

HISTORY AT OXFORD



**THE FIRST YEAR
HANDBOOK**

**FOR THE PRELIMINARY EXAMINATION
IN
ANCIENT AND MODERN HISTORY**

2017-18

Board of the Faculty of History

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Introduction

Welcome to Oxford, and to the study of History here. You have ahead of you three years of immersion into not only a vast range of past societies but also many different aspects of human activity. Yet such study is always conducted in dialogue with the present, with the world as it is and its problems and opportunities. You will therefore develop both technical skills which will equip you for any number of different careers, and a curiosity about the world in all its riches – past, present and future – which will be lifelong.

While much of your working life is governed by your colleges, the University through its History Faculty provides you with various additional resources, such as lectures and libraries; and this is the body which designs the syllabus, and which formally examines you for the Preliminary Examination at the end of the first year ('Prelims'), and for the Final Honour School (Finals).

This booklet is the Faculty's formal Handbook to guide you through the first year: it includes official regulations about courses and examinations, fuller guidance to help you choose amongst the various options, advice on studying, and information on a range of other resources and matters which may become relevant in the course of the year. You will of course also receive plenty of information and guidance from your colleges too, and ideally Faculty and colleges will complement each other.

You probably won't want to read this Handbook all at once, but do flick through it so that you can find what you need later; and do also read now the Introduction on study (ch.2), as well as taking note of the chapters about facilities, such as Libraries, and any others which catch your eye as particularly relevant to you.

Reading History at Oxford is a great opportunity, and we hope that you will make the most of it and will thoroughly enjoy doing so.

Benjamin Thompson

Director of Undergraduate Studies

1 Course Content and Structure

1.1 Overview and Choosing your Options

The Preliminary Examination in Ancient and Modern History is a single nine-month course run by the Faculty of History and the Faculty of Classics. It does not count towards your final honours degree, but you are required to pass in order to progress into the Final Honour School.

The Examination Regulations relating to this course are available at:

<http://www.admin.ox.ac.uk/examregs/2017-18/peiaandmodehist/studentview/>

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

The information in this handbook is accurate as at 3 October 2017, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed. The next sections briefly describe the four units, and full descriptions of each paper can be found on WebLearn via the links below.

The knowledge and skills you will acquire over the whole course are outlined in Section [2.3 Skills and Development](#), which also focuses on the basic skills you need to develop in the first year.

In making your choices of period or subject in these four papers, you should be aware that:

for pedagogical or administrative reasons (such as the wish to teach first-year students within college), some Colleges may restrict the choice of their undergraduates in one or more of British History, the Optional Subject, and Approaches/Historiography/ Texts/Language papers;

the range of European and World history papers offered in the first year for Prelims differs from that available in the second and third year, examined in Finals;

British History Papers examined in Prelims may not be offered for examination in the Final Honour School.

Choosing your Options

For Prelims, your college tutor may expect you to have made a preliminary decision, by correspondence, about your period of Greek or Roman History before you come up, so that you can be given some introductory reading in advance. In addition, the Faculty will have written to you in March, to see if you want to take one of the optional language papers (for which central teaching has to be arranged in advance of your arrival). The



choice of other options should be discussed with your tutors when you arrive. In particular, you will want to take advice as to whether it is more sensible to concentrate your papers in either Greek or Roman History, or to mix them; this will depend on your interests and background knowledge. There is no formal language requirement for admission to this course and the Optional Subjects are not studied in the original languages. Of the possible choices for paper 4, Herodotus and Sallust do require study of texts in the original Greek and Latin and if you do not have any knowledge of either of these languages, your choice will be limited to the other two topics (Approaches to History or Historiography: Tacitus to Weber); or you can take one of the optional Beginning or Intermediate Greek or Latin papers. Depending on the choices available to you, you will do either two papers in Ancient History and two papers in Modern History or three papers in Ancient History and one paper in Modern History or three papers in Modern History and one paper in Ancient History.

1.2 Paper 1: A period of European and World History.

A choice of four options is available:

- (i) 370–900: *The Transformation of the Ancient World*
- (ii) 1000–1300: *Medieval Christendom and its Neighbours*
- (iii) 1400–1650: *Renaissance, Recovery and Reform*
- (iv) 1815–1914: *Society, Nation and Empire*

Details of these papers may be found in the Handbook for the Preliminary Examination in History on WebLearn at:

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/europe-world>

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

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

1.3 Paper 2: A period of Greek or Roman History.

Choose from

- (i) Greek History c. 650–479 BC : The Archaic Greek World
- (ii) Roman History, 241-146 BC : Rome and the Mediterranean

Up-to-date course descriptions and bibliographies for the Ancient papers are available at:

<https://weblearn.ox.ac.uk/access/content/group/classics/undergraduate/paper%20descriptions%20%20resources/>

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

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

1.4 Paper 3: Optional Subject

Offering a choice of 20 subjects, this paper is based on the study of selected primary texts and documents, and provides the opportunity to engage with a range of more specialist approaches to understanding the past. The list includes two Ancient History Options on *The World of Homer and Hesiod* or *Augustan Rome*. Please note that the Ancient History Optional Subjects have “gobbets” (i.e. passages from primary sources for comment), whereas Modern History Optional Subjects do not.

1. Theories of the State (Aristotle, Hobbes, Rousseau, Marx).
2. The Age of Bede c.660-c.740.
3. Early Gothic France c.1100-c.1150.
4. Conquest and Frontiers: England and the Celtic Peoples 1150-1220.

5. English Chivalry and the French Wars c.1330-c.1400.
6. Crime and Punishment in England, c.1280-c.1450
7. Nature and Art in the Renaissance.
8. Witch-craft and Witch-hunting in Early Modern Europe.
9. Making England Protestant, 1558-1642.
10. Conquest and Colonization: Spain and America in the Sixteenth Century.
11. Revolution and Empire in France 1789-1815.
12. Women, Gender and the Nation: Britain, 1789-1825.
13. The Romance of the People: The Folk Revival from 1760 to 1914.
14. Haiti and Louisiana: The Problem of Revolution in the Age of Slavery
15. The New Woman in Britain and Ireland, c. 1880-1920.
16. The Rise and Crises of European Socialisms: 1883-1921.
17. 1919: Remaking the World.
18. Radicalism in Britain, 1965-1975.
19. The World of Homer and Hesiod, as specified for Preliminary Examination in Ancient and Modern History.
20. Augustan Rome, as specified for Preliminary Examination in Ancient and Modern History.
21. Industrialization in Britain and France 1750-1870, as specified for Preliminary Examination in History and Economics.

Course information for each of the options available can be found at:

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/optional>

Teaching: 6 classes or tutorials, held over Trinity Term.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

1.5 Paper 4

Any one option from the following list:

(a) Approaches to History:

Anthropology and History; Archaeology and History; Art and History; Economics and History; Gender and History; Sociology and History

(b) Historiography: Tacitus to Weber:

Tacitus, Augustine, Machiavelli, Gibbon, Ranke, Macaulay, Weber

(c) Herodotus

(with selections to be read in Greek) (as for History). Details of this paper can be found in the Handbook for the Preliminary Examination in History and on WebLearn

at <https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/technical/page/488cfc6f-c456-40c6-a563-9807a588addf>

(d) Sallust:

Jugurtha (to be read in Latin).

(e) Beginning Ancient Greek

(f) Beginning Latin

(g) Intermediate Ancient Greek

(h) Intermediate Latin

(i) Advanced Ancient Greek

(j) Advanced Latin

Details of these papers are given on the Classics website at:

<http://www.classics.ox.ac.uk/amh-courses.html>.

Teaching: 7 classes or tutorials, held over one or two terms (except for the Ancient languages, which have their own, different teaching arrangements).

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

2 Teaching and Learning

2.1 Induction

Both the History Faculty and the college tutors provide guidance at the outset of the course to get you started. If you have questions, your college tutors – especially one who may be designated Personal Tutor or Director of Studies – are the first port of call. Some colleges produce written guides for their incoming students and/or introductory sessions to discuss the assumptions behind tutorial teaching, approaches to reading, essay-planning and writing, and preparing for tutorials.

The Faculty offers three initial sessions in the first three weeks, on Monday mornings in the Examination Schools. First, the senior professor in the Faculty, the Regius Professor of Modern History (Professor Lyndal Roper) will give an introductory lecture on 'The Study of History at Oxford', which will provide students with some general ideas about the range and intellectual aims of the history course. The Director of Undergraduate Studies (Dr Benjamin Thompson) will offer two further lectures on study skills, covering all the various different elements in studying History, and also focusing on the processes involved in the task which will take up much of your time, from reading and note-taking through to submitting an essay.

2.2 Teaching Formats

2.2.1 Tutorials

Colleges provide one of the central elements of first-year teaching. For all four first-year courses students attend between six and eight tutorials, spread over one or (in the case of Paper 4, commonly) two terms. Each tutorial will usually involve two or three students and a tutor, although occasionally you may find yourself being tutored individually. Normally you will have been given a reading-list and a title for an essay, or possibly a presentation, which is to be prepared before the tutorial. The essay (or some other kind of written task) may be handed in and read by the tutor before the tutorial, read out by the student at the beginning of the tutorial, summarized briefly by the student at the outset, and/or handed in after the tutorial.

While the tutorial is a flexible institution to which tutors' approaches vary, it is not designed for the imparting of information. A knowledge of the facts relevant to the topic, a grasp of its historiography, and an understanding of the issues involved must be acquired beforehand through reading, attendance at lectures, thinking and writing. The tutorial will then deepen this understanding through discussion of the problems central to the topic. Students are encouraged to raise questions and difficulties about historical interpretations and the evidence which underpins them. While the tutor will naturally be concerned to ensure that each student has a well-grounded understanding of the topic, the key aims are to foster critical thinking, to deepen analysis, and to develop the ability to argue coherently but also flexibly, and with a nuanced sense of the subtleties of historical interpretation.

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

British History	7 tutorials
European and World History	7 tutorials
Optional Subject	6 tutorials
Paper 4 (except Ancient languages)	7 tutorials
Revision	1 tutorial

Note: while the variety of the tutorial is, for students, often one of the most fertile and memorable features of Oxford, it can happen that a student feels that the tutor's approach is incompatible with the student's own. In such cases the student should not hesitate to raise the problem with her or his Personal Tutor or Director of Studies, another College tutor, or the College's Senior Tutor, who will, if necessary, arrange a change of tutor.

2.2.2 Lectures

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

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

<http://www.history.ox.ac.uk/faculty/events.html>

<http://rbll.classics.ox.ac.uk/>

Lectures cover all the outline **European and World History** papers in the first-year course, and are organized in the form of substantial 'circuses', in which large numbers of introductory topics are covered over a full term, on the basis of **2-3** lectures per week in the Michaelmas or Hilary terms, delivered by teams of different lecturers. Lectures are also provided in smaller numbers for the great majority of the **Optional Subjects** in the Trinity term, and in the Michaelmas and/or Hilary terms for **Approaches, Historiography** and **Quantification**.

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

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



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

2.2.3 Classes

Later in the course you will be taught more frequently in groups larger than the tutorial, typically with eight to twelve students present; but you may encounter this format in the first year, possibly in connection with college teaching for European and World History or Approaches, or Faculty sessions for Optional Subjects. Tutors and lecturers use classes in different ways, but their essential characteristic is that, unlike lectures, they aim to promote discussion amongst students, like tutorials but in a larger group. Students can therefore learn more from each other, and also engage in more multi-faceted discussion. Whether or not classes involve specific student presentations, it is important for all participants to be well-prepared so as to make the most of the opportunity to exchange ideas and arguments on the basis of sound information. Classes also provide the opportunity for airing questions and problems, and for collaboration amongst students.

2.2.4 Recommended Patterns of Teaching

Here is a grid showing the recommended patterns of teaching for the modern History papers:

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] History of the British Isles I - VI	MT	16		7		16 lectures and 7 tutorials for each of the six papers
	HT					
	TT					
[2.] European and World History I - IV	MT					16 lectures and 7 tutorials for each of the four papers
	HT	16		7		
	TT					
[3.] Optional Subjects 1-21	MT					All Optional Subjects are taught in weeks 1-6 of Trinity Term. Six 1.5 hour classes and six tutorials. Augustan Rome is an exception: lectures are usually held in HT and tutorials in TT.
	HT					
	TT		6	6		
[4.] Paper IV: Approaches to History	MT & HT	24		7	7	Lectures take place in MT; also taught via 7 classes OR tutorials, which can take place in MT or HT or across the two terms.
	TT					
[5.] Paper IV: Historiography, Tacitus to Weber	MT & HT	7		7	7	Lectures take place in MT from weeks 1-7; also taught via 7 classes OR tutorials, which can take place in MT or HT or across the two terms.
	TT					
[6.] Paper IV: Herodotus or Sallust	MT & HT			7	7	Taught via 7 classes OR tutorials, which can take place in MT or HT or across the two terms.
	TT					
[7.] Paper IV: Ancient Language Papers	MT		7			Seven two-hour classes in weeks 1-7 of Michaelmas Term.
	HT					
	TT					

Notes

2.3 Skills and Development

The core of the first university curriculum in the middle ages was Grammar, Dialectic and Rhetoric, or reading, thinking and talking/writing. These are still the essential skills you will learn doing an Arts degree at Oxford, for which you spend much of your week reading and thinking, and then some of it writing and discussing. Through the three years you will develop these general abilities, alongside the skills specific to the study of History, through preparing frequent essays or presentations and discussing them, and receiving regular feedback in a cumulative loop. The centrality of tutorials in first-year History allows tutors to respond individually to the needs of students, who will each find different challenges amongst the wide range of required skills and exercises.

More specifically, through the whole Ancient and Modern History course you will:

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

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

2.3.1 Reading and Note-taking

You will almost certainly find that you are expected to read much more, and more quickly, at Oxford than at school. Moreover you will read more different types of writing. While you might start a topic by reading from a text-book or survey article, these are not the basis of undergraduate study but only for preliminary orientation. You will quickly move on to the core forms of scholarly writing, the monograph, a book-length work of original research, and the article in a learned journal or collected into a book, which is normally also research-based, but might also take the form of a think-piece floating a new idea or approach to a topic. The study of original texts or documents will also be encouraged, and is the priority in

the Optional Subject, as well as Historiography and Foreign Texts. You will find that most Ancient History periods and topics are routinely approached through the ancient evidence as the first port of call.

You will soon find that you cannot read every word of the recommended literature, and that you need to learn to read flexibly; this entails working out which sections and paragraphs require more attention than others, and which details can be skimmed. It is important to use the first year to develop the skills of flexible reading, so that they can become more instinctive for when you face heavier reading-loads later in the course.

It is essential to take **notes** on what you read – but equally essential that these should not be too detailed. You need to record the key ideas and information in a way which you will understand later when you have forgotten the text itself (especially when revising for exams); but, as with reading, you must not allow your notes to become too long and dense, especially terms of detailed evidence. Try to capture in your own words the key points of the argument, with some necessary supporting detail. Again, the first year is an opportunity to experiment and perfect your technique. You will also develop note-taking in lectures, where you cannot dictate the speed of the text, but need to learn to distinguish between what must be recorded and what is superfluous (or is already on the lecturer’s hand-out).

Note-taking is connected to the important issue of plagiarism, for which see 2.3.5 below.

If you already have the ability to read in one or more **foreign languages**, it is highly desirable to keep this up; and there are also opportunities or start or improve languages: see below 2.3.7.

(For information on Libraries and Bibliographies, see below, 6.3 & 6.5.)

2.3.2 Thinking

While your attention when reading will be partly devoted to absorbing new ideas and information, you will also need to start considering these, perhaps particularly in the light of the essay-question you have been set. (Note, however, that you will also need to think about other questions you might be asked about a topic, if not now then later when you are revising.) How do these facts and arguments impinge on the various positions which historians have taken on the issue? Are there other interpretations which don’t seem to have been suggested? You may want to keep a sheet on which to jot down ideas as they occur to you – separate from what you are recording from your reading – which will then feed into your essay-planning.

Planning your essay is probably the most intensive time for thinking. You need to pull together what you have read, both ordering the information you have derived and ensuring that you have grasped the concepts and arguments in play. You may be helped by making additional notes on notes, or sketches of ideas. And then you need to develop your own view of the question, which will involve taking a critical approach to your reading, using the detailed evidence to support or oppose arguments, and creatively coming to your own line of argument in response to the question. Everyone develops their own methods for these processes: some may do all this largely in their heads, while others may accumulate several

drafts of plans. The important thing is that you self-consciously go through these stages and work out which methods best enable you to think more deeply.

2.3.3 Essay-writing

The good essay is above all an argument, in answer to the specific question you have been asked. It is never just a summary of the information or ideas which you have read. The first paragraph is perhaps the most important of all: it should identify the point of the question, open up its implications, and outline the direction your answer will follow (although it need not necessarily reveal your conclusion). Subsequent paragraphs should present the stages of your argument, each addressing a distinct point, and perhaps connecting progressively to the next. And each paragraph will be supported by what you believe to be the relevant evidence. You should aid the reader with sign-posts to the direction the essay is taking, and never lose sight of the argument you wish to develop. The final paragraph should draw together the threads of this argument, not in the form of a simple summary of what you have written, but to reach a conclusion which answers the original question.

You should have thought out your argument before you start writing, and may have a fairly detailed plan. This will enable you to concentrate, while writing, on how well you are expressing yourself (the 'rhetoric' element of the medieval curriculum). A history essay should be clearly written and grammatically correct. While you will need to deploy appropriate concepts and technical terms, you should avoid unnecessary jargon. The words should be yours, not a series of quotations from historians (or, worse, unacknowledged sentences or phrases from your reading). If the prose is also fluent, even elegant, then your argument will be the more persuasive.

If your notes are electronic, do NOT write your essay in the same document as them, or patch it together from notes and sketches: start a fresh document, and try to write from start to finish, rather as if you were in an exam. Some tutors may, in any case, ask you to hand-write your essays, which provides good practice for exam conditions as well as requiring a valuable intellectual discipline. See further below on Plagiarism, 2.3.5.

2.3.4 Discussion

How you express yourself orally is another element in rhetoric, and tutorial discussion also tests your ability to think, as well as how well you have absorbed information and ideas. Discussion should be interactive, which means that you need both to listen – to suggestions and criticism, whether from your tutor or other students – and to contribute, defending what you have argued and developing it, or commenting on points brought up by others. The more you are able to engage in free-flowing discussion, the more you will learn both about the topic under review, and about your own ideas and methods, which will enable you to improve in the next cycle.

2.3.5 Plagiarism and Good Academic Practice

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under

this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

Academic historical writing identifies the sources of all information and all ideas which are not the author's own through references, generally footnotes. This will apply to you later in the course when you come to submit fully-referenced essays and theses as part of Finals; but some tutors require footnoting of tutorial essays, so that many first-years may have to get to grips with this practice quickly. In this context, plagiarism consists of failing to reference the sources of the material deployed: the reader cannot see where your information came from, and cannot distinguish between ideas which you read and those which are your own. In the first year, however, you are not expected to footnote essays in examinations, nor can you footnote a presentation; and many tutors do not require footnoting for tutorial essays.

The main form of plagiarism perpetrated at this stage is the deployment of phrases, sentences or even paragraphs from your reading without acknowledging that they are quotations. Even close paraphrases count as plagiarized if they seem to be passed off as your own prose.

For all these reasons it is essential to acquire good academic habits from the start. You need to be able to distinguish between what you have acquired from your reading (or perhaps lectures), and what are your own thoughts and ideas – and which phrases are in your own words, and which are quotations. You also need to know which material came from the different items you have read; some facts and even arguments will appear more than once, but others will be specific to particular writers.

It is therefore essential to take separate notes on each book or article; do not mix up different items into one hotch potch of facts and ideas. Moreover, make your own comments and ideas clearly identifiable as such, either by separating them on the page (or perhaps putting them in a different style or font), or keeping them in a separate sheet or document. In writing a tutorial essay when you are not required to footnote, you will of course appropriate some information or ideas from your reading in the course of your argument, and this is perfectly acceptable at this stage. But it is important to identify a historian when you explicitly engage with their argument or evidence (so avoid 'some historians have argued').

More crucially, you must NOT replicate sentences and phrases derived from your reading without acknowledgement, whether consciously or inadvertently. This can become all too easy if you write your essay on the basis of an electronic document which is derived from your notes: this is why an essay should be written in a fresh, separate document, and in your own words. Indeed, your notes should be as much as possible in your own words, rather than a transcription of phrases from the text. If when reading you wish to take down an important quotation in full, put it in inverted commas so that it is clear that it is verbatim, and if you use it in your essay be explicit that it is a quotation from that source. Tutors will come down heavily on students whose essays silently deploy phrases in the reading; and you will learn much less through doing so.

It is also a good idea to get used to noting down accurately the full details of a work: its author, title, date, and the book or journal which an article appears in. You will also need to keep a record of the numbers of the pages on which you took notes. You will need this information if you are required to footnote your tutorial essays; and you will need to do it habitually later in the course when you have to footnote work submitted for exams. See the 'How to write footnotes' section of the History Finals page on WebLearn (also in the full Finals Handbook).

Induction sessions will introduce you to the issues involved in plagiarism, and the practices required to avoid it. There is some Faculty guidance on WebLearn, and more information on the University website: www.ox.ac.uk/students/academic/guidance/skills/plagiarism These pages also provide an online course which all undergraduate students should complete as part of their skills training portfolio. At the end of each course, there is a quiz to test your knowledge; if successful you can save a certificate for your records.

2.3.6 Revision

In advance of collections (practice exams) and the exams themselves, you will revise each paper you have studied. Revision is much more a process of thinking than of learning. Success in exams rests on the same basis as successful essay-writing, that is, above all providing a direct answer to the question, which is, in addition, as coherent, broad, well-informed and perhaps creative as you can make it. Revising therefore involves thinking through answers to the possible questions which may be asked on a topic, partly by use of essay-plans. (You can find past questions on the archive of past papers on WebLearn, called OXAM: <http://oxam.ox.ac.uk/pls/oxam/main>.) You will need to learn some facts, but only in conjunction with the possible points and arguments they will be used to make. Colleges may provide you with further guidance on revision at the appropriate times in the year.

The Examiners' Reports for previous years of Prelims exams also provide advice to future candidates; they are available at:

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

2.3.7 Languages for Historians

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

In the First Year opportunities to read in a foreign language are provided by the Foreign Texts option in Paper 4. Tutors will also be happy to recommend books in foreign languages for the other papers, perhaps particularly European and World History and the Optional Subjects.

In the Third Year several Special Subjects are based on texts and documents in one or more foreign languages and can only be taken by students with an adequate reading knowledge of the language(s) in question. A number of Further Subjects also require knowledge of

languages, though the extent of that requirement varies with the particular courses. See the course descriptions of particular Special and Further Subjects in the Second/Third Year Handbook on the Faculty website. Without foreign languages, therefore, a student's choice of subjects in the Final History School will be restricted.

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

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

1. Taught Classes in general language, in French (6 levels), German (reading and speaking) (6 levels), Italian (5 levels), Spanish (5 levels), Russian (5 levels) and Modern Greek (3 levels). Classes in Mandarin (2 levels), Portuguese (2 levels), and Welsh (3 levels), are also offered.
2. Materials for Private Study: available in almost 140 languages; facilities for viewing live TV by satellite in 14 different languages, including French, German, Italian and Spanish.

Undergraduates should visit the Centre as soon as possible in Noughth Week to obtain full information.

2.3.8 Further Skills Training and Development

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

2.4 Feedback

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

2.4.1 Essays

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

Tutors commonly do not provide marks on tutorial essays, not least because they are more concerned that you absorb their substantive feedback, not just a grade, and they will want

you to be adventurous, rather than 'playing safe'. If you want to know the rough current level of your work before your end-of-term report, you can ask the tutor this (perhaps individually, or by email); but it should be repeated that this is no substitute for responding actively to tutors' comments.

2.4.2 Tutorials and Classes

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

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

2.4.3 Termly Reports

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

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

2.4.4 Practice Exams: 'Collections'

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

Collections are marked by the tutor who taught you, or sometimes another tutor, normally by 4th week; while these are graded – essay-by-essay and with an overall mark – it is again the substantive commentary which will be of value for improving your performance in Prelims. This is particularly true if your exam performance is below the tutor's expectations



derived from the term's work: much can be achieved through better technique in exams, and revision must partly involve practising it.

2.5 The Finals Course

After passing the Preliminary Examination you will proceed in the second and third years to the Final Honour School. You will study one further outline paper in either British or European and World History (the latter now divided into 19 smaller periods, and including papers in the History of the United States and global history), and have a still larger choice of specialized options in the Further and Special Subjects. Disciplines of History will deepen your understanding of historiography, methodology and comparative history. And finally you write your own research thesis of 12,000 words, on a topic chosen and defined by you. This is one of two elements not assessed by the three-hour unseen examination; the other is a 6,000-word extended essay if you choose a History Special Subject. A separate handbook providing details of courses, examination methods and other matters related to the Final Honour School is available on WebLearn, and is updated annually.

3 Assessment: The Preliminary Examination

3.1 General

The formal ('summative') assessment of the first-year History course, the Preliminary Examination (or 'Prelims') takes place at the end of the year. Each of the four courses is assessed in an unseen three-hour written examination. Most papers require answers to three questions, which are normally essays.

Each paper is weighted equally in the overall assessment. A pass in the degree requires an agreed mark of 40 and above on all four papers. Any paper gaining a mark of less than 40 must be re-taken in the Long Vacation. Distinctions are awarded to candidates with two marks over 70 as long as they have no marks under 60 and an overall average of at least 67.

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

3.2 Examination Conventions

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

<p>Engagement:</p> <ul style="list-style-type: none">• directness of engagement with the question• range of issues addressed• depth, complexity, and sophistication of comprehension of issues and implications of the question• effective and appropriate use of historical imagination and intellectual curiosity
<p>Argument:</p> <ul style="list-style-type: none">• coherence, control, and independence of argument• conceptual and analytical precision• flexibility: discussion of a variety of views
<p>Evidence:</p> <ul style="list-style-type: none">• depth, precision, detail, range and relevance of evidence cited• accuracy of facts• understanding of historical debate• critical engagement with primary and/or secondary sources
<p>Organization & Presentation</p> <ul style="list-style-type: none">• clarity and coherence of structure• clarity and fluency of prose• correctness of grammar, spelling, and punctuation

These criteria inform the following mark-bands:

FHS: I Prelim: Distinction	86-100	Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.
	80-85	Scripts will excel against each of the four criteria.
	75-79	Scripts will excel in more than one area, and be at least highly competent in other respects. They must be excellent for some combination of sophisticated engagement with the issues, analytical precision and independence of argument, going beyond paraphrasing the ideas of others; quality of awareness and analysis of both primary evidence and historical debate; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.
	70-74	Scripts will be at least very highly competent across the board, and excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
FHS: II.1 Prelim:Pass	65-69	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of issues; offering a coherent argument involving consideration of alternative interpretations; substantiated with accurate use of primary evidence and contextualization in historical debate; and clearly presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of evidence) may compensate for other weaknesses.
	60-64	Scripts will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
FHS: II.2 Prelim:Pass	50-59	Scripts must show evidence of some solid competence in expounding evidence and analysis. But they will be marred weakness under one or more criteria: failure to discuss the question directly, irrelevant citing of information, factual error, narrowness in the range of issues addressed or evidence adduced, shortage of detailed evidence, or poor organization and presentation, including incorrect prose. They may be characterized by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.
FHS: III Prelim:Pass	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.
FHS: Pass Prelim:Fail (Retake)	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.
FHS: 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.

The rules for classification in the Preliminary Examination are as follows:

Distinction:	Average mark of 67 or greater. At least two marks of 70 or above. No mark below 60.
Pass:	Agreed marks of 40 and above on all four papers.
Partial Pass (Retake):	Any one, two, or three papers with an agreed mark of less than 40.
Fail (Retake):	All four papers with marks of less than 40.

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

Overlap

In the outline papers, candidates may cross-fertilize between History outline and other papers, and may use material acquired in preparing for Optional Subjects and Paper IV options 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 in other types of paper, so answers in outline papers should not be dominated by material from other papers. Remember that you are trying to impress the examiners: breath, depth, and making connections will achieve this, but recycling material (writing out the same information or argument extensively more than once) and narrowness of focus will not.

3.3 Practicalities

Exam entry: You enter yourself for Prelims online, via Student Self Service. In the first half of Hilary Term you will receive an email invitation to login in order to complete your examination entry by 17:00 on Friday 2 March 2018 (Friday of week 7 of Hilary Term). You are able to log back in and change your choices within the examination entry window as many times as you wish, up to the deadline. Entries that are completed late will be subject to a late entry fee.

For more information, see: www.ox.ac.uk/students/academic/exams and www.ox.ac.uk/students/selfservice

Timetable: Prelims will be held in the 9th week of Trinity Term, 18-22 June 2018. The detailed timetable will be issued by week 4 of that term.

For more detail on exam timetables, see: www.ox.ac.uk/students/academic/exams/timetables.

Dress: When attending this examination you must wear academic dress, as specified in the Examination Regulations (i.e., subfusc, gown and mortar board).

Conduct: A full account of how to sit the examination and the relevant regulations is at: www.ox.ac.uk/students/academic/exams/guidance

Illness and other adverse circumstances: the link above outlines the procedures for notifying the examiners of any factors affecting your performance.

See also the University's Regulations for the Conduct of University Examinations: <http://www.admin.ox.ac.uk/examregs/2017-18/rftcofunivexam/>

Any questions arising out of these instructions should be directed in the first instance to your Personal Tutor, or to the History Faculty Undergraduate Office. Candidates are strictly prohibited from contacting Examiners directly.

3.4 After the Exam

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

Results: The Examiners expect to finalize the results by Monday 16 July 2018 (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

Prizes: The HWC Davis Prize is awarded annually for the best performance in History papers in the Preliminary Examination. The Board of Examiners may at its discretion award a number of 'proxime accessit' prizes, or a larger number of 'book awards'.



Examiners' Reports: The Prelims Board of Examiners produces a report on the exams every year, which after approval by the various Faculty committees is published on WebLearn in Hilary Term. The Examiners reports can be accessed here:

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

Re-takes: A candidate who fails one or more papers will be permitted to re-take it/them during the Long Vacation, usually in the first week of September.

Academic progress: No candidate shall be admitted to the Final Honour School of Ancient and Modern History unless he or she has either passed or been exempted from the First Public Examination or has successfully completed the Foundation Course in History at the Department of Continuing Education, or has Senior Status.

In your second and third years you will proceed to the Final Honour School. Finals includes further periods of history in outline, but also more specialist papers based on source-material, a general paper covering historiography and comparative history, and the opportunity to write your own research thesis. See Weblearn for the Finals Handbook.

4 Student Representation and Feedback

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

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

4.1 Feedback and Evaluation

4.1.1 Faculty Feedback: Lecture Questionnaires

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

(Feedback on tutorials is arranged through colleges, all of which have mechanisms whereby students are encouraged to comment regularly on the quality, relevance and effectiveness of tutorial teaching, and to send these returns to the College Senior Tutor or the Head of House.)

Since many first-year lecture-courses are given by multiple lecturers, there are a number of ways in which student feedback is valuable. You may feel moved either to praise particular lecturers or criticize the content or delivery of individual lectures, which will prompt improvement. More generally useful are comments on the structure and coverage of the courses and suggestions for topics which could be included, covered in more detail or omitted. Please do not regard feedback on courses as a last resort, undertaken only if deeply dissatisfied; a report which is generally positive but suggests a number of ways that provision might be improved is of the greatest usefulness to tutors and to the Faculty. As first-year students you are likely to benefit while still at Oxford from any improvements in Faculty lecturing provision.

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

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1>

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

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

4.1.2 University Feedback

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

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

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

4.2 Representation

4.2.1 The Undergraduate Historians’ Assembly

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

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

4.2.2 The Undergraduate Joint Consultative Committee

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

Composition:

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

Terms of reference:

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

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

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

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

There is also a JCC in the Classics Faculty, in which student representatives from AMH would be most welcome.

4.2.3 Faculty Committees

There are student representatives on the following Faculty committees:

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

The Joint Standing Committee for Ancient and Modern History meets once a term

The administration of Ancient History lies with the Board of the Faculty of Classics and that of History with the Board of the Faculty of History. These bodies are elected, like the other Faculty Boards in the University, by and from members of their associated Faculties. The Classics Faculty comprises the Sub-faculties of Ancient History and Classical Archaeology and of Classical Languages and Literature. The Faculty Boards meet twice each term, and the Sub-faculties meet once or twice each term. Matters relating specifically to the Joint School of Ancient and Modern History are dealt with by the Joint Standing Committee for Ancient and Modern History which is made up of Senior Members of the Sub-Faculty of Ancient History and the Faculty of History. The Chair of the Joint Standing Committee for 2015-16 is Dr Katherine Clarke (St Hilda's College). The Joint Standing Committee meets every term on Tuesday of Week 4. The Committee has a student representative, currently Zoe Thomas, Wadham College; however, a new student representative will be elected in Michaelmas Term before the next meeting. All AMH students will be informed of the name and college of the new student representative by email.

4.2.4 The Humanities Division

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

5 Student Life and Support

5.1 Expectations

5.1.2 Expectations of Study

Students need to be resident in Oxford during Full Term, when teaching and examination take place. For the dates of term, see:

<http://www.ox.ac.uk/about/facts-and-figures/dates-of-term>

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

Term-time **employment** is not permitted except under exceptional circumstances and in consultation with your Personal Tutor and Senior Tutor. Students undertake some voluntary work through student societies, but this must be kept in proportion. Employment during the vacation needs to be balanced by the need to do some academic work – revising the previous term’s paper for collections, and preparing for the next term. The paid work guidelines for undergraduate students are at <http://www.ox.ac.uk/students/life/experience>. Students who hold a Tier 4 visa will have restrictions on the paid and voluntary work permitted under the terms of their visa.

5.1.2 Expectations of Behaviour: Harassment and Bullying

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

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

5.1.3 Careers Information and Advice

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

5.2 History Societies

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

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

5.3 Sources of Support

5.3.1 Personal and Pastoral Support

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

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

See below, 6.1, for the Faculty's officers for Disability and Harassment.

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

5.3.2 Administrative Support

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

For further details, see below, [6.1 Useful Faculty Contacts](#).

5.3.3 Academic Support

Your college Personal Tutor or Director of Studies (the terminology may vary from college to college) has responsibility for your academic progress and welfare, and should be the first port of call for academic support.

The History Faculty's Undergraduate Office administers the Prelims course, and will be the source of many emails to you. See below 6.1 for contact details.

5.4 Complaints and Appeals

5.4.1 Overview

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

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

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

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

5.4.2 Complaints

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

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

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

5.4.3 Academic Appeals

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

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

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

Please remember in connection with all the academic appeals that:

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

5.5 Guidelines for Students with Disabilities

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

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

Section 6.1 lists contact details for the Faculty's officers with responsibility for disability.

For the accessibility of premises, see section 6.2.

If you have declared a disability, you will have an advisor who will guide you through the adjustments, facilities and equipment which need to be made to support your studies. Your Personal Tutor will contact tutors conducting tutorials to advise them of necessary



adjustments, and also lecturers whose lectures you are likely to attend. It is also helpful if you inform tutors and lecturers directly of how they can best make adjustments.

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

[http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/policyguidance/Policy on the recording of lectures and other formal teaching sessions by students.pdf](http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/policyguidance/Policy%20on%20the%20recording%20of%20lectures%20and%20other%20formal%20teaching%20sessions%20by%20students.pdf).

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

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

5.6 University Policies and Regulations

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

6 Facilities and Contacts

6.1 Useful Faculty Contacts

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

Faculty of History, the Old Boys' School, George Street, Oxford OX1 2RL

Dr Andrea Hopkins	Undergraduate Officer	(6)15020
Ms Isabelle Moriceau	Examinations Officer	(6)15017
Ms Alexandra Vickers	Undergraduate Office Administrative Assistant	(6)15017
Dr Emma Turnbull	Teaching Officer	(6)15018

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

The Director of Undergraduate Studies in History for 2017-18 is Dr Benjamin Thompson (benjamin.thompson@history.ox.ac.uk).

Classics Centre, 66 St Giles, Oxford OX1 3LU

Mr Andrew Dixon	Academic Administrative Officer	(2)88388
Miss Erica Clarke	Academic Support Officer	(2)88269

The Chair of the Joint Consultative Committee for undergraduate study in Ancient History for 2017-18 is Dr Samuel Gartland (samuel.gartland@classics.ox.ac.uk).

Disability Contacts

The Disability Co-ordinator for undergraduate students is Alexandra Vickers – undergraduate.office@history.ox.ac.uk - she can help with all general enquiries. Students who need to record lectures or have a note-taker should also contact her.

Students can also contact Dr Perry Gauci, the Disability Lead and Chair of the History Faculty Disability Working Group (perry.gauci@history.ox.ac.uk) or the Secretary to the Disability Working Group, Dr Jeannie Scott (jeannie.scott@history.ox.ac.uk).

Harassment Advisors

The History Faculty Harassment Advisors are:

Dr Matthew Grimley (matthew.grimley@history.ox.ac.uk)

Dr Sloan Mahone (sloan.mahone@history.ox.ac.uk)

The Classics Faculty Harassment Advisors are:

Dr Constanze Güthenke (constanze.guthenke@classics.ox.ac.uk)

Dr Ed Bispham (ed.bispham@classics.ox.ac.uk)

Students are welcome to contact them for a confidential discussion about any concerns.

Other useful History Faculty contacts

Reception and general enquiries: board.admin@history.ox.ac.uk 01865 615000

IT Support: itsupport@history.ox.ac.uk 01865 615031

History Faculty Library: <http://www.bodleian.ox.ac.uk/history/help-for/undergraduates>

The Librarian: Isabel.holowaty@bodleian.ox.ac.uk 01865 277294

Other useful Classics Faculty contacts

Reception and facilities officer: reception@classics.ox.ac.uk 01865 610235

IT Support: diggory.gray@classics.ox.ac.uk 01865 288264

Sackler Library: sac-enquiries@bodleian.ox.ac.uk 01865 288190

The Librarian: james.legg@bodleian.ox.ac.uk 01865 278160

6.2 Buildings, locations and accessibility

Places you need to locate are the History Faculty (map available [here](#)), the Classics Centre (map available [here](#)), the History Faculty Library in the Radcliffe Camera (map available [here](#)), the Sackler Library (map available [here](#)), and Examination Schools (map available [here](#)).

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

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

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

6.2.1 Social spaces and facilities

History Faculty

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

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

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

The History Faculty has a number of rooms that can be booked for meetings, classes, seminars, workshops, etc. Rooms must be booked in advance by calling Reception (01865 615000) or emailing board.admin@history.ox.ac.uk.

Classics Centre

Ancient and Modern History undergraduates are warmly welcome to use the facilities of the Ioannou Centre for Classical and Byzantine Studies at 66 St Giles.

6.3 Libraries and Online Resources

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

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

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

Databases with full-text sources, such as historical newspapers, are accessed via OxLIP+ (<http://oxlip-plus.bodleian.ox.ac.uk>).

To help you get to grips with Oxford Libraries visit "Library Assistant for Oxford Freshers" at www.bodleian.ox.ac.uk/assistant on your smartphone, tablet or computer. "Library Assistant" will help you to:

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

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

6.3.1 The Bodleian History Faculty Library (HFL)

<http://www.bodleian.ox.ac.uk/history>

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

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

All you need to know about how to use the HFL is here on the *Help for Undergraduates* page: <http://www.bodleian.ox.ac.uk/history/help-for/undergraduates>

Lost a book or can't find it?

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

Keeping up-to-date

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

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

Feedback and Library student reps

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

<http://www.bodleian.ox.ac.uk/history/about/management>

6.3.2. The Bodleian Library (BOD)

<http://www.bodleian.ox.ac.uk/bodley>

One of the greatest libraries in the world, this is a national legal deposit library owned by the University. It does not lend books, which must be consulted in the Library reading rooms. There is a large collection of books frequently used by undergraduate historians on open shelves in the Gallery of the Upper Camera, Radcliffe Camera. History periodicals are kept in the Lower Gladstone Link; source materials and reference works are kept in the Upper Reading Room and Duke Humfrey's Library of the Old Bodleian Library. Undergraduates may also order books which are kept in the Library's remote store. The

Bodleian’s huge collections are particularly useful for work on Further and Special Subjects and they offer rich resources for the thesis in your second year (although you will need to complete a permission form to consult or reproduce some categories of material).

Finding books, journals, etc. in Oxford libraries

Most of libraries’ holdings are listed within [SOLO](#), Oxford Libraries' catalogue. SOLO also lists e-journals, 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	Mon-Fri	9am-10pm
	Sat	10am-4pm
	Sun	11am-5pm
Vacation	Mon-Fri	9am-7pm
	Sat	10am-4pm
	Sun	CLOSED

Contacts

Bodleian History Librarian	Ms Isabel Holowaty	isabel.holowaty@bodleian.ox.ac.uk	01865 277294
HFL librarian-in-charge	Rachel D’Arcy Brown	rachel.darcy-brown@bodleian.ox.ac.uk	01865 277264
HFL enquiries	Email:	library.history@bodleian.ox.ac.uk	01865 277262
	Online chat:	http://www.bodleian.ox.ac.uk/history/about/contact	

6.3.3. The Sackler Library

<http://www.bodleian.ox.ac.uk/ssl>

The Sackler Library was formally opened in September 2001; its construction was made possible by a generous benefaction. It is located in 1 St John Street, close to the Ashmolean Museum: the entrance is through a doorway in a rotunda almost immediately on your right as you enter St John Street from Beaumont Street. Within its walls has been gathered a massive collection of books originally housed separately in several different libraries. It is an open shelf library indispensable to anyone studying Ancient History, Archaeology and Art; it is also extremely useful to those studying Literature or Philology. Within it there is a special lending library with multiple copies (the Classics Lending Library), focussed on works important for the various courses. To be admitted to the library you must register by producing your University Card. Photocopiers are available.

Students may borrow up to 9 items from the combined collections with a minimum of six items in any category (main library book, main library periodical, CLL book, CLL article). Books may be borrowed for one week, and can be renewed 3 times. Books from the special lending library may be borrowed for vacations. All loans are recalled by Thursday of Eighth Week, and although books may be borrowed during the vacations, no borrowed book may be taken out of Oxford.

Opening hours:

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

Vacation 9am-10pm (Mon.-Fri.)
 11am-6pm (Sat.)

Enquiries: ssl@bodleian.ox.ac.uk

Contact: Dr James Legg, Sackler Librarian

6.3.4. College Libraries

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

6.3.5. Specialised University Libraries

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

American history:

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

African & Commonwealth History:

The Weston Library, Broad Street

Chinese history:

Bodleian K B Chen China Centre Library, St Hugh's College

Japanese history:

The Bodleian Japanese Library, Nissan Institute for Japanese Studies, Winchester Road, St Antony's College

History of Art & Classics:

The Sackler Library, 1 St John's Street (Classics & History of Art)

Visual Resources Centre, Department of the History of Art, 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

Bodleian Social Science Library

<http://www.bodleian.ox.ac.uk/ssl>

The SSL is located in the Manor Road Building. The SSL, like the History Faculty Library, lends books to undergraduates. Its collections are relevant to the study of political and social thought, and to the social sciences from which historians may draw inspiration.

Opening hours

Term	Mon-Fri	9am-10pm	
	Sat	10am-6pm	
	Sun	11am-7pm	
Vacation	Mon-Fri	9am-7pm	
	Christmas and Easter Vacation	Sat	10am-6pm
		Sun	CLOSED
Long Vacation	Sat	10am-4pm	
	Sun	CLOSED	

Contacts

Enquiries	ssl@bodleian.ox.ac.uk
Bodleian Social Sciences Librarian	Ms Jo Gardner

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

6.4 Museums

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

- i. The Ashmolean Museum for Art and Archaeology (<http://www.ashmolean.org/>).
- ii. The Pitt Rivers Museum for Anthropology and Archaeology (<http://www.prm.ox.ac.uk/>).

- iii. The Museum of the History of Science (<http://www.mhs.ox.ac.uk/>).
- iv. The Oxford University Museum of Natural History (<http://www.oum.ox.ac.uk/>)
- v. Christ Church Picture Gallery, Christ Church (<http://www.chch.ox.ac.uk/gallery>)

6.5 IT for the first-year historian

Your priority tasks during the first year should be familiarizing yourself with electronic mail, developing your word-processing skills, and learning to use the University's online Library Catalogue, SOLO, to its full potential.

Most students will already be familiar with electronic mail and word processing, but for those who are not, the Oxford University Computing Service (13 Banbury Road; tel. (2)73200; e-mail: courses@oucs.ox.ac.uk) runs courses on elementary word-processing, electronic mail for beginners, and computing for the terrified.

You will be notified through your College of induction sessions run by the Bodleian Library which offer an introduction to SOLO. It is important to realise that SOLO is the catalogue for the major collections of the libraries of the University of Oxford. It incorporates the library holdings, including electronic resources, of all Bodleian Libraries and most College libraries.

Students should be aware of the extensive range of subscription databases and e-journals offered through the Oxford Libraries Information Platform, OxLIP+

<http://oxford1.hosted.exlibrisgroup.com:8331/V/> on PCs in College Libraries and Computing Rooms, the Bodleian History Faculty Library, and the Bodleian Library (<http://solo.bodleian.ox.ac.uk>). 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 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 number 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>

WebLearn contains the first year and FHS course Handbooks for History and its joint schools, the current Lecture List, and bibliographies for the great majority of courses on the syllabus. For some subjects, there are also links to electronic versions of the set texts.

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

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

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

For individual and advanced guidance, contact Isabel Holowaty, Bodleian History Librarian (tel: (2)77294; e-mail: isabel.holowaty@bodleian.ox.ac.uk). She can arrange short courses for small groups at your request, although you may find these more 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 Oxford University Computer Usage Rules and Etiquette, available on the University website at <http://www.ict.ox.ac.uk/oxford/rules/>. All users of IT and network facilities are bound by these rules.

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

The Gerry Martin Room in the History Faculty is equipped with several desktop PCs and space for students using handheld devices. All teaching rooms and the Common Room have wifi: students are encouraged to use OWL to log on.

IT training is provided by IT Services: an up to date list of courses can be found here: <https://www.it.ox.ac.uk/do/training-and-facilities>. Students can also buy a range of discounted software from the IT Services shop (<http://www.it.ox.ac.uk/want/shop/>).

APPENDIX 1: Examination Regulations

Preliminary Examination in Ancient and Modern History, 2017-18

A

The Preliminary Examination in Ancient and Modern History shall be under the joint supervision of the Boards of the Faculties of Classics and History and shall consist of such subjects as they shall jointly by regulation prescribe. Lists of available papers will be published in the fourth week of the Hilary Term prior to candidates beginning their studies for the examination.

B

Every candidate shall offer four papers, as follows:

1. European & World History: any one from a list of Outline papers defined by the Faculty Board of History.
2. A paper in *either* Greek *or* Roman History, as defined by the Faculty Board of Classics.
3. An Optional Subject as specified for this Preliminary Examination or for the Preliminary Examination in History.
4. One of the following subjects:
 - (a) Approaches to History, as specified for the Preliminary Examination in History;
 - (b) Historiography: Tacitus to Weber, as specified for the Preliminary Examination in History;
 - (c) *Either* Herodotus, V. 26-VI. 131, to be read in Greek, ed. C. Hude (Oxford Classical Texts, 3rd edn., 1927)
 - (d) *or* Sallust, *Jugurtha*, to be read in Latin, ed. L. Reynolds (Oxford Classical Texts, 1991);
 - (e) Beginning Ancient Greek *or* Beginning Latin *or* Intermediate Ancient Greek *or* Intermediate Latin *or* Advanced Ancient Greek *or* Advanced Latin.

Any candidate whose native language is not English may bring a bilingual (native language to English) dictionary for use in any examination paper where candidates are required to translate Ancient Greek and/or Latin texts into English.

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

APPENDIX 2: Detailed Course Descriptions for Ancient History papers

GREEK AND ROMAN HISTORY

Up-to-date course descriptions and bibliographies for the Ancient papers are available at:
<https://weblearn.ox.ac.uk/access/content/group/classics/undergraduate/paper%20descriptions%20%20resources/>

2. (i) Greek History, c. 650–479 BC : The Archaic Greek World

Our knowledge of Greek History down to the great war with Persia is based on historical allusions in the works of archaic poets, traditions handed down largely by oral transmission and preserved in Herodotus or later writers, and on the evidence of archaeology. This was a crucial period in the development of Greek culture. The great phase of Greek expansion overseas ('colonisation') continued during it. But in the sixth century the Greeks themselves came under pressure from their eastern neighbours, first the Lydians and then the great new power of Persia. The city-state established itself firmly as the dominant form of social organisation. Lawgivers wrote comprehensive codes – or so later Greeks believed. In many places the leisured classes developed a luxurious life-style centered on the symposium, though Sparta went the other way in the direction of austerity. Exploitation took new forms, with chattel-slavery apparently growing greatly in importance. Many cities were under the rule of 'tyrants' (not necessarily the hate figures they later became), but by the end of the period democracy had been established in Athens by Cleisthenes, and the first tragedies were being performed. The delight of studying the period is greatly increased by charm of the two main literary sources for it, Herodotus and the early Lyric poets.

Lectures on this period of Greek History normally take place in Michaelmas term.

2. (ii) Roman History, 241-146 BC : Rome and the Mediterranean

From the end of cataclysmic first Punic war to the year of Rome's final obliteration of her old enemy Carthage and the great Greek city Corinth, this period saw the Roman conquest of Greece and much of the Hellenistic east, and indeed the development of Rome into an imperial state exercising dominion throughout the Mediterranean world. It saw also the developing effects of this process, upon the Romans and, not least, upon those with whom they dealt, in Italy itself and overseas. This time marked the beginning of the Roman Empire and the beginning of the end of the Roman Republic. It might be said also to have marked the end of liberty for Greece and much of the rest of the Mediterranean world: the 'freedom of the Greeks' was proclaimed by a Roman general in 196 BC, but in 146 BC both Corinth and Carthage were sacked and destroyed. Rome itself and Italy prospered, but wealth and empire brought tensions both within and between these.

This is also a time that produced one of the greatest historians of antiquity, Polybius of Megalopolis, whose subject was the establishment of Roman dominion and the effects of this upon the lives of all the peoples involved. A contemporary of the events, and detained in Rome in the 160s and 150s, he enables (and enlivens) productive study of this period, which

saw, amongst so much else, the beginnings of Roman history writing. Inquiry is aided by an increasing number of surviving inscriptions and an increasingly detailed archaeological record.

Lectures on this period of Roman History normally take place in Michaelmas term.

OPTIONAL SUBJECT: Augustan Rome

The course description, set texts and bibliography are also available on the History Weblearn page:

<https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:prelims-yr1:optional/tool/900c0d70-a10f-4ee3-9e88-fe833d80cbb6>.

Rome is “the Eternal City”, because throughout European history she has played a central role. This subject looks at the city of Rome and its culture at its highest point and at its crucial period of transition. Augustus, the first emperor, sought to renew the institutions of an ancient city state to fit it to its status as ruler of the Mediterranean world. The governing class, the senate, was purged and prepared for the transition from political élite to imperial bureaucracy; the other orders and the people were depoliticized. Of the monumental centre, Augustus said ‘I found a city of brick and left a city of marble’; great complexes of public buildings were created, and a network of civic amenities was established. The religious institutions were revived according to a conscious programme. Patronage of literature created the first “Augustan Age”, and an independent canon for Latin literature. In art, Rome was the centre of public and private patronage. Beyond Rome lay Italy, and the ideal of a country life based on a revived agriculture. But there were many tensions: Civil war was not easy to forget, the loss of political liberty was resented among the traditional leaders and the changes in the countryside reflected widespread confiscations. The new moral standards were the product of an ethical conservatism widely resented by the literary and social élite. Archaeology, art history and literary criticism are relevant to this subject, as well as traditional historical techniques. The texts have been chosen to reflect the various official and unofficial views of the period, to allow the study of its greatest literature within an historical context, and finally to introduce the historian of culture to those classical works which have been the basis of European cultural history from the Middle Ages to the eighteenth century – notably Virgil, Ovid, Horace and Vitruvius.

PAPER IV

4. (c) Course description for Foreign Text paper on Herodotus

HERODOTUS, V. 26 - VI. 131 to be read in Greek, ed. N. Wilson (Oxford Classical Texts, 2015)

The central part of Herodotus’ Histories studied in this paper analyses the causes and course of the Ionian Revolt and the first Persian invasion of Greece, which ended in defeat at the hands of the Athenians and Plataeans on the plain of Marathon in 490 BC. Included in Herodotus’ account of these events, however, is also his account of the circumstances in

which Kleisthenes got the constitutional reforms which created democracy passed at Athens, a long speech on tyranny at Corinth, and much discussion of internal politics at Sparta and of Spartan foreign policy during the reign of King Kleomenes (c.520-c.490).

Herodotus' text is our major source for all these events, and our understanding of them depends upon an understanding of Herodotus' sources and his historical methods. By close study of the way in which Herodotus tells his story, making comparison where possible with evidence contemporary with the events described and with other later accounts, it is possible to understand both what Greeks of the middle of the fifth century had come to regard as the foundations of their current political arrangements, and also to assess the reliability of the traditions which Herodotus exploits. Problems concerning the nature of Athenian and Spartan politics in these years, as well as of the state of relations between Persia and Greece, for which there is also some Persian evidence, are the central historical concerns. But understanding Herodotus is important not only for our comprehension of the events of the period but for our understanding of the development of western historiography at whose head Herodotus stands.

Candidates are required to comment on gobbets set in Greek but are not required to translate Greek in the examination paper.

4. (d) Course Description for Sallust, *Jugurtha*

The text studied in Sallust's *Jugurtha* is his account of Rome's war against an African chieftain in the last decade of the second century BC. The war itself presented a serious threat to Rome's interests in Africa which had been intense since the destruction of Carthage in 146 BC at the end of the Third Punic War. Sallust's pamphlet gives a military and political history of the conflict in which the Roman army was at first commanded by the general Metellus; he was superseded by Gaius Marius, the first of the military dynasts of the late Republic, who defeated Jugurtha and brought the war to a successful conclusion.

Sallust's account is of interest for more than the factual details of the war. It is one of the most important historiographical documents of the late Roman Republic, written as it was in the 40s BC, when its author had experienced personal success and failure in a political career conducted in the death-throes of the Republican system of government. Sallust comments both explicitly and implicitly on the corruption of the senatorial governing class and charts, in the rise of Gaius Marius, the growing personal power of a general and politician who was the first of the series of the leaders, which later included Pompey and Caesar, who were to bring the Republic to an end.

Candidates are required to comment on gobbets set in Latin but are not required to translate Latin in the examination paper.

4. (e) Beginning Ancient Greek

(This subject is not normally available to candidates with a qualification in ancient Greek above GCSE-level or equivalent)

The course will allow takers to read simple, if probably adapted, prose texts. Candidates will be required to show knowledge of some of the main grammatical structures of ancient Greek and of a small basic vocabulary. The paper will consist of prepared and unprepared prose translations, with grammatical questions on the prepared texts.

Course book: (parts of) John Taylor: *Greek to GCSE* (Bristol Classical Press, 2003), in addition to extra material supplied in classes.

4. (f) Beginning Latin

(This subject is not normally available to candidates with a qualification in Latin above GCSE-level or equivalent)

The course will allow takers to read simple, if probably adapted, prose texts. Candidates will be required to show knowledge of some of the main grammatical structures of Latin and of a small basic vocabulary. The paper will consist of prepared and unprepared prose translations, with grammatical questions on the prepared texts.

Course book: John Taylor, *Essential GCSE Latin* (Bristol Classical Press, 2006), in addition to extra material supplied in classes.

4. (g) Intermediate Ancient Greek

(This subject is not normally available to candidates with a qualification in ancient Greek above AS-level or equivalent)

Candidates will be required to show an intermediate level knowledge of Greek grammar and vocabulary (including all syntax and morphology, as laid out in Abbot and Mansfield, *Primer of Greek Accidence*).

The set texts for the course are: Xenophon, *Hellenica* I (Oxford Classical Text) and Lysias I (Oxford Classical Text). The paper will consist of a passage of unseen prose translation, three further passages for translation from the two prescribed texts, and grammatical questions on the prescribed texts.

Useful editions with commentaries:

Xenophon, Hellenica I.II.3.10, ed. P. Krentz (Warminster: Aris and Phillips, 1989);

Lysias: Selected Speeches, ed. C. Carey (Cambridge: CUP, 1989).

4. (h) Intermediate Latin

(This subject is not available to candidates with a qualification in Latin above AS-level or equivalent.)

Candidates will be required to show an intermediate level knowledge of Latin grammar and

vocabulary (including all syntax and morphology, as laid out in Kennedy's *Revised Latin Primer*).

The set texts for the course are: Cicero, letters in D. R. Shackleton Bailey, *Cicero: Select Letters* (Cambridge, 1980), nos 9, 17, 23, 27, 39, 42-3, 45; Tacitus, *Agricola* (Oxford Classical Text) 16-43; Pliny, letters in A. N. Sherwin-White, *Fifty Letters of Pliny*, 2nd edn (Oxford, 1969), nos 25, 29.

The paper will consist of a passage of unseen prose translation, three further passages for translation from the prescribed texts, and grammatical questions on the prescribed texts.

Useful editions with commentaries:

Cicero: Select Letters, ed. D. R. Shackleton Bailey (Cambridge: CUP, 1980);

Cornelii Taciti, De Vita Agricolae, eds R. M. Ogilvie and I. Richmond (Oxford: Clarendon Press, 1967);

Fifty Letters of Pliny, ed. A. N. Sherwin-White, 2nd edn (Oxford: OUP, 1969).

4. (i) Advanced Ancient Greek. (This subject is available to candidates with a qualification in Latin above AS-level or equivalent). Candidates will be expected to be familiar with *An Anthology of Greek Prose* ed. D.A. Russell (Oxford University Press 1991), Nos. 17, 18, 23, 24, 33, 40, 44, 66, 78, from which a selection of passages will be set for translation, in addition to a passage for unseen translation.

Candidates will also be expected to translate from TWO of the following texts:

(i) Herodotus I.1-94 [ed. Hude, OCT];

(ii) Plutarch, *Life of Antony* 1-9, 23-36, 71-87 [ed. Pelling, Cambridge University Press, 1988];

(iii) Euripides, *Bacchae* [ed. Diggle, OCT].

4. (j) Advanced Latin (This subject is available to candidates with a qualification in Latin above AS-level or equivalent). Candidates will be expected to be familiar with *An Anthology of Latin Prose* ed. D.A. Russell (OUP 1990), nos. 7, 12, 22, 23, 34, 52 and 63, from which a selection of passages will be set for translation, in addition to a passage for unseen translation.

Candidates will also be expected to translate from TWO of the following texts:

(i) Cicero, *Pro Caelio* [ed. OCT].

(ii) Pliny, *Letters* 1.6, 9, 13, 19; VII.21, 24, 26, 29; VIII.16, 17; IX.6, 12, 15, 27, 33, 39; X.31, 32, 96, 97 (ed. M.B. Fisher and M.R. Griffin, CUP 1973)

(iii) Ovid, *Metamorphoses* 8 (ed. A.S. Hollis, OUP 1970)

These language courses will be taught by Faculty classes, for three hours per week during Michaelmas and Hilary Terms.



Those taking a Beginning Course are expected to attend a Summer School in the summer before starting the Course (for details see <http://www.iact.org/events/summerschools.htm>). Financial support is often available to help with the cost of these courses.

Upcoming first-years will have been written to by the History Faculty in March, so that they can choose a language paper by the start of Trinity Term. The person responsible for the organisation of these classes is the Grocyn Lecturer, Ms Juliane Kerkhecker (juliane.kerkhecker@oriel.ox.ac.uk).