, and students will need to put them to use in the writing of the Special Subject extended essay and thesis.

Students should be aware of the extensive range of subscription databases and e-journals offered through OxLIP+ (http://oxford1.hosted.exlibrisgroup.com:8331/V/) on PCs in College Libraries and Computing Rooms, Bodleian History Faculty Library, and Bodleian Library. 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 518,000 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), full-text newspapers, Early English Books Online, the Bodleian pre-1920 catalogue (for earlier works, and probably particularly useful for those thinking of writing dissertations) and COPAC (the union catalogue of over 26 UK libraries, including the British Library). 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. See http://www.bodleian.ox.ac.uk/history/eresources for guidance to the vast numbers of resources available. If you want to use subscription resources off-campus, login to SOLO/OxLIP+ using your Oxford Single Sign On details.

Current Students should find all the relevant information on WebLearn (https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad).

It also contains the Handbook 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.

The Faculty now organizes training and workshop sessions on electronic resources for first-year students and for students preparing their theses. Support and training are available through the Bodleian History Faculty Library (HFL). Check out the HFL training schedule at:

http://www.bodleian.ox.ac.uk/history/services/training and guides at:

http://www.bodleian.ox.ac.uk/history/services/guides.

The 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.

For individual and advanced guidance, contact Isabel Holowaty, Bodleian History Librarian (tel: (2)77294; e-mail: isabel.holowaty@bodleian.ox.ac.uk). She can arrange short courses for small groups at your request. You will find these useful in your second year when you embark on independent research for your undergraduate thesis.

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

Please also bear in mind the University’s guidance on participation in social media, which can be found at http://www.ox.ac.uk/students/life/it/socialmedia.

The Gerry Martin Room in the History Faculty is equipped with several desktop PCs and space for students using handheld devices. All teaching rooms and the Common Room have wifi: students are encouraged to use OWL to log on.
IT training is provided by IT Services: an up to date list of courses can be found here: https://www.it.ox.ac.uk/do/training-and-facilities. Students can also buy a range of discounted software from the IT Services shop (http://www.it.ox.ac.uk/want/shop/).
APPENDIX 1: Examination Regulations
Honour School of History

A

1. The examination in the School of History shall be under the supervision of the Board of the Faculty of History, and shall always include:
   
   o (1) The History of the British Isles (including the History of Scotland, Ireland, and Wales; and of British India and of British Colonies and Dependencies as far as they are connected with the History of the British Isles);
   
   o (2) General History during some period, selected by the candidate from periods to be named from time to time by the Board of the Faculty;
   
   o (3) A Special Historical subject, studied with reference to original authorities.

2. No candidate shall be admitted to examination in this school unless he or she has either passed or been exempted from the First Public Examination or has successfully completed the Foundation Course in History at the Department for Continuing Education.

3. The Board of the Faculty of History shall, by notice from time to time, make regulations respecting the above-named branches of examination, and shall have power
   
   o (1) To name certain periods of General History, and to fix their limits;
   
   o (2) To issue lists of Special Historical subjects, prescribing particular authorities where they think it desirable.

[For students starting before MT 2015: 4. The examination in the Special Historical subject may be omitted by candidates, but such candidates shall not be placed in the Results List.

5. The Board of the Faculty may include in the examination, either as necessary or as optional, other subjects which they may deem suitable to be studied in connection with History, including translation from foreign languages of passages not specially prepared, and may prescribe books or portions of books in any language.]

[For students starting from MT 2015: 4. The Board of the Faculty may include in the examination, either as necessary or as optional, other subjects which they may deem suitable to be studied in connection with History, including translation from
foreign languages of passages not specially prepared, and may prescribe books or portions of books in any language.]

B

The History Board shall issue annually the Handbook for the Honour School of History by Monday of Week 1 of the first Michaelmas Full Term of candidates' work for the Honour School. A supplement to the handbook shall be issued to candidates at the beginning of Week 4 of the first Hilary Full Term of their work for the Honour School, and posted in the History Faculty Building and circulated to tutors.

All candidates are required to offer Subjects I, II, III, V, and VI, below. No candidate may be placed in the Class List unless he or she also offers Special Subject IV, below.

Candidates who have taken the Foundation Course in History rather than the Preliminary Examination are required to offer at least one paper from either Subject I or Subject II which relates to a period between 285 and 1550 (this may be taken to include Periods (I), (II), or (III) of the History of the British Isles, or Periods (i), (ii), (iii), (iv), (v), (vi), or (vii) of General History).

Students participating in the academic exchange scheme with Princeton University will substitute the courses taken at Princeton for either a General History or History of the British Isles paper. The Princeton courses will be examined at Princeton, and the grades awarded will be reviewed and moderated by the Examiners to produce a single University standard mark, according to procedures laid down in the Handbook and Examining Conventions.

- I. History of the British Isles: any one of the following periods:
  - (I) c. 300-1087;
  - (II) 1042-1330;
  - (III) 1330-1550;
  - (IV) 1500-1700;
  - (V) 1685-1830;
  - (VI) 1815-1924;
  - (VII) since 1900.
No candidate may offer a period offered when passing the First Public Examination.

The History of the British Isles is taken to include the history of the Irish Republic in the twentieth century, and of British India and British Colonies and Dependencies as far as they are connected with the History of Britain.

- **II. General History:** any one of the listed periods:

  - **[For students starting before MT 2016]:** (i) 285-476; (ii) 476-750; (iii) 700-900; (iv) 900-1150 and (v) 1100-1273; (vi) 1273-1409; (vii) 1409-1525; (viii) 1500-1618; (ix) 1618-1715; (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) 1914-1945; (xiv) 1941-1973; (xv) Britain’s North American Colonies: from settlement to independence, 1600-1812, (xvi) From Colonies to Nation: the History of the United States 1776-1877, (xvii) The History of the United States since 1863, (xviii) Eurasian Empires 1450-1800; (xix) Imperial and Global History, 1750-1914.

  - **[For students starting from MT 2016]:** (i) 285-476; (ii) 476-750; (iii) 700-900; (iv) 900-1150 and (v) 1100-1273; (vi) 1273-1409; (vii) 1409-1525; (viii) 1500-1618; (ix) 1618-1715; (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) Europe Divided, 1914-1989; (xiv) The Global Twentieth Century, 1930-2003; (xv) Britain’s North American Colonies: from settlement to independence, 1600-1812, (xvi) From Colonies to Nation: the History of the United States 1776-1877, (xvii) The History of the United States since 1863, (xviii) Eurasian Empires 1450-1800; (xix) Imperial and Global History, 1750-1914.

The four periods of British and General History offered by a candidate in the First Public Examination and the Honour School must include at least one from the following groups:

- **1. Medieval History**
  

- **2. Early Modern History**
  
  (III) 1330-1550, (IV) 1500-1700; General History (taken in the First Public Examination): III: 1400-1650; (taken in the Final Honour School): (vii) 1409-1525; (viii) 1500-1618; (ix) 1618-1715; (xviii) Eurasian Empires 1450-1800.

- **3. Modern History**

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[For students starting before MT 2016]: (V) British History 1685-1830; (VI) 1815-1924; (VII) since 1900, General History (taken in the First Public Examination): IV: 1815-1914; (taken in the Final Honour School): (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) 1914-1945; (xiv) 1941-1973; (xv) Britain’s North American Colonies: from settlement to independence, 1600-1812; (xvi) From Colonies to Nation: the History of the United States 1776-1877; (xvii) The History of the United States since 1863; (xix) Imperial and Global History 1750-1914.]

[For students starting from MT 2016]: (V) British History 1685-1830; (VI) 1815-1924; (VII) since 1900, General History (taken in the First Public Examination): IV: 1815-1914; (taken in the Final Honour School): (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) Europe Divided, 1914-1989; (xiv) The Global Twentieth Century, 1930-2003; (xv) Britain’s North American Colonies: from settlement to independence, 1600-1812; (xvi) From Colonies to Nation: the History of the United States 1776-1877; (xvii) The History of the United States since 1863; (xix) Imperial and Global History 1750-1914.

Candidates with Senior Student status, and candidates who have passed the First Public Examination in a course other than Modern History are required to offer one paper in British History and one in General History, to be taken from two out of the three period groups (1. Medieval History, 2. Early Modern History, 3. Modern History).

Candidates who participate in the Princeton Exchange are required to offer one period in the History of the British Isles or General History, so chosen that the periods offered in the First Public Examination and the Honour School are taken from at least two out of the three period groups. This requirement shall also apply to candidates who participate in the Princeton Exchange having taken the First Public Examination in a joint school involving History papers.

• III. Further Subject: any one of an approved list of Further Subjects, as detailed in the Handbook for the Final Honour School in History published by the Board of the Faculty of History by Monday of first week of Michaelmas Term each year for the academic year ahead.

• Candidates who have taken or are taking the Further Subject ‘The Soviet Union 1924-1941’ cannot also take the Special Subject ‘Terror and Forced Labour in Stalin’s Russia’.
Candidates will be examined by means of a timed paper, except in the following case(s):

Further Subject, ‘Britain at the Movies: Film and National Identity since 1914’.

Candidates taking the Further Subject paper(s) listed above will be examined by means of an essay, which shall not exceed 5,000 words (including footnotes but excluding bibliography), and shall be on a topic or theme selected by the candidate from a question paper published by the examiners on the Monday of the seventh week of Hilary Term in the year preceding final examination. Essays should be typed or word-processed in double spacing and should conform to the standards of academic presentation prescribed in the course handbook. Essays (two copies) will be completed during the eighth week of the Hilary Term in the year preceding final examination, and must be delivered by hand to the Examination Schools (addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford) not later than 12 noon on the Friday of the eighth week of the Hilary Term of the year preceding final examination. Candidates delivering essays will be required to complete a receipt form, which will only be accepted as proof of receipt if it is counter-signed by a member of the Examination Schools staff. Each essay must be accompanied by a sealed envelope (bearing only the candidate’s examination number) containing a formal declaration signed by the candidate that the essay is his or her own work. The University’s regulations on Late Submission of Work will apply.

Further Subjects ‘Representing the City 1558-1640’ and ‘Post-Colonial Historiography: writing the Indian nation’.

Candidates taking the Further Subject paper(s) listed above will be examined by means of an essay, which shall be between 5,000 and 6,000 words (including footnotes but excluding bibliography), and shall be on an interdisciplinary topic relevant to the Further Subject concerned. Candidates must submit their proposed essay title to the Chair of Examiners for History, care of the History Faculty Office, not later than Friday of the eighth week of Hilary Term in the first year of study for the Honour School. Approval of the title may be assumed unless the Chair of Examiners contacts a candidate’s tutor by Monday of the second week of the Trinity Term.

The candidate must deliver two copies of the essay by hand to the Examination Schools (addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford) not later than 12 noon on the Thursday of the eighth week of Trinity Term in the first year of study for the Honour School. A certificate, signed by the candidate to the effect that each essay is the
candidate’s own work, and that the candidate has read the Faculty’s guidelines on plagiarism, must be presented together with the submission. Candidates delivering essays will be required to complete a receipt form, which will only be accepted as proof of receipt if it is counter-signed by a member of the Examination Schools staff. The University’s regulations on Late Submission of Work will apply.

IV. The Special Subjects available in any given year, as approved by the Board of the Faculty of History, will be publicized in the list posted by the Faculty of History in the Hilary Term of the preceding year.

Candidates will be examined by means of a timed paper including compulsory passages for comment, and by means of an extended essay, which shall not exceed 6,000 words (including footnotes but excluding bibliography), and shall be on a topic or theme selected by the candidate from a question paper published by the examiners on the Friday of the fourth week of Michaelmas Term in the year of examination.

Essays should be typed or word-processed in double spacing and should conform to the standards of academic presentation prescribed in the course handbook.

Essays (two copies) shall normally be written during the Michaelmas Term in the year of examination and must be delivered by hand to the Examination Schools (addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford) not later than 12 noon on the Friday before the beginning of Hilary Full Term of the year of examination. Candidates delivering essays will be required to complete a receipt form, which will only be accepted as proof of receipt if it is counter-signed by a member of the Examination Schools staff. Each essay must be accompanied by a sealed envelope (bearing only the candidate’s examination number) containing a formal declaration signed by the candidate that the essay is his or her own work. The University’s regulations on Late Submission of Work will apply.

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 options for the following year by consulting lists posted at the beginning of the Week Four of Hilary Full Term in the History Faculty, on WebLearn and circulated to History Tutors.

V. Disciplines of History

Candidates will be expected to answer two examination questions selected from a paper divided into two sections. One question should be answered from each section.
The sections are:

- 1. Making Historical Comparisons;

**VI. A thesis from original research**

- 1. Candidates must submit a thesis as part of the fulfilment of their final examination.
- 2. Theses shall normally be written during the Hilary Term of the final year. All theses must be submitted not later than noon on Friday of eighth week of the Hilary Term of the final year.
- 3. A candidate may submit
  - (a) any essay or part of any essay which the candidate has submitted or intends to submit for any university essay prize; or
  - (b) any other work
    provided in either case that (i) no thesis will be accepted if it has already been submitted, wholly or substantially, for a final honour school other than one involving History, or another degree of this University, or a degree of any other university, and (ii) the candidate submits a statement to that effect, and (iii) the subject is approved by the Chair of the Examiners for the Honour School of History.
- 4. The provisos in cl. 3 above shall not debar any candidate from submitting work based on a previous submission towards the requirements for a degree of any other university provided that:
  - (i) the work is substantially new;
  - (ii) the candidate also submits both the original work itself and a statement specifying the extent of what is new. The examiners shall have sole authority to decide in every case whether proviso (i) to this clause has been met.
- 5. Every candidate must submit the title proposed together with a typed synopsis of the thesis topic and proposed method of investigation (no more than 250 words) and the written approval of their College History Tutor to the Chair of the Examiners for the Honour School of History, the History Faculty, George Street, Oxford, not earlier than the beginning of
Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than the Friday of sixth week of Michaelmas Term in the final year. If no notification is received from the Chair of Examiners by the first Monday of Hilary Full Term of the final year, the title shall be deemed to be approved. Any subsequent changes to title require formal application to the Chair of Examiners by the Friday of Week 4 of the Hilary Term of the final year and subsequent approval.

6. Theses should normally include an investigation of relevant printed or unprinted primary historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation. Candidates shall be expected to have had a formal meeting or meetings with their College History Tutor, and, if necessary, an additional meeting or meetings with a specialised thesis adviser in the Trinity Term of their second year, as well as a second formal meeting or meetings with their thesis adviser in the Michaelmas Term of their final year, prior to submitting the title of their thesis. While writing the thesis, candidates are permitted to have further advisory sessions at which bibliographical, structural, and other problems can be discussed. The total time spent in all meetings with the College History Tutor and/or the specialised thesis adviser must not exceed five hours. A first draft of the thesis may be commented on, but not corrected in matters of detail and presentation, by the thesis adviser.

7. No thesis shall exceed 12,000 words in length (including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the Chair of Examiners, appendices), except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in VI 10, sections iii and x, below, apply. The thesis should conform to the standards of academic presentation prescribed in the course handbook. Failure to conform to such standards may incur penalties as outlined in the course handbook.

8. All candidates must submit two copies of their thesis, addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford, not later than noon on Friday of eighth week of the Hilary Term of the year in which they are presenting themselves for examination. The University's regulations on Late Submission of Work will apply. Every candidate shall present a certificate, signed by him or herself, in a
separate envelope bearing the candidate's examination number, addressed to the Chair of Examiners. The certificate (forms are available from the History Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that is does not exceed 12,000 words in length, except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in VI 10, sections iii and x, below, apply, (d) that no more than five hours have been spent in preparatory or advisory meetings between the candidate and his or her College History Tutor or thesis adviser, and (e) that only the first draft of the thesis has been seen by the thesis adviser. Candidates delivering theses will be required to complete a receipt form, which will only be accepted as proof of receipt if it is countersigned by a member of the Examination Schools staff.

9. Candidates shall not answer in any other paper, with the exception of Disciplines of History (V), questions which fall very largely within the scope of their thesis. Candidates should not choose a thesis that substantially reworks material studied in the Further or Special Subjects, and should demonstrate familiarity with and use of substantially different and additional primary sources.

10. As an alternative route to fulfilling the requirement for the compulsory thesis, or to submitting an optional one, a candidate may prepare an edition of a short historical text with appropriate textual apparatus, historical annotation and introduction. This exercise, which is different in kind from the writing of a normal dissertation, is governed by the following additional regulations:

   i. The original work selected for editing may be a narrative, literary, or archival text of any kind, and may be of any period and in any language. It must be susceptible to historical analysis and commentary, and of a kind that requires the application of editorial and historical skills and techniques, including linguistic and palaeographical skills where appropriate.

   ii. The choice of text must be approved by the submission to the Chair of the FHS in History, with the support of a supervisor, of a 250-word outline of the text and its context, and specifying its length. This submission must be made by Friday of noughtth week of the Michaelmas Term of the candidate’s final year, but
candidates are advised to seek permission well before this. The Chair must consult appropriate colleagues before approving the project: they will need to be satisfied that it provides scope for displaying appropriate levels of knowledge and expertise.

• iii. The length of the chosen text will depend upon the linguistic and technical challenges which it poses, and the scope it offers for historical analysis and commentary; the advice of the supervisor will be essential. A complex text in a difficult language may only run to a few thousand words. The absolute maxima are 15,000 words for a non-English text, and 30,000 for one in English; but these are not norms or targets. An extract from a longer text is permissible, so long as the selection is rationally justified, and the extract can stand on its own for purposes of historical commentary.

• iv. A text in a language other than English must be accompanied by an English translation.

• v. The examiners must be provided with a facsimile of no less than 30 per cent of the text in its primary manuscript or printed form. Where there are several versions, the most important should be chosen.

• vi. A textual introduction should state how many versions (whether manuscript or printed) there are to the text, how they relate to each other, and what editorial principles have been employed.

• vii. A textual apparatus should list variant readings, emendations and textual problems in accordance with normal editorial practice.

• viii. Historical notes to the text should comment as appropriate on people, places, events and other references, and should draw out points of wider historical interest.

• ix. A historical introduction should discuss the immediate context of the work, including its author or the record-creating system that produced it, and should explain its wider historical context and significance.
x. The textual and historical introductions and the historical notes should not exceed 8,000 words (for an English text) or 6,000 (for a translated one).

xi. The dissertation should be arranged and bound in the following order: historical introduction; textual introduction; text, with textual notes (keyed to the text in the sequence a, b, c, etc.) at the foot of the page; historical notes (keyed to the text in the sequence 1, 2, 3, etc.) on separate pages; sample facsimile.

VII. An optional additional thesis

1. Any candidate may offer an optional additional thesis.

2. Regulation VI 3. above applies.

3. Regulation VI 4. above applies.

4. Every candidate intending to offer an optional thesis except as defined in VI 3(a) above must submit the title proposed together with the written approval of a thesis adviser or College History Tutor to the Chair of the Examiners for the Honour School of History, the History Faculty, George Street, Oxford, not earlier than the beginning of Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than Friday of the first week of the following Hilary Full Term. The Chair shall decide whether or not to approve the title, consulting the Faculty Board if so desired, and shall advise the candidate as soon as possible.

5. Optional additional theses should normally include an investigation of relevant printed or unprinted historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate’s College History Tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation (which should conform to the standards of academic presentation described in the course handbook). The College History Tutor or thesis adviser may comment on the first draft.

6. No optional additional thesis shall exceed 12,000 words in length (including footnotes but excluding bibliographies), except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in regulation VI 10, sections iii and x, above, apply. All theses must be typed or word-processed in double
7. Candidates must submit two copies of their theses, addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford, not later than noon on Monday of first week of the Trinity Term of the year in which they are presenting themselves for examination. Every candidate shall present a certificate signed by him or herself and by a College History Tutor or thesis adviser, in a separate envelope bearing the candidate's examination number, addressed to the Chair of Examiners. The certificate (forms are available from the Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that is does not exceed 12,000 words in length.

8. Candidates shall not answer in any other paper, with the exception of Disciplines of History (V), questions which fall very largely within the scope of their optional additional thesis.

9. Candidates may submit an optional additional thesis in the form of an edition of a short historical text with accompanying scholarly apparatus, in which case the requirements detailed in regulation VI 10, above, apply.

10. The Final Honour School Examiners will arrive at a formal degree result for candidates who submit an Optional Additional Thesis by inclusion of the 7 highest marks awarded for the 8 papers submitted, except that the mark awarded for the Optional Additional Thesis may not substitute for a mark lower than 50. Thus, the papers to be included are determined by the following procedures:

   (i) In the event that the Optional Additional Thesis is awarded a mark below 50, it will be disregarded and the formal degree result will be determined solely by the marks awarded for the compulsory papers.

   (ii) In the event that the Optional Additional Thesis is awarded a mark of 50 or above, the paper awarded the lowest mark of 50 or above (which may be the Optional Additional Thesis) will be disregarded. All other papers awarded a mark of 50 or above, and all papers awarded a mark below 50 will be included.
APPENDIX 2: Faculty Members and their areas of study

Below is a list of University professors, readers and lecturers with a brief indication of their teaching and research interests. The list is divided into very broad subject categories; but many postholders may have interests which span these categories (for instance, there are historians working in the ancient, medieval, early modern and modern periods who have interests in the history of art or the history of science and medicine). In addition, many colleges employ both permanent and temporary lecturers and have Junior Research Fellows or postgraduates who give tutorials in particular subjects. Senior library and museum curatorial staff with research interests in the general field of modern history also contribute to the faculty’s teaching, as do members of a number of interdisciplinary research centres.

2016-2017

Ancient History

Dr Edward Bispham, Brasenose College. Roman Republican History.
Dr Anna Clark, Christ Church. Republican Rome, Roman Topography.
Dr Katherine Clarke, St Hilda’s College. Roman History; ancient geographers.
Dr Charles Crowther, The Queen’s College. Epigraphy.
Dr Beate Dignas, Somerville College. Greek History.
Dr Lisa Kallet, University College. Greek History, Historiography and archaic and classical Athens.
Dr Christina Kuhn, Lady Margaret Hall, Roman Political, Social and Cultural History.
Dr Neil McLynn, Corpus Christi College. Later Roman History.
Professor Andrew Meadows, New College. Greek History, Epigraphy, Numismatics.
Dr Al Moreno, Magdalen College. Greek Economic and Social History.
Professor Teresa Morgan, Oriel College. Classical and Hellenistic History; Hellenistic and Roman Egypt; ancient education.
Dr Jonathan Prag, Merton College. Ancient Sicily, Roman Republic, epigraphy.
Professor Nicholas Purcell, (Camden Professor of Ancient History) Brasenose College. Roman social, economic and cultural history, city of Rome, Mediterranean sea and its history.
Professor Rosalind Thomas, Balliol College. Literacy and orality, Greek historiography, Greek law, politics and society.
Dr Peter Thonemann, Wadham College. Epigraphy, Roman and Byzantine Asia Minor.

Medieval History

Professor Stephen Baxter, St Peter’s College. Anglo-Saxon England Domesday Book and the Norman Conquest Early Medieval Europe.
Dr Antonia Fitzpatrick, St John’s College. Medieval history, thirteenth to fifteenth centuries.
Professor Ian Forrest, Oriel College. Social and religious history, 1200–1500.
Professor Helena F. Hamerow, St Cross College. Early medieval archaeology, especially of north-west Europe.
Dr Catherine J. Holmes, University College. Medieval Byzantium.
Dr Matthew Kempshall, Wadham College. Late Medieval History: the transmission and transformation of aspects of the classical tradition in late medieval Europe
Dr Conrad Leyser, Worcester College. Late Antique and early medieval Europe.
Dr John B.W. Nightingale, Magdalen College. British and European history, eighth to twelfth centuries.
Dr Amanda Power, St Catherine’s College. Religious, intellectual and cultural life of medieval Europe.
Professor Gervase Rosser, St Catherine’s College. Medieval society and religion; the Italian Renaissance.
Professor Richard Sharpe (Reader in Diplomatic), Wadham College. Medieval English history to the thirteenth century; medieval Irish, Welsh, Scottish history; the historical context of medieval documents, texts and libraries.
Dr Hannah Skoda, St John’s College. Late Medieval European History.
Dr Katharine Sykes, Somerville College. Monasteries and monastic rules.
Dr Benjamin J. Thompson, Somerville College. English history, eleventh to sixteenth centuries (also European). Politics and power-structures; church and society.
Mr Bryan R. Ward-Perkins, Trinity College. The history and archaeology of the post-Roman world.
Professor John L. Watts, Corpus Christi College. Late medieval history, especially thirteenth-to fifteenth-century English and European political structures.
Dr Mark Whittow, Corpus Christi College. Mediterranean history and archaeology.
Professor Christopher Wickham (Chichele Professor of Medieval history), All Souls College. Early medieval history.

Early Modern History (the British Isles and Europe)

Dr Ian W. Archer, Keble College. Early modern British and European history, especially English social history.
Professor Laurence W.B. Brockliss, Magdalen College. Early modern Europe with particular reference to science, medicine and education in France.
Dr Valentina Caldari, Balliol College. Political and Diplomatic history in early modern Europe.
Dr Clare Copeland, St Edmund Hall, Early modern European history
Mr Nicholas Davidson, St Edmund Hall. Renaissance and early modern Europe, especially Italy; history of Catholicism.
Dr Alex Gajda, Jesus College. Early Modern History with specialism in sixteenth century British and European History.
Dr Perry Gauci, Lincoln College. Social, economic and political development of Britain, 1600-1800.
Dr John-Paul Ghobrial, Balliol College. Early modern Europe and its contacts with the wider world.
Dr Steven J. Gunn, Merton College. Late medieval and early-modern Europe and Britain, especially Tudor England.
Professor Howard Hotson, St Anne’s College. Early modern Europe, the Reformation, intellectual history 1560-1660.
Dr Tom Lambert, Exeter College. Early Modern History.
Dr Sarah Mortimer, Christ Church. Early Modern History of the British Isles.
Dr Natalia Nowakowska, Somerville College. Early modern European history, particularly central European Renaissance and Reformation.
Dr Jon Parkin, St Hugh’s College. Early modern history, especially the history of political philosophy; seventeenth century political thought. and, the reading and reception of political ideas.
Dr David A. Parrott, New College. Early modern European history.
Professor Lyndal Roper, (Regius Professor of Modern History) Oriel College. Witchraft in early modern Germany; gender history; psychoanalysis and history.
Dr Hannah Smith, St Hilda’s College. Politics and culture in Britain and Europe, 1600–1750; monarchy; the military; female education.
Dr Grant Tapsell, Lady Margaret Hall. Seventeenth century British History.
Professor Giora Sternberg, Hertford College. Early modern Europe, particularly France.
Professor Alan Strathern, Brasenose. Early Modern History with specialism in transnational/global history 1500-1700.
Professor Peter H. Wilson, All Souls College. Early German history.

Modern History (the British Isles, Europe, Russia)

Dr Jakub Benes, University College. Modern East and Central European history.
Professor Paul Betts, St Antony’s College. Twenty-century German history and Modern European social and cultural history.
Dr Thomas Brodie, Jesus College. Modern German and European history.
Dr Hannah-Louise Clark, Trinity College. Modern European and World History.
Professor Patricia M. Clavin, Jesus College. Twentieth-century European history; international relations and economics between the wars.
Dr Christina de Bellaigue, Exeter College. Nineteenth-century Britain and France, especially social and cultural history; gender history.
Professor Jane Garnett, Wadham College. Modern world history, especially nineteenth-century intellectual, religious and cultural history.

Mr Peter R. Ghosh, St Anne’s College. English politics in the era of Gladstone and Disraeli; British and European historiography from the Enlightenment to the present.

Dr Kathryn Gleadle, Mansfield College. Gender and political culture in Britain in the eighteenth and nineteenth centuries.

Dr Abigail Green, Brasenose College. Nineteenth and twentieth-century Germany and Britain. The Press and the dissemination of news.

Dr Adrian M. Gregory, Pembroke College. Modern British and European history.

Dr Matthew Grimley, Merton College. Twentieth century British history.

Dr Robert Harris, Worcester College. Britain in the long eighteenth-century.

Professor Ruth Harris, New College. Nineteenth-century French history, especially social, intellectual, religious and medical history; women’s history.

Professor Dan Healey, St Antony’s College. Twentieth Century Russia.

Dr David Hopkin, Hertford College. Nineteenth and early twentieth-century European history, rural societies, popular culture and folklore, military history.

Professor Joanna M. Innes, Somerville College. Modern British and European history, especially eighteenth-century.

Dr Ben Jackson, University College. Nineteenth- and twentieth-century British history.

Dr Katherine A. Lebow, Christ Church. Jewish and Modern East Central Europe history.

Professor Julia Mannherz, Oriel College. Modern History (post 1800).

Dr Alex Middleton, Corpus Christi College. Nineteenth century Britain.

Dr Marc Mulholland, St Catherine’s College. Twentieth-century Ireland and Britain.

Dr Senia Paseta, St Hugh’s College. Nineteenth- and twentieth-century Ireland and Britain.

Dr Simon Pawley, Oriel College. Nineteenth and twentieth-century European History, especially Russian History.

Professor Sian Pooley, Magdalen College. Modern British History.

Dr David R. Priestland, St Edmund Hall. Nineteenth- and twentieth-century European history, particularly Russia and the Soviet Union.

Dr Simon Skinner, Balliol College. Nineteenth-century political and religious history.

Professor Nicholas Stargardt, Magdalen College. Twentieth-century Europe and especially Germany. History of childhood.

Dr Selina Todd, St Hilda’s College. Late nineteenth- and twentieth-century British History with preference for either gender/cultural or transnational History.

Professor William Whyte, St John’s College. Nineteenth- and twentieth-century British history.

Dr Brian W. Young, Christ Church. British History from eighteenth century; British intellectual history.

Professor Oliver Zimmer, University College. European history c. 1760-1939, especially Germany, nationalism, religion, citizenship.

Modern history: Africa, Asia, Latin America

Professor William Beinart (Rhodes Professor of Race Relations), St. Antony’s College. African history; environmental history; history of race relations.
**History Faculty Course Handbook**  
**Honour School of History**

Professor Jamie Belich, Balliol College (Beit Professor of the History of the British Commonwealth).

Dr John G. Darwin, Nuffield College. The rise and fall of the major European colonial empires, especially the British.

Dr Faisal Devji, St Antony’s College South Asian History.

Dr Elizabeth Forster, University College. Modern Chinese History and Politics.

Dr Miles Larmer, St Antony’s College. Modern African History.

Professor Sho Konishi, St Antony’s College. Modern Japanese history.

Dr James McDougall, Trinity College, modern African, Middle Eastern, and Islamic history; the French colonial empire.

Dr Anna-Maria Misra, Keble College. Nineteenth- and twentieth-century imperialism and the economic development of India.

Professor Rana Mitter, St Cross College. Twentieth-century Chinese history.

Professor Micah Muscolino, Merton College. Modern Chinese History

**History of the United States**

Dr Nicholas Cole, Pembroke College. American History.

Dr Gareth Davies, St Anne’s College. Twentieth-century American history.

Professor Kristin Hoganson, (the Harold Vyvyan Harmsworth Professor of American History), The Queen’s College. American history.

Professor Pekka Hamalainen, Rhodes Professor of American history.

Dr Sebastian Page, Modern US History.

Nineteenth-century American history and US foreign relations.

Dr Peter Thompson, St Cross College. American and Caribbean history, c.1600-1800; social history; gender and women’s history.

Dr Stephen D. Tuffnell, St Peter’s College. Nineteenth-century American history.

**History of science, medicine and technology**

Dr Erica Charters, Wellcome Unit for the History of Science. History of Medicine.

Dr Sabine Clarke, Departmental Lecturer, history of medicine.

Dr Elise Juzda. History of Medicine and Victorian Naval History.

Professor Mark Harrison (Reader in the History of Medicine), All Souls College. The history of disease and medicine in the British Empire, especially India, and the history of medicine and war.

Professor Sloan Mahone, St Cross College. History of psychiatry in east Africa; psychology of social movements; colonialism.
**Economic and Social History**

**Dr Alena Alamgir**, St Antony’s Economic and Cultural History of State Socialism, Central & Eastern Europe.

**Professor Robert Allen** (Reader in Economic History), Nuffield College. Agriculture and economic development.

**Dr Mary Cox**, St Antony’s College. Social History.

**Professor Jane Humphries** (Reader in Economic History), All Souls College. British Industrial Revolution.

**Dr Julie Marfany, All Souls College**. Economic and Social History.

**Professor Kevin o’Rourke** (Chichele Professor of Economic History), All Souls College.

**Dr Deb Oxley**, All Souls College. Economic and social History c. 1700-1870.

**History of Art**

**Dr Mirjam Brusius**, History of Art. History of Photography.

**Professor Craig Clunas**, History of Art.

**Professor Hanneke Grootenboer**, History of Art.

**Dr Sarah James**, History of Art.

**Professor Geraldine A. Johnson**, Christ Church. Art and architecture in Early Modern Europe; women and the visual arts; history of photography; and historiography of art history.

**Dr Camille Mathieu**, History of Art.

**Professor Gervase Rosser**, St Catherine’s College. The Italian Renaissance, medieval society and religious history.

**Dr Matthew Walker**, History of Art.

**Dr Hannah Williams**, St Peter’s College.

**Professor Alastair Wright**, St John’s College.
APPENDIX 3: Tariff of Penalties for Inadequacies in History Examinations and Submitted Work

1 Overweight, Late and Shortweight Extended Essays and Theses

Under the Regulations for the Conduct of University Examinations, 16.6 and 16.8, work submitted either late or exceeding the word-limits prescribed may attract academic penalties.

a Late Work: for work submitted late without Proctorial sanction, the Board has adopted the following tariff:

<table>
<thead>
<tr>
<th>Late submission</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted on the day when submission was due, but after the deadline</td>
<td>-5 marks</td>
</tr>
<tr>
<td>Up to 1 week late</td>
<td>-10 marks</td>
</tr>
<tr>
<td>Up to 2 weeks late</td>
<td>-20 marks</td>
</tr>
<tr>
<td>More than 2 weeks late</td>
<td>Fail</td>
</tr>
</tbody>
</table>

b Over-length Work: the Board has adopted the following tariff:

<table>
<thead>
<tr>
<th>Percentage by which the maximum word limit is exceeded</th>
<th>Penalty (up to a maximum of -10)</th>
<th>Example: theses with max. word limit of 12,000 – number of words that into which percentage translates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 2%</td>
<td>-1 mark</td>
<td>1-250 words over</td>
</tr>
<tr>
<td>Over 2% and up to 4%</td>
<td>-2 marks</td>
<td>251-500 words over</td>
</tr>
<tr>
<td>Over 4% and up to 6%</td>
<td>-3 marks</td>
<td>501-750 words over</td>
</tr>
<tr>
<td>Each further 2%</td>
<td>-1 further mark</td>
<td>Each further 250 words over</td>
</tr>
</tbody>
</table>

Note: The percentages approximate the number of words, but were rounded up or down.

c Short-weight Work: there are no formal penalties for this, and candidates are reminded that the word-limits are not a target, but a maximum. However, theses and essays which are significantly shorter than the maximum are likely to be inadequate in their coverage and content, and will be so marked. As a rough guideline, less than three-quarters of the maximum is likely to be inadequate (9000 words for theses, 4500 for essays).

These penalties are imposed by the Board as a whole, not by markers; and consideration is given to their effect on each candidate’s overall classification.

2 Shortweight Exam Scripts
If too few questions are attempted in a script, the maximum mark achievable should be lowered by the proportion of the paper missing. This rule applies where no attempt has been made to answer a question. Where some attempt has been made, examiners should mark what is there.

3 **Failure to comply with rubric**

Where a candidate has failed to answer a compulsory question or failed to answer the required number of questions in different sections, markers mark as if the candidate had complied, but flag the script. All such cases are scrutinised by the Board so that appropriate and consistent penalties are applied.

**TARIFF FOR PRESENTATION DEFICIENCIES IN UNDERGRADUATE SUBMITTED WORK**

*(Theses, Dissertations, Extended Essays, Course Essays)*

You are required to follow the guidelines on presentation in the on-line *Handbook* relevant to your course. Markers will assess the quality of your presentation against those provisions.

Penalties for falling short of the required provisions range from the loss of a mark for careless presentation to more substantial deductions for systematic failures. The most significant of these failures relate to academic integrity.

The following tariffs will be applied by markers or Examination Boards, although they will also use their discretion in assessing the extent and range of inadequacies. All tariff deductions will be checked by the relevant Examination Board for consistency of treatment.

1. **Presentation Deficiencies:**
   **For each of the following: BA: −1 mark:**

   1) omission or inadequate presentation of candidate-number, word-count, title, contents, abbreviations, pagination;

   2) inconsistent demarcation of paragraphs or presentation of quotations;

   3) noticeably inconsistent use of capitalization, italics, date-forms within the main body of the text.

2. **Referencing Deficiencies**

   2.1 **Minor:**
   **For each of the following: BA: -1 mark**

   (1) failure to follow, or inconsistency in following: Faculty guidelines regarding the form of footnote-references and bibliography (e.g. on quotation-marks, italics, commas, dates,
volume numbers, roman and arabic numerals, the distinction between articles and books)

(2) occasional references missing; occasional page-numbers missing, or too widely drawn to identify precisely the material cited.

2.2 Major:
For each of the following: BA: -3 mark
1) consistently imprecise or inadequate referencing: several references missing;
2) page-numbers often missing or too widely drawn (as above).

If these failings are systematic and repeated, they may be treated under category 3 (see below).

3: Academic Integrity

It is especially important that you make clear to the marker from where you have derived information and ideas in your Thesis or Extended Essay, and which ideas are your own. These are issues of academic integrity, which are taken particularly seriously by the University. This means that you need to be very careful in footnoting quotations, and in using quotation marks when quoting directly from a secondary source. Citing primary source material from a secondary source without acknowledgement is also unacceptable, because it gives a false impression that you have consulted the primary material yourself. If you are paraphrasing a secondary work, you need to make sure that you do so in your own words, and that you provide a footnote to indicate which work you are paraphrasing. For further guidance, you should read carefully the relevant section of the FHS Handbook (see above, section 2.2.1 Plagiarism and Good Academic Practice).

Failure to observe these rules will almost certainly be penalised by the Examination Board. Although Examination Boards will deal with all such cases on their merits, you might anticipate a penalty of 10 marks or above where these deficiencies are persistent features of the piece of work. If footnotes are entirely lacking (or almost so), the presumption must be that this piece of work will fail (i.e. receive a mark below 40).

In cases where a marker suspects that the presentational failings may be serious enough and of a kind to constitute plagiarism, he or she will draw it to the attention of the Chair of the Examination Board, who may ask the marker for a more detailed report. This report will be considered by the Examination Board, which may also wish to consult your supervisor. The Board will then consider whether to refer the case to the Proctors. Once they are involved, the Proctors will suspend a candidate’s examination while they investigate the case. If they decide plagiarism has been committed, the Proctors will refer the matter to the Student Disciplinary Panel, which may levy severe penalties, including, in extreme cases, expulsion from the University.
APPENDIX 4: Guidelines for producing a Synopsis for a Compulsory Thesis

The synopsis is intended to clarify for the Chair of Examiners the field of your dissertation, the questions it will address, and the methods and sources it will use to do this; it will also thereby help you crystallize your thoughts well in advance of Hilary Term. As the synopsis may not be longer than 250 words, it must be succinct, and focused on these essentials; and it must therefore have been properly thought-through, rather than offering general preliminary ideas as to a possible field of exploration.

1. The synopsis should locate the **area of study** in which the thesis falls, in terms of both themes and location in time and space; e.g. ‘gender aspects of early modern witchcraft’ or ‘the role of technology in modern warfare’.

2. It should then define precisely the **problem or problems** which the thesis will seek to address. This may arise from discussion of the sources, or of the historiography, or both; but whatever the case, the thesis must be directed towards discussion of a clearly-defined problem. It is not enough to indicate the general field in which exploration will take place.

3. Often the problem will be defined by reference to existing **historiography**: either the issue will not have been addressed (or not adequately so) by current writing on the subject, in which case it should be made clear exactly what has and has not been done; or, the thesis will address an argument which has been put forward but which needs further testing or indeed challenging. Either way, the historiographical context needs to be spelt out clearly.

4. The synopsis must then identify the **sources** which will be used to address the problem, and thus also the precise area of study in terms of time and place (which may have been explained under 2). The methods by which these sources will help address the problem should also be explained as precisely as possible.

5. The title should describe the field of the thesis as precisely but also as succinctly as possible. It has not been customary for thesis titles to be framed as questions.

In practice thesis-topics are refined in the process of research, as the sources themselves suggest new questions, and thinking about problems leads one to look at new sources. (And students commonly only fulfill a part of the agenda they had originally set themselves.) Note that the completed thesis is not judged against the submitted synopsis.

It is nevertheless important for the Examiners to have a clear idea of what you are planning at this stage, so that they can identify suitable examiners in advance of submission; changes of topic are rarely so radical as to require different examiners. Moreover, you need to start research with a topic which has been as clearly defined and thought-through as it can be, so as to be sure that your topic is viable and will not fall apart in Hilary Term once you begin to probe it properly.
APPENDIX 5: Guidelines for writing Special Subject Gobbets papers

APPROACHES TO WRITING GOBBETS

One of the two papers by which the Special Subject is examined requires the candidates to write a series of commentaries on short extracts from the prescribed sources. A few students will have confronted textual extracts requiring explanation and commentary as an element in the ‘Foreign Texts’ papers in the Preliminary Examination. But for most history undergraduates the first encounter with this style of examination will be the ‘gobbet paper’ of the Special Subject.

The most obvious point to bear in mind is that a gobbet is not a mini-essay: an extract from a letter between British ministers concerning foreign policy in 1914 should not be taken as an invitation to discuss the larger issues of whether or not Britain should have participated in WW1. Not only will it be judged irrelevant by the examiners, but an over-broad discussion will inevitably require more time for writing than you have available. For the second point about gobbet papers is that the majority require commentaries to be written on twelve extracts. This means a maximum of fifteen minutes per extract, which, for most students, will allow no more than one side, at most one-and-a-half sides, of writing. If you spend twenty minutes on each extract you will end up with nine rather than twelve gobbets at the end of three hours, and short-weight document papers in which entire answers are missing will pull the overall mark down particularly seriously.

The writing of gobbets involves meeting a number of distinct but overlapping requirements.

1) **Immediate context.** You should demonstrate familiarity with the document or source from which the extract is drawn. In the case of an image this will involve demonstrating knowledge either of the image itself (a picture, architectural detail or medal), or the larger object (building or painting) from which the image may be a detail.

   i. The exam paper will frequently give you the basic information about the provenance of the extract (‘letter from Paget to Queen Mary, 1 November 1554’; ‘prospect of Hatfield House’) so reiterating this in your answer will not impress. You should aim to locate the extract or image by demonstrating that you know about the general content of the letter, document or object. You should show with reasonable precision where the specific passage falls within the letter or document, or – if appropriate – how the given image relates to the wider object: which façade of Hatfield House is shown? How does the depicted figure relate to the rest of the painting? It certainly isn’t necessary to quote verbatim other sections from the document: knowledge of content is more important than demonstrating photographic memory.

   ii. Beyond this specific identification, is the extract representative of the wider document/image, or does it reveal something which is subsidiary to or distinctive from the rest of the text?
iii. In some cases it may be necessary to explain particular words or names within an extract to show that you understand either their technical meaning (‘tithe’; ‘Free Churches’) or their meaning in this specific context (‘Sanhedrin’ used in mid-17th England). This is especially the case if the extract is in a foreign language and a particular phrase or word is unusual or potentially ambiguous. It is however unnecessary and a waste of time simply to describe what is said or depicted in the extract or the image in your own words: ‘In this extract William, Lord Paget is telling Queen Mary that...’, etc.

iv. It may also be necessary to explain (briefly) any unusual institutional references either in the text or involved in the authorship. No one would expect you to explain what the House of Commons was, but a document addressed to the Council of the North or written from the Court of Augmentations would be a different matter.

2) **Clarification of the extract.** There are numerous types of document (or images) contained in collections of Special Subject sources, and these will have been written (or depicted) in different styles and will have different purposes and audiences in mind. It is important to identify the type of document from which the extract is taken, and this will raise questions about the intentions of the author(s), the nature of the intended audience, and the relationship of the author to an understanding of any particular bias or argument in the extract.

i. **Formal legislation and constitutional documents** are intended for publication or permanent record, usually a deliberate statement of the outward intentions of an authority and intended for public dissemination. Obvious questions concern the context in which the legislation was promulgated: if the document appears to represent a clear response to a perceived problem, was this reflected in discussion surrounding its formulation? Were there previous drafts of the legislation or earlier attempts to resolve the same issues? Did/could the legislation have the effects intended and if not, why?

ii. **Extracts from speeches or debates.** How, and by who were they recorded? Verbatim or retrospectively? For publication or for private audience (e.g. transcribed for a third party not present at the time)? It may be desirable here, and for other types of extracts listed below, to give brief biographical details of the speaker cited, or the person (if known) who recorded the speech/debate. But it’s important to sketch in these details with a light touch. A gobbet does not require a life history of the protagonist, but it may be important to know whether the extract confirms his/her attitudes and whether the insight demonstrated is consistent with what we know of that individual’s previous involvement with the issue. In the case of speeches or debates, is the style of the extract (strident, confrontational, reasonable...) what we would expect from our previous knowledge of the protagonist? If, as in many cases with speeches (and sometimes with letters), the style is highly rhetorical, does this go beyond what we would expect in the context, or is this normal by the standards of such contemporary writing?

iii. **Extracts from letters** usually require consideration of both the correspondent and the recipient. Do we know about their previous relationship – are they close friends, colleagues/political allies or enemies? Does the style reinforce either intimacy or formality? Does anything in the biography of the author or recipient, or previous contact between the two, contribute to our understanding of the extract? (e.g. in appreciating a level of bias or
partisanship in the account.)

iv. **Extracts from diaries and memoirs.** Are these genuinely private accounts of events, or intended for wider dissemination? If the latter, are they written to conceal, rather than elucidate, the real issues? Was the extract written at the time or years later? Did the author have a purpose in writing this account – e.g. to present a picture of decisive action when other evidence suggested that the protagonist was indecisive or evasive at the time?

v. **Images of paintings, sculptures and buildings.** At what point was the image made, by whom and for whom? It is important to establish whether the image (a sketch, formal drawing or an engraving, for example) is an early draft or plan by the author of the finished object, whether it was a proposal or plan by another person subsequently adapted or borrowed by the author, or indeed whether the image corresponds to an actual object at all. An early sketch or plan may have been substantially modified on the wishes of the patron or by the changing perceptions/aims of the artist. A present-day image of the object will raise questions about later changes from the original.

vi. **Depictions of coins, medals or inscriptions.** Were they minted/written at the time of the events which they depict, and/or by the persons or institutions they celebrate? Are they forgeries, and if so, why were they produced?

3) **Broader Context of the Extract.** The two obvious concerns here are cross-referencing to other sources, and the extent to which the particular passage or image can tell us about certain themes of wider interest in the period.

i. **Cross-referencing** may be to other extracts which you have already discussed in the same paper, or, more usually, to other prescribed documents. Examiners of the gobbet paper are looking for evidence of a comprehensive knowledge of the set texts, and for sensitivity to different accounts and approaches to the same historical issue or event. Without feeling obliged to provide extensive quotations, the ability to demonstrate familiarity with other writings by the same author, to cite other accounts of the same issue which may confirm or contradict this account, other examples of a similar style, or other documents which develop and elaborate upon the theme or the event, are all important in persuading an examiner to award high marks for a gobbet.

ii. **Reference to Wider themes,** while avoiding the dangers of writing a mini-essay, is strongly desirable. In the case of images of buildings, paintings, sculptures, medals or inscriptions it is obviously desirable to discuss the purposes for which they were commissioned or created, what, if anything they were replacing, and whether they fit into a wider pattern of patronage and construction. In the case of documents (and indeed many images) it’s worth bearing in mind that examiners are likely to have chosen a particular extract for a purpose, and frequently to illustrate the kind of themes that may have been discussed in classes or essays. An extract may have a specific context, but may also say
something important about a larger theme, whether this is social mobility, power in the localities, the influence of patrons on works of art, or factional struggle within totalitarian regimes. You should certainly show that you recognize the relevance of the extract to these themes.

In General:

Do bear in mind that you are working against the clock, and that concision is essential. Try to start the gobbet punchily, and get to the point quickly without wasting time on extraneous introductory paragraphs.

Do be specific at all times – authorship, importance of date, and significance of style and content. Uncertainty about the rest of the document from which the extract is taken or about historical context emerge with brutal clarity in gobbets. If you don’t know where the extract came from, you shouldn’t attempt to discuss it. There is no getting round the fact that the best route to writing gobbets is to know the prescribed texts very well indeed.

Do have a clearly organized set of points arising from and illuminating the gobbet. You should aim to show the examiner that you know why the given extract was important enough to feature in the exam paper. There is no mechanical formula or sequence which should be observed in discussing the extract’s specific location in the broader document, the issues arising from style, content and authorship, and/or wider issues raised by the extract.

Do try to conclude the gobbet with a forceful point – whether about the wider relevance of the extract, similarities/differences with respect to other accounts of the same event, or something that it reveals about the character or motivation of the author.

Don’t waste time summarizing the previous points in a concluding paragraph; you should be focusing on the next extract.