HISTORY AND ECONOMICS
AT OXFORD

HANDBOOK

FOR THE FINAL HONOUR SCHOOL
OF
HISTORY AND ECONOMICS

2015-2017

Board of the Faculty of History and
Department of Economics
This Handbook is revised annually and issued to colleges at the start of Michaelmas Term for distribution to all their undergraduates reading HE. It aims to be up to date in September of the year of issue. Comments and corrections should be addressed to the Undergraduate Administrative Officer, Faculty of History. The current issue is available online at:
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/
http://www.economics.ox.ac.uk/

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Format of the Handbook

Three types of print are used in the Handbook:

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

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

- **italics** are used to alert students to particular points of which they should be aware.
1. EXAMINATION REGULATIONS

Honour School of History and Economics

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

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

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

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

B

Each candidate shall offer:

1. *Macroeconomics.*
   
   As specified for the Honour School of Philosophy, Politics and Economics.

2. *Microeconomics.*
   
   As specified for the Honour School of Philosophy, Politics and Economics.
3. *Quantitative Economics*
   As specified for the Honour School of Philosophy, Politics and Economics.

4. *British Economic History since 1870.*
   As specified for the Honour School of Philosophy, Politics and Economics.

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

6. *Either*
   
   (a) two Further Subjects in History;
   or
   (b) two Further Subjects in Economics;
   or
   (c) (i) one Further Subject in History and (ii) either one period of General History or one period of the History of the British Isles, except any such period offered under paper 5, above.
   or
   (d) (i) one Further Subject in History and (ii) one Further Subject in Economics.

7. *A thesis from original research*

   Regulation VI of the Honour School of History applies with the following modifications:

   Cl. 1 For ‘Candidates must submit a thesis as part of the fulfilment of their final examination’ read ‘Candidates must submit a thesis – normally, but not necessarily in economic history – as part of the fulfilment of their final examination’.
Cl. 2 For ‘Theses shall normally be written during the Hilary Term of the final year’ read ‘Theses shall normally be written during the Michaelmas and/or Hilary Term of the final year’.

Cl. 3 (b) (iii) For ‘Chair of the Examiners for the Honour School of History’ read ‘Chair of the Examiners, Honour School of History and Economics’.

Cl. 5 For ‘Honour School of History’ read ‘Honour School of History and Economics’.

Cl. 6 For ‘primary historical sources’ read ‘primary historical sources or economic data’; for ‘College History Tutor’ read ‘College History Tutor or Economics Tutor’.

Cl. 8 For ‘Chair of Examiners, Honour School of History’ read ‘Chair of Examiners, Honour School of History and Economics’.

Cl. 9 For ‘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’ read ‘Candidates shall not answer in any other paper questions which fall very largely within the scope of their thesis.’

Cl. 10 (ii) For ‘Chair of the FHS in History’ read ‘Chair of the FHS in History and Economics’.

The syllabus for sections 1-4, 6(b) and 6(c) (ii) is as specified in the Honour School of Philosophy, Politics and Economics and for sections 5, 6(a) and 6(c) (i) as specified for the Honour School of History. The individual detailed specifications and prescribed texts for the Further Subjects as specified for the Honour School of History will be given in the Handbook for the Honour School of History. This will be published by the History Board by Monday of Week 1 of the first Michaelmas Full Term of candidates’ work for the Honour School.

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

Not all Economics subjects may be offered in any particular year. There may also be restrictions on the numbers permitted to offer some Economics subjects in any particular year.

Economics subjects available to candidates in any particular year will depend on the availability of teaching resources. Details of the choices available for the following year will be announced at the Economics Department’s ‘Options Fair’ at the beginning of the fourth week of this first Hilary Term of the candidate’s work for the Honour School, and will be posted on the Department’s undergraduate WebLearn site at the same time. No candidate may offer the same subject twice.

For all Economics papers (which shall be taken to include British Economic History since 1870 but not other papers in Economic History) candidates are permitted the use of one hand-held pocket calculator from a list of permitted calculators published annually by the Department of Economics on its Undergraduate Website, which will be updated annually in the week prior to the first full week of Michaelmas Term.

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

A second thesis, in addition to the papers listed under sections 1 to 6 may be offered in accordance with the Regulation VII An Optional
Additional Thesis of the Honour School of History, q.v. modified as follows:

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

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

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

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

(e) Cl. 10 For ‘The Final Honour School Examiners will arrive at a formal degree result for candidates who submit an Optional Additional Thesis by taking the highest seven marks of 50 or above, out of the eight papers submitted, except that the Optional Additional Thesis may not substitute for any paper awarded a mark below 50’ read ‘The Final Honour School Examiners will arrive at a formal degree result for candidates who submit an Optional Additional Thesis by taking the highest eight marks of 50 or above, out of the nine papers submitted, except that the Optional Additional Thesis may not substitute for any paper awarded a mark below 50’. 
2. THE HISTORY AND ECONOMICS DEGREE
STRUCTURE OF THE COURSE

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

The syllabus is set by the University, which grants degrees and therefore examines for them, but teaching (apart from lectures) is arranged by your college. The HE syllabus prescribes the subjects for two University examinations: the Preliminary Examination (HE Prelims) normally taken at the end of your first year; and the Final Honour School of HE (HE Finals) normally taken at the end of your third year. Prelims consist of four subjects, Finals of seven or eight, plus a compulsory undergraduate thesis. Most subjects are examined in three-hour timed written papers. All syllabuses are published annually in the University’s Examination Regulations (the “grey book”), to which this handbook will frequently refer. You received a copy of the undergraduate version of Examination Regulations when you arrived; any subsequent changes of regulation which significantly affect you will be notified to you, and if they are changes of syllabus which might affect you adversely, they will not apply to you without your consent.
3. PLAGIARISM

Definition

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

Explanation

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

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

Everything you write at Oxford, including tutorial essays, will inevitably involve the use and discussion of material written by others. If material written by others is duly acknowledged and referenced in your work, no offence will have been committed. And it is not of course necessary to provide a full reference for every fact or idea that you mention in your work: some things – such as the date of the Battle of Hastings, for example – can be said to be common knowledge. Such legitimate practices must however be clearly distinguished from plagiarism, which is the appropriation without proper acknowledgement of material that has been produced by someone else.

What therefore should you do if you need to make use of or discuss information or ideas from another (published or unpublished) source?

There are two ways in which you can proceed.

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

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

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

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

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

The example used here is very brief – a single sentence. But the same principles apply when you want to make use of a longer quotation, or to discuss a more extensive argument from another source. On occasion, you may wish to make use in an essay of a quotation from a primary source that you have found in a more recent piece of work. There is nothing wrong with this as long as you always acknowledge in a footnote where you found the quotation you are using. This should be in the following form:

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

Guidance for note-taking

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

When you are working on a primary source – one of the prescribed texts for the Prelims Optional Subject or Finals Special Subject in History, for example – keep a full record of author, title, editor if appropriate, place and date of publication, and page numbers. Make sure that you distinguish clearly in your notes between words that you have copied directly from such a source, and summaries or paraphrases that you have composed yourself.

When you are working on a secondary source, always record the author, title, place and date of publication at the head of your notes. For shorter pieces in books and journals, record also the full details of the publication in which the essay or article appears. Material derived from electronic media should also be carefully sourced (keep a note of the URL for anything obtained from the internet, for example, and the date you accessed it). When taking notes, do not simply copy down what the author says word for word: summarize the argument in your own words, and include page-numbers of the sections you take notes on so that you (and your eventual readers) can identify the source precisely later. If you think you might want to quote a sentence or phrase from another author in your essay or thesis, put it in quotation marks in your notes from the

outset, so that there can never be any confusion between your wording and that of the other author. And if you find in a secondary source a quotation from a primary source which want to use later, make sure you record also all the detail necessary to enable you to cite it properly in your own work, as indicated above.

*Penalties*

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

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

*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.
4. CHOOSING YOUR OPTIONS

All students take the three core subjects in Economics and modern British Economic History; you choose a History outline paper, additional options in History and/or Economics, and the subject of your thesis.

1. Macroeconomics
2. Microeconomics
3. Quantitative Economics
4. British Economic History since 1870
5. A History outline paper (British or General)
6+7 Either (a) Two Further Subjects in History
   Or (b) Two Further Subjects in Economics
   Or (c) (i) One Further Subject in History and (ii) one History outline paper (British or General History)
   Or (d) (i) One Further Subject in History and (ii) one Further Subject in Economics

Your timetable will depend upon the mix and identity of options chosen in nos. 6 & 7: the timing of Economics options in particular is variable. The thesis can be distributed flexibly: although it is desirable for it to be done as late as possible in the course, in some circumstances may it have to be begun in the Trinity Term of the second year, and continued through the Michaelmas and/or Hilary Term of the third.
See the following illustrations of possible timetables:

A: Students who choose two *History* Further Subjects will all have the following timetable:

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<th>Option A: History-heavy</th>
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<td>MT3</td>
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<td>HT3</td>
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B: For students who choose one History FS and one Economics Option, there are three possible timetables depending on which term the Economics Option is taught in:

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<th>Option B: Mixed: 1</th>
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<td>HT2</td>
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<td></td>
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<tr>
<td>TT2</td>
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<tr>
<td>Economics Option</td>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td>MT3</td>
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<tr>
<td>HT3</td>
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<tr>
<td>Option B: Mixed: 2</td>
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<tr>
<td>-------------------</td>
</tr>
<tr>
<td>MT2</td>
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<table>
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<th>Option B: Mixed: 3</th>
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It will therefore be very important for students to discuss with their tutors when the Economics subjects are taught, and to timetable the thesis around them. Of course, students may want to choose their options partly with the timetable in mind.
5. THESES

You must offer a thesis, normally on a topic of Economic History.

The regulations relating to the thesis are at the beginning of this handbook. There are also guidelines to help you both fulfill the requirements and produce a successful thesis in the History Faculty main school on-line course handbook, also reproduced below.

The main points to note here are:

1. You will start discussing possible thesis topics with your college tutor in the Trinity Term of your second year, who will arrange a specialist adviser for your topic if necessary.

2. You may have up to five hours of meetings with your tutor or specialist adviser. You may have the first session(s) before the summer vacation after your second year, so that you can discuss books and archives you can look at over the summer.

3. In Michaelmas Term of your final year you will need a further meeting with your thesis adviser to finalize your thesis title and draft a short synopsis (no longer than 250 words) of the thesis topic and proposed method of investigation. This will be included with the formal submission of your thesis title which must be made by Friday of Sixth Week in Michaelmas Term. The title must be approved by the Chair of Examiners, Honour School of History and Economics.

4. During the time that you are writing your thesis, you can have advisory meetings with your advisor, who can comment generally on a first draft.

5. The word limit is 12,000 words, including footnotes but excluding bibliography.

6. The deadline for handing in the thesis is noon on the Friday of Week 8 of your final Hilary Term.
Some general points:

1. The examiners cannot read your mind: explain in your introduction what you are going to do, and in what follows present your argument, step by step, in as sharp a focus as you can achieve.

2. Examiners will notice if you try to fudge issues or sweep difficulties aside; it is much better to be candid about them, and to show that you appreciate the force of counter-arguments.

3. Bad spelling and bad grammar do not help to convey an overall impression of clarity and competence; and word-processing carries dangers of its own to the inexperienced, such as half-revised sentences leaving gibberish, sections continually re-edited rather than re-written, and spell-checks leaving errors which happen to generate new words.

4. Your bibliography should list all the works to which you refer, plus any others which you have found particularly valuable.

5. There are penalties for late submission, including not marking the thesis, or dropping a class. If there are genuine or extraordinary reasons why submission might be delayed, you must inform the Proctors via your college authorities in advance. You will be asked to provide supporting medical or other evidence to justify the delay.

6. For ease of reference, copied below are the full guidelines for the thesis from the History Faculty handbook:

**THE UNDERGRADUATE COMPULSORY THESIS**

1) GENERAL

1) Every undergraduate taking the BA in the Joint Honours School of History and Economics 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).

2) The thesis, which will represent a single unit in the Final Honours Examination, and represent one seventh of the total marks, 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. 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.

3) All candidates must submit two copies of their thesis, addressed to the Chair of Examiners, Honour School of History and Economics, 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 applications;

(b) the Proctors shall consult the chairman of examiners about any such application and shall then decide whether or not to grant permission.’

4) 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.

5) Avoidance of plagiarism. (See chapter 3 above)

6) 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 and should avoid any obvious duplication of material and/or arguments between the thesis and the Special Subject extended essay.

7) 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 from the History Faculty Office or the Faculty website.

Please tick to confirm 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/assignment/project/other submitted work] 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.

Candidate’s signature: _______________________________ Date: ______________________

[Additional signature: _______________________________ Date: ______________________ ]

8) Format. All theses must be typed or word-processed on A4 paper, 
in double spacing and with a left-hand margin of one-and-a-half 
inches and all other 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 Any secure soft-binding will be 
acceptable. Do not put your name on your thesis (as opposed to the 
accompanying certificate mentioned above), only your candidate 
number.

GUIDELINES FOR PRODUCING A SYNOPSIS FOR A THESIS FOR THE FINAL 
HONOUR SCHOOL OF HISTORY AND ECONOMICS

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. 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.:
   - Popular and elite levels of public discourse in the 1786-7 paper money and 1790 public debt debates
   - Working Hours in East Anglia during the First Industrial Revolution
   - Sheffield Forgemasters: a study in survival
   - Globalizing voluntary social action: the experience of the Oxford Committee for Famine Relief and its relation to welfarist ideology, 1942-66
   - Popular responses to the War Savings Movement in England and Wales, 1916-1918

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 data, or of the economic 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 economic **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 **data or 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.
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 fulfill only a part of the agenda they had originally set themselves.) Note that the actual theses are not measured against the submitted synopses.

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.

NOTES FOR WRITERS OF THESES

The incentive and challenges in writing a 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 virtually as they stand. Almost all 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, although some will be expected to work on their thesis over Michaelmas and Hilary terms (with coursework likewise split over these terms). It is essential to recognize that eight full-time weeks (or their equivalent) 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 commonly supposed that a Schools thesis must be based largely or in part upon unpublished manuscript sources. This may be the case but is not essential. The nature of the topic and the approach adopted will generally govern the kind of sources used. 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 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. What is essential is that the author should use the sources 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 below, section 16 of this Handbook. If you need to consult manuscripts or rare books in the Bodleian and its associated libraries, please download the permission form from the website and ask your tutor or adviser to sign it.

Do bear in mind 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. A good historian is 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; some plans may well need to be discarded until the most feasible and convincing one has been found. 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. 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.
GUIDANCE ON THE PRESENTATION AND FORMAT OF THESES

THESE GUIDELINES DOUBLE FOR THE USE OF STUDENTS WRITING THE EXTENDED ESSAY FOR PAPER II OF THE SPECIAL SUBJECT, AND SHOULD BE ADHERED TO IN ALL RESPECTS FOR BOTH PIECES OF SUBMITTED WORK

1. A 12,000-word thesis typed double-spaced on A4 size paper will normally take up 36 pages if printed in 12-point print; a 6,000 word extended essay will take up 18 pages on the same basis.

2. **Pagination**

   Pagination should run through consecutively from beginning to end and include any appendices, bibliography etc. Cross-references should include page numbers.

3. **Order of contents**

   After the title-page should normally follow in sequence, all these elements:

   (a) ‘Table of Contents’. This should show in sequence, with page numbers, the subdivisions of the thesis. The titles of any chapters and appendices should be given. Such a table may well be unnecessary in an extended essay.

   (b) List of abbreviations (if any: use only for frequently-cited sources).

   (c) Preface or Introduction. This should be used to call the examiners’ attention to the aims and broad argument(s) of the work, along with any relevant points about sources, historiographical context, and obligations to other historians’ work. This too may not be needed in an extended essay.
(d) The thesis or extended essay, divided into chapters, if applicable. Each chapter should have a clear descriptive title.

(e) Conclusion. A few hundred words summarising the conclusions and their implications.

(f) Bibliography. This is essential, and should be sensibly selective. It should include everything cited in the thesis or extended essay, and omit nothing which has been important in producing it. But it should not necessarily include everything which may have been read or consulted.

(g) List of illustrations. This should be the same as the captions for any illustrations included. See below for information on formatting the list of illustrations.

(h) Illustrations. Illustrations should be numbered sequentially. See below for information on formatting captions.

4. Quotations

Quotations from verse, if of more than one line, should be indented and in single spacing; quotations from prose should run on in the text if they do not exceed two or three lines, otherwise they too should be indented and in single spacing. Inverted commas are not necessary when the quotation is indented. Otherwise use single inverted commas except for quotations within quotations, which are distinguished by double inverted commas.

Quotations should keep the spelling used in the original documents and not be modernized. When quotations include contracted forms, the contractions should normally be extended and the extension indicated by square brackets. Normally, quotations from a foreign language source should be presented in the body of the text in the original. The tutor’s advice should be followed in case of doubt as to whether to provide translations. When translations are given in addition to the quotation in the original language, the translations do not count towards the word limit.
5. Underlining/Italics

Underlining or italics should be used:

(a) For the titles of books, plays and periodicals.

(b) For technical terms or phrases in languages other than English (but not for quotations or complete sentences).

(c) For the following abbreviations, if used (there is much to be said for avoiding or anglicizing many of them): a. (anno), cap., c. (circa), e.g., ibid., idem, infra, passim, post, supra, versus, v. (vide), viz.

6. Capitals

Capitals should be used as sparingly as possible. They should be used for institutions and corporate bodies when the name is the official title or part of the official title; but for titles and dignities of individuals only when those are followed by the person’s name: thus ‘Duke William of Normandy’, but ‘William, duke of Normandy’, ‘the duke’.

7. Dates

Dates should be given in the form: 13 October 1966; and unless the contrary is indicated it is to be assumed that the date refers to the year beginning on 1 January. Double dates in Old and New Style should be given in the form: 11/22 July 1705. In footnotes, names of months may be abbreviated: Jan., Feb., Mar., Apr., May., June, July, Aug., Sept., Oct., Nov., Dec., but they should not be abbreviated in the text itself.

8. Footnote references

The purpose of a reference is to enable the reader to turn up the evidence for any quotation or statement, and to identify which ideas and arguments in the thesis/essay are the student’s and which have been
taken from other sources. But judgement must be used in deciding whether a reference needs to be given or not. A reference need not be given for a familiar quotation used for purely literary purposes, nor for a statement of fact which no reader would question. Any reference given must be precise.

Footnotes should be concise: they count towards the overall word-limit. The practice of putting into footnotes information which cannot be digested in the text should be avoided. Notes should be printed at the foot of the page in single spacing. Footnote numbers should begin a new series with each chapter.

Footnote numbers in the text should be superior and not bracketed.

9. **Form of references**

The style of references should be *consistent* throughout any piece of work. You should use the following conventions, giving the reference in the full form in the first footnote in which you cite it and abbreviating it thereafter.

**Book:**


**Multi-volume book:**


Thereafter: Stubbs, *Constitutional History*, ii, 15-18 [note the absence of pp.]
Edition:


Thereafter: *Estate Book of Henry de Bray*, p. 5.

Journal Article:

R.W.D. Boyce, ‘Imperial Dreams and National Realities: Britain, Canada and the Struggle for a Pacific Telegraph Cable, 1879-1902’, *English Historical Review*, 115 (2000), pp. 52-3 [or *EHR*, 115 (2000), pp. 52-3 if you have defined *EHR* as *English Historical Review* in your list of abbreviations].


Newspaper article:

Bashkow, ‘Relative Returns’, *Times Literary Supplement*, 5 April 2013, pp 3-5 [or *TLS*, 5 April 2013, pp 3-5 if you have defined *TLS* as *Times Literary Supplement* in your list of abbreviations]. Column citation by letter (eg. p. 4a for the first column) may be desirable in some cases, such as broadsheet newspapers.


Essay in an edited volume:


In citing books and articles you may refer to authors by first name and surname, rather than initials and surname, if this is the convention in the field of your thesis or extended essay. For example, Edmund S. Morgan, *American Slavery American Freedom* (New York, 1975) not E.S. Morgan

*Manuscripts:*

‘Speculum virginal’, British Library, MS Arundel 44, of. 3v. [or BL, MS Arundel 44, of. 3v if you have defined BL as British Library in your list of abbreviations]

*Collections of papers:*

British Library, Add. MS 29132, of. 434.

It may be helpful, or necessary to avoid confusion, to add brief descriptions at first mention to give the reader some indication of the nature of the sources referred to, thus:

British Library, Add. MS 29132 (Hastings Papers), of. 434: Clive to Hastings, 1 Aug. 1771.

Thereafter contract to: BL, Add. MS 29132, of. 434.

Other examples would be PRO, STAC 8/104/20 (Star Chamber Proceedings, James I, Cripple and wife v. Lambed et al., 1619).

Wiltshire Record Office, D1/39/1/26 (Bishop of Salisbury, Instance Act Book, 1596-8), foes 227v-8r.

In any case, such fuller definitions of archival classes or collections of papers used should be given in the bibliography.

*Ancient and medieval authors:*

Bede, *Historia Ecclesiastical*, iii. 25 (ed. Plummer, p. 181). [give details of which edition you have used in the bibliography]
The Bible:

Gen. xv. 24.

Parliamentary papers and debates:

Parliamentary Papers, 1810, xlvi (125), p. 6.
Mansard, 3rd series, 1832, xi. 602.

Unpublished theses and typescripts:


Visual evidence:

Where no image is provided in the text:

Gustave Courbet, The Banks of a Stream, 1873, oil on canvas, 60 x 73 cm (Ashmolean Museum, Oxford).

Thereafter: Courbet, Banks of a Stream.

Where an image of the work is provided in the text:

Titian, Vendramin Family, venerating a Relic of the True Cross, mid-1540s, oil on canvas, 206.1 x 288.5 cm (National Gallery, London), fig. 1.

Thereafter: Titian, Vendramin Family (fig. 1).

Where reference is made to a work illustrated in another source:


Where reference is made to a work illustrated online:

**Blackboard** used by Albert Einstein, Oxford, 16 May 1931, Museum of the History of Science, Oxford
[http://www.mhs.ox.ac.uk/blackboard/einstein-l.htm] (28 September 2008)

*Film and television:*

*Orlando* (Screenplay Sally Potter, Dir. Sally Potter, 1992)

*Our Mutual Friend* (Screenplay Sandy Welsh, Dir. Julian Farino, 1998), Episode 1

*Websites:*

Give the title, URL and last date accessed: e.g. ‘Lincoln’s First Inaugural Address’ [http://www.loc.gov/exhibits/treasures/images/vc2.6p1.jpg] (29 July, 2004).

*Interviews:*

Interview with Marina Warner, 2 May 1997[, p. 3 if transcribed].

*Ibid.* should be used instead of the author and short title when (but only when) the reference repeats the last or the only reference in the previous note. Care is necessary here, because when adding or moving references it is easy for *Ibid.* to become separated from the source to which it is intended to refer.

*Op. Cit.* should **not** be used.
10. **Bibliography**

The bibliography should be divided into (A) Manuscript Sources, (B) Printed Sources, (C) any other sources (websites, interviews etc) and the printed sources should be divided into (1) Primary Sources, (2) Secondary Sources. Manuscript sources should be listed according to the places in which they are found. Printed sources should be listed alphabetically, by surname of author. Anonymous printed sources should be listed alphabetically by the first word of the title (excluding the articles ‘The’, ‘A’, ‘An’ or their foreign equivalents).

11. **Illustrations (only for use by candidates including large numbers of illustrations)**

Illustrations may be gathered in one place at the end of the thesis, or, if you prefer, incorporated with the text. The latter arrangement is more complex to achieve, and only recommended if you feel it will enhance your argument.

The ‘List of Illustrations’ should be the same as the captions provided for any illustrations included. As relevant and/or known, these should include the following information, in the recommended order:

- artist/architect
- title of work/name of building
- size
- medium
- date of production
- present location
- brief reference for the source of the illustration (e.g., your own photograph, a museum photograph, copied from a book or the internet).

You should illustrate your thesis carefully since good illustrations can be vital to supporting your arguments. You should use good quality photocopied or scanned illustrations of images, objects or buildings discussed at any length in the text. Illustrations can be in black and white; colour illustrations are only
necessary if used to support a specifically ‘colour-related’ point in your argument or discussion. Illustrations should be numbered sequentially. Captions can be included below each illustration or they can simply be numbered Fig. 1, Fig. 2, etc., since the examiners will be able to refer to the ‘List of Illustrations’ for the full caption. Make sure you refer to your illustrations at appropriate points in your text and argument, with the relevant figure number in brackets, thus: (Fig. 10).

12. Guidelines for carrying out and using oral history interviews

Oral history refers both to a method of recording and preserving oral testimony and to the product of that process. It begins with an audio or video recording of a first person account made by an interviewer with an interviewee (also referred to as interviewee), both of whom have the conscious intention of creating a permanent record to contribute to an understanding of the past. A verbal document, the oral history, results from this process and is preserved and made available in different forms to other users, researchers, and the public. A critical approach to the oral testimony and interpretations are necessary in the use of oral history. An oral history practitioner has commitments to the interviewees as well as to standards of scholarship for history and related disciplines.

Pre-Interview


2. Students should consider whether they will retain a copy of the interview, recorded and/or transcribed, and whether they will make copies available to their interviewee. No further copies should be used without the interviewee’s consent.

3. To prepare to ask informed questions, interviewers should conduct background research on the person and/or topic and the larger context in both primary and secondary sources.

4. When ready to contact a possible interviewee, students should send via regular mail or email an introductory letter outlining the general focus
and purpose of the interview. It is important that the interviewee receives written guidance as to what is expected of them, in terms of time commitments and the subject to be discussed, and is informed about how their interview will be used. The letter should set out the reasons for conducting the interview, the process that will be involved, and the need for informed consent and permission forms. The interviewer should make sure that the interviewee understands that his or her recording(s) will remain confidential until he or she has given permission via a signed permission form. The interviewee should be informed about what will happen to their recorded and transcribed interview after the student’s project has come to an end. The interviewee should be given the option of anonymity in any use of their interview.

5. Students should use the best recording equipment (preferably digital) within their means to reproduce the interviewee’s voice accurately. Before the interview, interviewers should become familiar with the equipment and be knowledgeable about its function.

6. Interviewers should prepare an outline of interview topics and questions to use as a guide to the recorded dialogue.

During the interview

7. Throughout the interview show sensitivity towards your interviewee: probe them, but try not to provoke anger or upset.

8. The interviewer should secure a release form, by which the interviewee transfers his or her rights to the interview to the repository or designated body, signed after each recording session or at the end of the last interview with the interviewee.

After the interview

9. It is strongly advised that you transcribe your interview. This is time-consuming but aids analysis and can provide a memento and token of gratitude for your interviewee.

10. Consider offering your interviewee a copy of your thesis to show your appreciation of their time and contribution to your research.
Use of oral history interviews in written work

11. All signed permission letters should be included as an appendix in your submission of your thesis/extended essay. You may include transcriptions as an appendix if you wish, and obtain permission from the Chair of Examiners.

12. All quotations from or allusions to an oral history interview in your essay/thesis should be referenced in a footnote. The correct form for a first footnote is: ‘Interview with [name of interviewee, or pseudonym if they wish to remain anonymous]. conducted by [interviewer’s name] on [date].’ Subsequent footnotes may simply state ‘Interview with [X].’
Examples of Economics History Thesis Titles:

‘The effect of the financial system and the Great Depression on India's manufacturing sector in the interwar period’.

‘The Montana Improvement Company timber suits and the Culture of Lobbying in Montana, 1882-1917’.


‘HENRY III's FINE ROLLS: A COMPARISON OF YORK AND WINCHESTER’.

‘THE IMPACT OF THE FIRST WORLD WAR ON STANDARDS OF LIVING OF WORKING-CLASS FAMILIES’.

‘Impact of the Welshpool and Llandfair Light Railway on the rural community at Llanfair Caereinion’.

‘IS THE CRITICISM OF THE ROLE OF PRODUCTIVITY GROWTH IN SINGAPORE'S ECONOMIC DEVELOPMENT WARRANTED? WITH SPECIFIC REFERENCE TO THE POST INDEPENDENCE PERIOD-1965-85’.

‘AN EXAMINATION OF THE RELATIONSHIP BETWEEN AGES AND SEXUAL MATURITY AND LATER FERTILITY EVENTS IN POPULATIONS OVER TIME: A NORWEGIAN CASE STUDY’.

‘THE CHALLENGE OF NATIONAL SERVICE TO THE OFFICER TRAINING CORPS, 1948-1963’.

‘LABOUR MIGRATION FROM COLONIAL MALAWI, 1939-1960’.

‘THE REACTION TO SOVIET ECONOMIC POLICIES IN BRITAIN, 1917-1928’.


‘THE ADMINISTRATION OF PRISONERS OF WAR BASED IN EXETER DURING THE SEVEN YEARS WAR’.
‘Protecting British Property Rights: the effectiveness of British property rights institutions in the eighteenth and nineteenth centuries’.

‘OUT OF STEP WITH HISTORY; A STUDY OF THE SOUTH AFRICAN ELECTORATE’S SUPPORT FOR THE NATIONAL PARTY IN THE 1977 GENERAL ELECTION’.

‘A REASSESSMENT OF THE ROLE PLAYED BY JOSEPH BAZALGETTE IN THE CONSTRUCTION OF THE LONDON MAIN DRAINAGE SYSTEM’.

‘Smuggling in Kent 1727 to 1747: patterns and process’.

‘A GREAT ’NON EVENT’? THE END OF A FIXED POUND 1968-74’?

‘A Comparison of Real Income in Egypt in the First Century AD to 301 AD and the Sixth Century AD’.

‘POPULAR AND ELITE LEVELS OF PUBLIC DISCOURSE IN THE 1786-7 PAPER MONEY AND 1790 PUBLIC DEBT DEBATES’.
6. CONDUCT OF EXAMINATIONS

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

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

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

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

There are special University regulations on the typing of illegible scripts. (NB: ‘the cost of typing and invigilation shall not be a charge on university funds’), on the use of computers (where permitted) in examinations, on disabled candidates, on candidates unable to take papers on certain days for religious reasons, and on the use (where permitted) of calculators in examinations; see the Examination Regulations. If your native language is not English, you may request to use your own bilingual dictionary during examinations. The request must go to the Proctors through your college, usually your Senior Tutor.

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

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

Your attention is also drawn to the regulations governing the Conduct of University Examinations, which are printed in the Examination Regulations and available online at

http://www.admin.ox.ac.uk/examregs/contents.shtml

Your attention is drawn especially to parts 9-10, 12-14 and 16, which deal inter alia with the late alteration of options, candidates with special examination needs, religious festivals and holidays, dictation of papers, the use of word-processors and calculators, non-appearance and withdrawal from examinations, and illegible scripts. See also Appendix I, Regulations on Financial Matters.
If you believe that these regulations are likely to affect you in any way, you should raise the matter with your college tutor as soon as you are aware of the problem. In all such cases communication with the Examiners will be through the Senior Tutor of your college.

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

**CRITERIA FOR MARKING EXAMINATION QUESTIONS IN HISTORY AND ECONOMICS**

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

Exam questions are assessed on the following criteria:

| **Engagement:** | directness of engagement with the question; |
|                | range of issues addressed; |
|                | depth and sophistication of comprehension of issues and implications of the question; |
|                | historiographical awareness; |
|                | directness of answer to the question. |

**Argument:**
- coherence of argument;
- analytical clarity and power;
- intellectual penetration and sophistication of conceptualization;
- originality of argument.

**Information:**
- relevance of deployment of information;
- depth, precision and detail of evidence cited;
- range of material deployed;
- accuracy of facts.

**Organization & Presentation**
- clarity and coherence of structure;
- clarity, fluency and elegance of prose;
- correctness of grammar, spelling, and punctuation.
These criteria inform the following mark-bands:

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

III 40-49 Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.

Pass 30-39 Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.

Fail <30 Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

CRITERIA FOR MARKING THESE AND EXTENDED ESSAYS IN HISTORY AND ECONOMICS

These criteria will be used in marking all theses and extended essays in public examinations.

**Essays & Theses** are assessed on the following criteria:

**Engagement:**

- identification and definition of a problem;
- location in historiographical context;
- range of issues addressed;
• depth, complexity and sophistication of comprehension of issues and implications.

**Argument:**
• coherence, control, independence and relevance of argument to problem;
• conceptual and analytical precision;
• clarity and sophistication of development of argument;
• flexibility: discussion of a variety of views.

**Evidence:**
• use of primary material;
• sophistication of methods of research;
• range of material deployed;
• relevance of information deployed;
• understanding of historical debate;
• depth, precision, detail and accuracy of evidence cited.

**Organization & Presentation:**
• clarity and coherence of structure;
• clarity and fluency of prose;
• correctness of grammar, spelling, and punctuation;
• correctness of apparatus and form of footnotes & bibliography.

These criteria inform the following mark bands (in what follows, ‘theses’ encompasses both essays and theses):

<table>
<thead>
<tr>
<th>I</th>
<th>86-100</th>
<th>Theses will be so outstanding for their originality and sophistication that they could be immediately published.</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-85</td>
<td>Theses will excel across the range of the criteria.</td>
<td></td>
</tr>
<tr>
<td>75-79</td>
<td>Theses will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for some combination of quality of problem-identification and research-design, coherence, clarity and relevance of argument, and quality of primary evidence adduced. Truly outstanding features may compensate for mere high-competence elsewhere.</td>
<td></td>
</tr>
<tr>
<td>70-74</td>
<td>Theses will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.</td>
<td></td>
</tr>
<tr>
<td>II.1 65-69</td>
<td>Theses will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, identifying a clear problem in historiographical context, and offering a coherent argument based on accurate primary evidence found in research, the whole being clearly-presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of research and information) may compensate for other weaknesses.</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>Theses will be competent and should manifest the essential features described above, in that they must offer an argument in response to a clearly-identified problem based on evidence acquired in research; 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>
<td></td>
</tr>
<tr>
<td>II.2 50-59</td>
<td>Theses must show evidence of some solid competence in research and analysis. But they will be marred by a failure on one criterion or another: inadequate definition of the problem or lack of historiographical context, failure to offer a clear argument, narrowness in the range of issues addressed, lack of research and primary</td>
<td></td>
</tr>
</tbody>
</table>
evidence or irrelevance in its deployment, or poor organization and presentation, including incorrect prose and inadequate apparatus.

| III | 40-49 | Theses will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to define a problem, to deploy evidence found in research, or to offer some coherent analysis towards an argument. But such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation. Very short theses which nevertheless have promise may fall into this band. |
| Pass | 30-39 | Theses will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria, and will not be based on any meaningful research. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation; and they may be very brief. |
| Fail | <30 | Theses will fail to exhibit any of the required qualities. |
CONVENTIONS FOR CLASSIFICATION

The following criteria will be used to determine a candidate’s overall classification

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

**TARIFFS FOR INADEQUACIES IN HISTORY EXAMINATIONS**

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>----------------------</td>
<td>----------</td>
<td>-------------------</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 reader 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, available on Weblearn:

https://weblearn.ox.ac.uk/access/content/group/histfac/undergrad/fhs/content/other%20information/Plagiarism.pdf
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.
Every year the FHS Board of Examiners writes a report on the conduct of the examinations and academic performance. Your tutor will usually have a copy of the previous year’s report but past reports are available on the History Faculty WebLearn at:
(https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/)

The FHS report for the preceding summer is usually posted on the website by the beginning of Hilary Term. You are strongly encouraged to read the reports as they will provide useful hints on how to prepare for your forthcoming exams. There are summaries on performance in individual outline papers (British and General History) towards the end of the main report.
9. ILLNESS

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

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

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

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

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

The members of the Faculties of History and the Department of Economics are, roughly, those employed to carry out teaching or research within the University. Further details of staff in History and Economics, including their research interests, are available on the web at: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac
http://www.economics.ox.ac.uk/

THE FACULTY OF HISTORY

The Faculty of History is located in the Old Boys High School, George Street. Members of the Faculty may have neither an office nor a post box there but be based in their college. The Administrator and departmental secretaries are based there. This is where you can obtain information relevant to the History branch of the course, though the Faculty website should be your first port of call.

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

Head of the Undergraduate Office:
   Dr Andrea Hopkins 6-15020
Examinations Officer:
   Ms Isabelle Moriceau 6-15017
Undergraduate Administrative Assistant:
   Ms Heather Dehnel-Wild 6-15044
Undergraduate Office Assistant:
   Ms Alexandra Vickers 6-15018

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

All information about undergraduate course content can be found on the History WebLearn and on the Economics Department website:
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/
http://www.economics.ox.ac.uk/index.php/undergraduate/undergraduate/

This contains the following resources:

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

2. Resources:

   • Bibliographies
   • Examples of Previous Thesis titles
   • Sources for Theses
   • Lecture List
   • Postgraduate Seminars
   • Undergraduate Noticeboard
   • WebLearn
3. List of staff:
   - Postholders and their specialties
   - Administrative staff

4. Feedback:
   - Feedback from Undergraduates
   - General Undergraduate Questionnaire (in PDF format)

5. Useful Information:
   - Examination papers and examiners' reports
   - Prizes
   - Programme Specifications
   - Useful forms

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

The department is located in the Social Sciences Building in Manor Road. All members of the department have an office and collect mail there. The Undergraduate Administrator is based there, and can be contacted by email on econundergrad@economics.ox.ac.uk. Lecture Handouts and Seminar Notices relevant to the Economics branch of the course are available on the Department website: http://www.economics.ox.ac.uk/.
12. FEEDBACK AND COMPLAINTS PROCEDURES

The feedback that you provide to lecturers and tutors is valued and taken seriously. It is an important contribution to the maintenance of the quality of education received at Oxford. You can provide feedback through the completion of the lecture and class questionnaires and via the Undergraduate Joint Consultative Committees of History and Economics.

Lecture and class questionnaires are available online via the Faculty websites, or will be distributed by lecturers or class convenors. Further copies are available from the History and Economics offices and libraries. Completed questionnaires can be returned electronically, left for the lecturer at the end of the lecture, or sent to the offices of either History or Economics as appropriate. The results of the questionnaires are seen by the lecturer, and also by the Director of Undergraduate Studies (Economics) or by the Chair of the Undergraduate Studies Committee (History). These officers are responsible for ensuring that any problems reported through the questionnaires are addressed. These are reported to the Joint Consultative Committees and the Department of Economics and Faculty of History generally.

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

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

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

Lecturers and class leaders will make questionnaires available to you and ask you to complete and return them – please do so! The results are reported to the Chair of the Faculty’s Undergraduate Studies Committee (History). Any issues are discussed and dealt with through appropriate channels – sometimes this leads to changes in emphases or how lectures are delivered. In addition, questionnaires are also available to download from WebLearn:
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/

2. The Undergraduate Joint Consultative Committee

Both the History Faculty and the Economics Department have a Joint Consultative Committee made up of Senior Members and student members elected through the colleges. Your college should have a History and an Economics representative who either attend the UJCC or help select the student members. The UJCCs are important means of gaining student feedback so that courses can be improved – such issues as lecture clashes, extra language provision and library opening hours have all been addressed. The History representatives for 2015-16 are Eamonn O’Keeffe (Merton) and Harry Spillane (Merton). For details of Economics representatives, see the Economics UJCC WebLearn page:
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/econ/curr_student/undergrad/ujcc/page/home

Issues arising from the administration of the joint school of History and Economics are dealt with by the Joint Standing Committee for History and Economics, which meets once a term on Thursday of week 4. The student representative of all History and Economics undergraduates for 2015-16 is Matthew Ford (St John’s).

3. Student complaints procedures

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

b) However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.

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

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

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

Complaints

f) If your concern or complaint relates to teaching or other provision made by the faculty, then you should raise it with the chairman of the Standing Committee. Within the two faculties he will attempt to resolve your concern/complaint informally.

g) If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for
the consideration of complaints and appeals are described in the Proctors and Assessor’s Memorandum [http://www.admin.ox.ac.uk/proctors/pam/] and the relevant Council regulations [http://www.admin.ox.ac.uk/statutes/regulations/]

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

Academic appeals

i) 9. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

j) 10. For undergraduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web [http://www.admin.ox.ac.uk/statutes/regulations/].

k) Please remember in connection with all the cases in paragraphs i - k that:

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

(b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate’s performance.
(c) On no account should you contact your examiners directly.

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

4. Complaints about Equal Opportunities

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

5. Harassment

In common with other universities, Oxford regards harassment as unacceptable behaviour and has introduced a Code of Practice designed to protect its students, staff and other people for whom it has a special responsibility. For purposes of this code, harassment is regarded as unwarranted behaviour which disrupts the work or reduces the quality of life of another person. Such harassment could involve a single act or a series of acts of bullying, verbal or physical abuse, ill-treatment, unwelcome sexual advances; or otherwise creating or maintaining a hostile studying, working or social environment.

The University’s Code of Practice on Harassment is available at http://www.admin.ox.ac.uk/eop/har/harcode2.shtml, and is formally drawn to the attention of student members of the University.

The Proctors appoint Senior Members to a University Advisory Panel on harassment. As explained in the Code, these advisers may be approached by any student or members of staff in the University suffering from harassment, as defined in the Code. The Panel has also prepared a pamphlet, Harassment: what it is and how you can deal with it. Copies are available from the Proctors’ Office or from JCR Welfare Officers or OUSU. Some colleges have appointed special advisers or advisory panels to respond to complaints or harassment. If your college has no special
arrangements, people you might approach within college could include the dean, tutor for women, or chaplain.

Contact numbers:

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

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

The History Faculty Advisers for the academic year 2015-16 are:

Dr Selina Todd (St Hilda’s) (2) 76835
Dr Matthew Grimley (Merton) (2) 76346

The Department of Economics advisers are:

Dr. P. Rice (2)71047
Dr. H. Smith (2)71097
13. STUDENTS WITH DISABILITIES

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

For Economics please contact Katherine Cumming at the Economics Department, Social Sciences Building, Manor Road, Oxford OX1 3UQ or email to: (econundergrad@economics.ox.ac.uk).

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

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.

To search for books and journals, use Oxford’s discovery tool, SOLO ([http://www.bodleian.ox.ac.uk/services/solo](http://www.bodleian.ox.ac.uk/services/solo)). Increasingly many journals are also available electronically via Oxford University eJournals ([http://ejournals.bodleian.ox.ac.uk](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](http://oxlip-plus.bodleian.ox.ac.uk)).

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

1. The Bodleian History Faculty Library (HFL)  
   [http://www.bodleian.ox.ac.uk/history](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 Modern 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.
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 president(s) of the Historians’ Assembly are also the student reps on the Committee of Library Provision and Strategy (CLIPS) in History which meets termly.
http://www.bodleian.ox.ac.uk/history/about/management

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 and sources 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)
Term 9am-10pm (Mon.-Fri.)
10am-4pm (Sat.)
11am-5pm (Sun.)
Vacation 9am-7pm (Mon.-Fri.)
10am-4pm (Sat.)
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

BOD enquiries: e: reader.services@bodleian.ox.ac.uk; t: 01865 2-77162

3. Bodleian Social Science Library
http://www.bodleian.ox.ac.uk/ssl

The Social Science Library is housed in the Manor Road Building. A range of periodicals, and a collection of international statistics are available for reference use. Its opening hours are: Full Term, Monday to Thursday 09.00-22.00 (Friday, 09.00-19.00), Saturday and Sunday (12 noon-18.00); vacation, Monday to Friday 9.00-19.00 and Saturday 10.00-16.00, apart from closed periods of about a week at Christmas and over Easter. You must bring your University Card to register and to borrow books, and as
identification on every visit. There are study spaces and self-service photocopiers, and access to SOLO and to many other social studies databases. You can download to disk or print from the databases, and there is a scanner for direct computer input of printed statistics. A printed guide is available, detailing all services including how to use the databases.

Enquiries: ssl@bodleian.ox.ac.uk

Contact: Ms Jo Gardner, Bodleian Social Sciences Librarian

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

5. 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
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. Museums. Oxford also has outstanding museums, which are rich resources for the study of the history of art, archaeology and visual and material culture. These include:

The Ashmolean Museum, Beaumont Street
The Pitt Rivers Museum, Parks Road
The Museum of the History of Science, Broad Street
Christ Church Picture Gallery, Christ Church

Opening hours are published by the individual institutions.
15. INFORMATION TECHNOLOGY

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/histfac).

It also contains the Handbook for the Final Honour School, the current Lecture List, and bibliographies for the great majority of courses on the
sylabus. 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.

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

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.

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

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

For those who would like to attend training courses, OUCS (Oxford University Computing Service, 13 Banbury Road) has a number of relevant courses set out below; information about courses and registration details can be obtained either from your college IT support service, from the reception desk at OUCS, or on-line at http://www.oucs.ox.ac.uk/itlp/courses.xml/.

There is no fee for attending any of these courses but a small charge is made for course documentation. OUCS also has the LaRC (Learning and Resource Centre), a supported working environment where you can teach yourself using a variety of materials such as videos, computer-based materials, multimedia courseware and books. You can also study the OUCS courses in your own time, and materials for the European Computer Driving Licence (ECDL) are available.

However, you may wish to actually gain the European Computer Driving Licence (ECDL). This qualification has been established across the European Union as a means of verifying computer literacy. It covers all the skills listed above and assessment will be carried out at a “testing centre”. OUCS provide training and testing; further details are on-line at http://www.oucs.ox.ac.uk/ecdl/
<table>
<thead>
<tr>
<th>Skill</th>
<th>Recommended software</th>
<th>OUCS Course</th>
</tr>
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<tbody>
<tr>
<td>Essential</td>
<td></td>
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<tr>
<td>Basic use of a PC</td>
<td>MS Windows</td>
<td>(1) Essential computer skills: basics and beyond</td>
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<tr>
<td></td>
<td></td>
<td>(2) Your work on a PC: managing, organizing and protecting it</td>
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<tr>
<td></td>
<td></td>
<td>(3) Windows</td>
</tr>
<tr>
<td>Word processing</td>
<td>MS Word (*)</td>
<td>Essential word processing</td>
</tr>
<tr>
<td>Email and use of the Internet</td>
<td>Netscape or Internet Explorer</td>
<td>(1) Introduction to Email on Herald</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) Introduction to Internet services</td>
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<tr>
<td>Desirable</td>
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<tr>
<td>Spreadsheets</td>
<td>MS Excel (*)</td>
<td>Designing and using spreadsheets</td>
</tr>
<tr>
<td>Presentation and drawing</td>
<td>MS Powerpoint, MS Chart (*)</td>
<td>Designing effective presentations using MS Powerpoint</td>
</tr>
<tr>
<td>Database and filing systems</td>
<td>MS Access (*)</td>
<td>Database design, and using Access</td>
</tr>
</tbody>
</table>

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

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

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

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

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

In addition, the Joint Standing Committee for History and Economics now has student representatives who attend the termly meetings and can raise issues of concern to undergraduates.
A new student representative will be elected in Michaelmas Term 2015.
17. SCHOLARSHIPS, PRIZES, AND GRANTS

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

University prizes are listed in a supplement of the University Gazette each year, which can be bought from the Oxford University Press bookshop at 116 High Street (tel. 242913). The information is also available at http://www.ox.ac.uk/gazette/. Those particularly relevant to HE are as follows:

1. Hicks/Webb Medley Prizes are awarded for the best three overall performances in economics (value £300); those taking at least three economics papers will be eligible. No action required by candidate.

2. The Gladstone Memorial Essay Prize, is awarded 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 School in History, History and Economics, or PPE. The price is traditionally linked with Gladstone and Glastonian Studies (value £500). No action required by candidate.

3. The Arnold Modern Historical Essay Prize, is awarded for the best thesis in History (since AD285), including HE (£500). No action required by candidate.

4. The Sara Norton Prize, is offered for an essay within the field of the political history and institutions of the USA (value about £600); candidates must apply by March and submit by May.

5. Gibbs Prizes awarded to top performers in the joint schools with History, calculated on the candidates’ performance in their History papers; those taking at least three History papers will be eligible.
Top prize £450; Proxime accessit £300. No action required by candidate.

Grants for special purposes such as research travel, or for hardship, are available from many colleges to their members. There are also two more general schemes:

1. **Access Funds** are provided by the state to give financial help to full-time home undergraduates and postgraduates where access to higher or further education might be inhibited by financial considerations, or where students, for whatever reasons, including disabilities, face financial difficulties. Application should be made to your college.

2. The University’s Committee on Student Hardship makes grants and loans for the relief of financial hardship, which must have been unforeseeable at the time of admission. It meets once a term, and application forms, which are held in your college office, must be completed and in the hands of a designated college officer, probably the Senior Tutor, before a designated time, probably in Fourth Week (First Week in Trinity Term).
18. TAKING YOUR DEGREE

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

AFTERWARDS

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

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

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

There are usually around thirty **Further Subjects** to choose from. Those available in 2015-16 are:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Anglo-Saxon Archaeology c.600-750: Society and Economy in the Early Christian period</td>
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<tr>
<td>2</td>
<td>The Near East in the Age of Justinian and Muhammad 527-c.700</td>
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<tr>
<td>3</td>
<td>The Carolingian Renaissance</td>
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<tr>
<td>4</td>
<td>The Viking Age: War and Peace c. 750–1100</td>
</tr>
<tr>
<td>5</td>
<td>The Crusades</td>
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<tr>
<td>6</td>
<td>Culture and Society in Early Renaissance Italy 1290-1348</td>
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<tr>
<td>7</td>
<td>Flanders and Italy in the Quattrocento, 1420-1480</td>
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<tr>
<td>8</td>
<td>The Wars of the Roses, 1450-1500</td>
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<tr>
<td>9</td>
<td>Women, Gender and Print Culture in Reformation England, c.1530-1640</td>
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<tr>
<td>10</td>
<td>Literature and Politics in Early Modern England</td>
</tr>
<tr>
<td>11</td>
<td>Representing the City, 1558-1640</td>
</tr>
<tr>
<td>12</td>
<td>Writing in the Early Modern Period</td>
</tr>
<tr>
<td>13</td>
<td>Court, Culture and Art, in Early Modern Europe, 1580-1700</td>
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<tr>
<td>14</td>
<td>The Military and Society in Britain and France, c. 1650-1815</td>
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<td>15</td>
<td>The Metropolitan Crucible, London 1685-1815</td>
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<td>16</td>
<td>The First Industrial Revolution 1700-1870</td>
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<td>17</td>
<td>Medicine, Empire, and Improvement, 1720 to 1820</td>
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<tr>
<td>18</td>
<td>The Age of Jefferson, 1774-1826</td>
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<tr>
<td>19</td>
<td>Culture and Society in France from Voltaire to Balzac *</td>
</tr>
<tr>
<td>20</td>
<td>Nationalism in Western Europe, 1799-1890</td>
</tr>
<tr>
<td>21</td>
<td>Intellect and Culture in Victorian Britain</td>
</tr>
<tr>
<td>22</td>
<td>The Authority of Nature: Race, Heredity and Crime, 1800-1940</td>
</tr>
<tr>
<td>23</td>
<td>The Middle East in the Age of Empire, 1830-1971</td>
</tr>
<tr>
<td>24</td>
<td>Imperialism and Nationalism 1830-1980</td>
</tr>
<tr>
<td></td>
<td>(a) South Asia 1885-1947</td>
</tr>
<tr>
<td></td>
<td>(b) Sub-Saharan Africa c.1870-1980</td>
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<tr>
<td></td>
<td>(c) Britain’s Settler Colonies 1830-1939: Australia, Canada, South Africa, New Zealand</td>
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<td></td>
<td>(d) Maritime South-East Asia Malaysia, Indonesia, Philippines, 1830-1975</td>
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<td></td>
<td>(e) Themes in the History of Slavery and Abolition (<em>suspended for 2015-16</em>)</td>
</tr>
<tr>
<td>25</td>
<td>Modern Japan 1868-1972</td>
</tr>
<tr>
<td>26</td>
<td>British Economic History since 1870 (as prescribed for PPE)</td>
</tr>
<tr>
<td>27</td>
<td>Nationalism, Politics and Culture in Ireland c.1870-1921</td>
</tr>
<tr>
<td>28</td>
<td>A Comparative History of the First World War 1914-1920 (<em>suspended for 2015-16</em>)</td>
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<td>29</td>
<td>China since 1900</td>
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30  The Soviet Union 1924-41
31  Culture, Politics and Identity in Cold War Europe, 1945–68
32  Britain at the Movies: Film and National Identity since 1914
33  Scholastic and Humanist Political Thought
34  The Science of Society 1650-1800
35  Political Theory and Social Science c. 1780-1920
36  Post-colonial Historiography: Writing the (Indian) Nation

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

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

Core subjects in Economics
All students continuing with Economics must take three compulsory core subjects in Economics as part of their Finals. These three papers - Quantitative Economics, Microeconomics and Macroeconomics - will be weighted as three full-length papers.

300. Quantitative Economics core course: This is a compulsory course for all PPE (and EM and HE) finalists. The lectures and classes will be given in Trinity Term. The QE course is designed to give students a good understanding of the rationale for and intuition about the application of statistical methods to the analysis of a range of applied economics issues, such as the economics effects of education or the behaviour of aggregate consumption. Topics covered will include descriptive statistics, basic statistical distributions and applications to economic data, sampling and hypothesis testing, regression analysis and the testing and interpretation of regression results, time series modeling and empirical applications of these methods in micro and macroeconomics. The exam will include questions covering econometric methods, the practical application of these methods and the interpretation of applications in the applied econometrics literature.

301. Macroeconomics core course: This is a compulsory course for all PPE (and EM and HE) finalists. The lectures are given in Hilary Term. The course will introduce you to the ideas and tools of modern macroeconomic analysis, and show how these tools can be applied to issues in macroeconomic policy. The Macroeconomics paper in Finals will contain two sections. Part A will consist of shorter questions designed to ensure that students demonstrate a reasonable coverage of the syllabus. Part B will consist of questions requiring longer answers showing more detailed knowledge of particular topics. You will be required to answer questions from both sections. The course will cover: macroeconomic theories and their policy implications; macroeconomic shocks and
fluctuations; unemployment and inflation; exchange rates, interest rates and current account; intertemporal adjustment, growth theory and monetary and fiscal policy.

302. Microeconomics core course: This subject is compulsory for all PPE (and EM and HE) finalists. The lectures are given in Michaelmas Term. The Microeconomics paper in Finals will contain two sections. Part A will consist of shorter questions designed to ensure that students demonstrate a reasonable coverage of the syllabus. Part B will consist of questions requiring longer answers showing more detailed knowledge of particular topics. You will be required to answer questions from both sections. The course aims to introduce you to some of the fundamental ideas and tools of modern microeconomic theory and their applications to policy issues, such as competition and environmental policies. The course will cover: Risk, expected utility theory; welfare economics and general equilibrium, public goods and externalities; game theory and industrial organisation; information economics and applications of microeconomics.

Option subjects in Economics

In Hilary Term of your second year there will be an “Economics Options Fair”, at which, one of the tutors teaching on each option will be available to give an introduction to the content of the course, and answer questions on its organisation and teaching arrangements. At the same time the final list of available options will be published: the list below gives options available in 2015-16 and is indicative.

303. Microeconomic Theory: Rigorous study of core elements of microeconomic theory. Topics may (but not necessarily) include: decisions making under risk and uncertainty; theory of search under uncertainty; models of contracting under asymmetric information; theory of general economic equilibrium; theory of social choice. A descriptive list of the topics will be published on the Economics Web site before the beginning of the year in which the course is taught and examined. Questions will be set requiring candidates to solve problems and demonstrate conceptual understanding of core elements of microeconomic theory.
304. Money and Banking: This course covers a range of topics in modern monetary economics, starting from microeconomic explanations for the existence of money and then proceeding to aggregate models of price and output fluctuations, the monetary transmission mechanism, the conduct of monetary policy, explanations for hyperinflation episodes and the relationship between monetary policy and asset returns. Each topic starts with the presentation of a core theoretical model and some extensions. The focus of the lectures then turns to relevant empirical work in the field. The applied topics covered include (i) how best to separate cause and effect in the aggregate relationship between the interest rate, output and the price level; (ii) heterogeneity in the responses of banks and firms to monetary policy shocks; (iii) explanations for inflation performance across countries and through time; (iv) the impact of monetary policy on the yield curve.

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

306. Economics of Industry: This popular course centres on the behaviour of private sector firms. It builds on the analysis of oligopoly behaviour developed in the Microeconomics core course, extending this to provide a comprehensive industrial organization analysis. Implications of firm behaviour for social welfare are considered throughout. The course includes empirical evidence from studies of real markets. The major themes of industrial and competition policy are covered, including oligopolistic price competition, product differentiation, strategic entry deterrence and predatory behaviour, advertising, price discrimination, vertically related markets, R & D, technology races, the relationship between market structure and profitability, and the analysis of mergers.
307. Labour Economics and Industrial Relations: The aim of the paper is to understand: the behaviour of employees and employers and of collective groups which they may form; how the labour market works and the macroeconomic and distributional outcomes it produces; the policies and practices of organisations towards their employees; government policy towards labour issues. Students are encouraged to take an international comparative perspective on the individual topics. As the above indicates, the paper is a mixture of Macro and Micro. However, it allows a much more intensive study of distributional matters, of policy and of applied issues more generally than do these two core papers. Other special subjects that fit well with this option are OECD and Public Economics. For PPE students this paper counts as either an Economics or a Politics special subject. Partly because of this, it encompasses a wider range of topics than many other special subjects. Accordingly a rather bigger choice of questions is available on the Finals paper. The paper is not sectionalised and your choice is not restricted by whether you are deeming this an Economics or a Politics option. For Economics and Management students there is a “sister” optional paper in management – Employment Relations. Examiners ensure that the two Finals exams contain an optimal degree of overlap.

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

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

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

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

314. Econometrics: Econometrics is concerned with the application of statistical theory to the analysis of economic data and the estimation of economic relationships. A variety of econometric topics will be covered, drawn from the following list: maximum likelihood, endogeneity and instrumental variables, unit roots and cointegration, limited dependent variable models, duration models and panel data models. Application of the introduced econometric methods to economic problems will also be discussed. A descriptive list of the topics will be published on the Economics website before the beginning of the year in which the course is taught and examined.

318. Finance: (Currently Suspended)

319. Game Theory: Strategic-form games and extensive-form games. Solution concepts. Games with incomplete information. Applications and topics which may (but not necessarily) include bargaining, auctions, global games, evolutionary games, cooperative games, learning, games in
political science. The paper will be set in two parts. Candidates will be required to show knowledge on both parts of the paper.

1. Part A. Questions will be set requiring candidates to solve problems involving the core elements of game theory.

2. Part B. Questions will be set requiring candidates to solve problems in and show knowledge of specific applications and topics in game theory.

320. Mathematical Methods: The paper will cover mathematical tools such as Calculus, Linear Algebra, Differential and Difference Equations, Probability and Statistical Inference and their applications to Economics. Applications will not require knowledge of material covered in other optional papers but will assume knowledge of the core first and second year papers. A detailed syllabus will be published every year.
APPENDIX C

The Examining Conventions for the undergraduate degree in History and Economics can be found on WebLearn.

The Examining Conventions are primarily intended to provide a formalized, tabular response to the external assessment and comparison of the History Faculty in terms of ‘bench-marking’ models, syllabus aims and student outcomes, and responses to Government-imposed targets and requirements. While they will not provide material on the detail of individual courses, they do provide some detail on the range of skills and capacities fostered by the History and Economics Degree which might be of use in justifying the study of History and Economics to future employers, and some sense, albeit expressed in formulaic terms, of the abilities which your tutors, the History Faculty and the Economics Department wish to see you develop over three years reading for the degree.

An electronic version of the up-to-date Regulations for HE can be found at http://www.admin.ox.ac.uk/examregs/