

HISTORY AT OXFORD



**THE
HANDBOOK**

**FOR THE FINAL HONOUR SCHOOL
OF
HISTORY AND POLITICS**

2017-19

Board of the Faculty of History

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Introductory Welcome to History and Politics FHS Handbook

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

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

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

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

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

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

Benjamin Thompson (Director of Undergraduate Studies)

1 Course Content and Structure

1.1 Overview

This handbook applies to students starting the Final Honour School course in History and Politics in Michaelmas term 2017, for examination in Trinity term 2019. [The information in this handbook may be different for students starting in other years.] The Final Honour School of History and Politics is a two-year course run by the Faculty of History and the Department of Politics and International Relations.

The handbook is intended to act as guide to the course requirements for History and Politics. This joint school consists entirely of papers prescribed for the parent schools of History and Philosophy, Politics and Economics; detailed descriptions of these papers are given in the handbooks for the parent schools, which are available at (<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac>) for History and (<http://www.ppe.ox.ac.uk>) for PPE.

The same is true of general information concerning such matters as the constitution of the parent faculties, library resources, information technology, etc., all of which is to be found in the parent school handbooks. You should therefore ensure that you are familiar with the two parent school handbooks, as they will be vital when you are deciding, for instance, which Politics core papers or History Further Subjects to study. Regulations for the production of theses/dissertations also differ between the parent schools. There are, though, respects in which the requirements of the History and Politics course differ from those of the parent schools, and the purpose of this Handbook is to identify and explain those differences.

The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2016-17/hsolistandpoli/studentview/>

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

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

| Version | Details | Date |
|-------------|----------------------------|------------|
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The second and third years of studying history and politics will present you with challenges different from those of the first year, and should be still more demanding and absorbing. You will by now be familiar with the pattern of work expected: you will need to read both widely and deeply to prepare for tutorials and classes, to write essays that answer the question set, and to engage actively in tutorial discussion. There will be opportunities to develop the understanding of political theory that you will have gained in studying An Introduction to the Theory of Politics,

or Theories of the State, and to extend the linguistic or statistical skills that you might have developed in studying a Foreign Text paper or Quantification in History. Techniques of textual and documentary analysis acquired in studying a Foreign Text paper or an Optional Subject will be required again in studying the Special and Further Subjects in History. You will be able in your Politics papers to build upon the knowledge of political institutions and processes gained in studying the Introduction to the Practice of Politics paper. Finally, although the Final Honour School consists largely of examination papers, there are opportunities for assessed work, and you must offer a thesis based on independent research. In the next two years you will also be expected to extend your range as a historian, to enhance the subtlety of your thinking and to sharpen and polish your writing. In the second year, when the final examination may seem a deceptively distant prospect, you should be prepared to experiment intellectually: in your choice of papers and in the way that you approach different types of historical question. This process should be stimulated by a course structure that will look rather different from the first year. Some of you will take a document-based Further Subject in the Hilary term of the second year, which will be your first encounter with teaching in classes at a Faculty level operating in conjunction with more familiar tutorials. From Trinity term you will also begin preparation for your thesis. Thus, while continuing to operate within a teaching structure dominated by the paired or single tutorial, you will gain valuable experience in planning and delivering formal class presentations and playing a constructive role in larger group discussion, and you will also have an initial opportunity to think about the piece of independent historical research which will play a large part in the work of your third year. In the third year you will have substantial opportunity to work with primary source material, whether the prescribed texts, documents and other source materials that are the bedrock of all Special Subject work, or the requirement to pursue the independent research programme that will underpin the writing of your thesis. With Finals now imminent you will find that the creative opportunities as well as the demands of the course are at their highest. Those who have made good and imaginative use of the second year will profit most from the opportunities of the third.

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

The basic elements of the syllabus are set out in the **Examination Regulations**, available online at <http://www.admin.ox.ac.uk/examregs/2017-18/hsohistandpoli/studentview/>. New regulations are also printed in the University Gazette (<http://www.ox.ac.uk/gazette/>). The current Regulations are in [Appendix 1](#) of this handbook.

The syllabus consists of an outline paper or papers in History, core papers in Politics, along with papers requiring more detailed specialist study and a thesis (History or Politics) or supervised dissertation (Politics only). You will have an even greater range of choices before you than was available in the first-year course, and you will naturally be expected to reach a higher level of analytical sophistication than was required at Prelims.

The syllabus is as follows:

The *Final Honours School in History and Politics* shall consist of seven papers from the following eight. These must include paper 8, the compulsory thesis, which must be substituted for one of papers 1 or 2 or a politics option from papers 5, 6 and 7.

1. *One or two periods of British History*, provided that

- (a) one paper may be replaced by a compulsory thesis in History;
- (b) no candidate may offer a period of British History already offered in the First Public Examination;
- (c) a candidate who has not offered a period of British or General History before the nineteenth century in the First Public Examination is required to choose at least one such period in the FHS;
- (d) a candidate who has taken or is taking British History VII (since 1900) cannot also take Politics paper 202 (British Politics and Government since 1900); and a candidate taking British History VI (1815-1924) in the FHS and who is also taking Politics Paper 202 must not substantially duplicate material in the two papers.

2. *One or two periods of General History*, provided that

- (a) one paper may be replaced by a compulsory thesis in History;
- (b) a candidate who has not offered a period of British or General History before the nineteenth century in the First Public Examination is required to choose at least one such period in the FHS;

3, 4. *Two of the five 'Core subjects' in Politics* (i.e. PPE papers 201, 202, 203, 214, 220).

Note that a thesis may not be substituted for a Politics Core Subject.

5, 6, 7 *One of the following combinations:*

- i. *one Special Subject* in History (examined in two papers) and *one of subjects 201-228* in Politics which is not offered in papers 3 and 4 above; *or*
- ii. *one Further Subject* in History and *two of subjects 201-228* in Politics which are not offered in papers 3 and 4 above; *or*
- iii. *one Further Subject* in History, *one of subjects 201-228* in Politics which is not offered in papers 3 and 4 above, and *one Special Subject* in Politics;

provided that

- (a) one of the optional papers in Politics in any of these combinations may be substituted by a compulsory thesis in PPE;
- (b) a candidate taking Politics Subject 215 (*Political Thought: Plato to Rousseau*) cannot also take the History Further Subjects *Scholastic and Humanist Political Thought* and *The*

Science of Society 1650-1800; and a candidate taking Politics Subject 216 (*Political Thought: Bentham to Weber*) cannot also take the History Further Subject *Political Theory and Social Science c.1780-1920*.

8. A *thesis*, which must be offered in place of *either* paper 1 *British History*, or paper 2 *General History*, or a Politics option in any of the combinations for papers 5, 6 and 7. A thesis offered in place of a Politics optional paper shall be *either* a substitute thesis *or* a supervised dissertation submitted in accordance with the regulations prescribed for Politics in the Honour School of PPE.

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

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

General History is now divided into nineteen periods, which cover the whole of European history and its engagement with the non-European world from the fall of Rome until 1973, with additional papers in American history and global history. Not only can you study periods unavailable in the Preliminary year; but all periods are studied in greater depth, requiring you to examine the distinctive features of individual societies as well as to grasp broad themes.

The five **core subjects in Politics** are as follows:

- 201. Comparative Government.
- 202. British Politics and Government since 1900.
- 203. Theory of Politics.
- 214. International Relations.
- 220. Political Sociology.

The content of these papers is described in detail in the PPE Handbook:

<http://www.ppe.ox.ac.uk/index.php/ppe-handbook>

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

Further Subjects were originally so called because they were 'further' to the outline papers, enabling students to deepen their understanding of a particular topic within the scope of those papers. Though it is no longer necessary to do so, many students do relate their choice of Further Subject to their chosen outline papers. In other cases the choice of Further Subject may reflect initial ideas about possible topics for a thesis, serving as a stimulus for potential subject matter

and ensuring wide familiarity with the surrounding issues. Texts and documents are integrated into the work, and you are required to refer to them in your examination answers. In most cases the teaching of Further Subjects will take place in the Hilary term of the second year.

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

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

(*with three exceptions, see 1.4.3 below)

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

The **Thesis** will, for many of you, represent the most satisfying piece of work that you produce while pursuing the history and politics degree at Oxford: an opportunity to select a topic entirely independently and to devise your own research strategy to explore it in detail. You will be encouraged to begin thinking about a possible subject for a thesis in your second year – either in the Trinity Term or before. All undergraduates will receive tutorial guidance and support in thinking about the practicalities of researching a chosen topic, and later in bringing together the source material, constructing an argument and drafting a plan for writing up. The thesis is to be no longer than 12,000 words, including references, but excluding the bibliography, **except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in VI 10, sections iii and x, apply.** Practical advice and detailed regulations for the writing of theses are included in Section 1.4, and Appendices 3, 4 and 5 below.

1.1.1. Possible restrictions to your choice of papers

When you study for your Finals, you will be choosing either four History and three Politics papers, or three History and four Politics papers. One of these will be a thesis/supervised dissertation. These are the rules:

- If it's a History Thesis, it will substitute for a British History or General History paper.
- If it's a Politics Thesis/supervised dissertation, it will substitute for a Politics Optional paper.
- So, if you're doing a Politics thesis, you can take two History Outline papers, but if you're doing a History thesis, you can only take one.
- If you're doing a History thesis, you can take a History Special Subject (which is examined in two papers, one of which is an extended essay) and one Politics Optional paper, **OR** a History Further Subject and two Politics Optional papers.
- You can't do both a Further and a Special Subject in History.
- You can't study the same period of British History in your Finals that you studied in your Prelim.

Illegal Combinations of Papers

There are some combinations of papers that you're not allowed to choose, because of overlap. These are:

- Politics paper 202 (British Politics and Government since 1900) and British History VII (since 1900)
- Politics Subject 215 (*Political Thought: Plato to Rousseau*) and History Further Subjects *Scholastic and Humanist Political Thought* or *The Science of Society 1650-1800*
- Politics Subject 216 (*Political Thought: Bentham to Weber*) and History Further Subject *Political Theory and Social Science c.1780-1920*.
- You CAN choose to take British History VI (1815-1924) and Politics Paper 202 (British Politics and Government since 1900), BUT you must not substantially duplicate material in the two papers. The same applies to Politics Paper 212 (International Relations in the era of the Two World Wars) and General History XIII Europe Divided 1914-1989, and Politics Paper 213 (International Relations in the era of the Cold War) and General History XIV The Global Twentieth Century (1930-2003)

Breadth of Period

There is also a period requirement for your History Outline papers. If you didn't take a British or General History paper covering a pre-nineteenth-century period in your Prelim, then you **MUST** offer one in your Finals. This **ONLY** applies to British or General History papers, and **NOT** to Further or Special Subjects.

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

- i. **Capping of certain Further and Special Subjects.** In order to ensure that there is adequate teaching provision, certain popular Further and Special Subjects in history have to be 'capped' at

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

- ii. **Overlap rule:** The choice of subject for your **thesis** may impose certain restrictions on the use you may make of material from it in answering questions in other papers. These are set out in section 3.2 Examination Conventions below.

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

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

1.1.2 Study Timetable

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

HO = History Outline Paper (General History or British History)

PC = Politics Core Paper (two from PPE papers 201, 202, 203, 214, 220)

HS = History Special Subject (1 and 2)

HF = History Further Subject

PO = Politics Option (one or two of PPE papers 201-228, excluding those taken as core papers, and the Politics Special Subject paper)

These are the four possible combinations:

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

The constraints on timetabling are:

History Outline Papers need to be in MT or TT.

History Further Subjects need to be in HT.

History Special Subjects need to be in MT of the third year.

Politics core papers can be in any term.

Politics options need to be in MT or TT as far as possible.

Theses (if in History) need to be completed in HT of the third year.

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

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

1.2 Course aims

The programme aims to enable its students to:

- acquire a knowledge and understanding of humanity in past societies and of historical processes, characterised by both range and depth, and increasing conceptual sophistication;
- engage and enhance their critical and analytical skills to identify and analyse key concepts
- 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;
- develop their ability to present their own critical understanding of the issues studied to tutors and peers, and to engage in dialogue with them;
- 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;
- promote skills of relevance to the continued professional development of political analysis, which are transferable to a wide range of employment contexts and life experiences.

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

In addition, you will acquire and develop a particular set of intellectual, practical and transferable skills: -

Intellectual skills: the ability to gather, organise and deploy evidence, data and information from a wide variety of secondary and some primary sources; interpret such material with sensitivity to context; identify precisely the underlying issues in a wide variety of academic debates, and to distinguish relevant and irrelevant considerations; recognise the logical structure of an argument, and assess its validity, to assess critically the arguments presented by others, and by oneself, and to identify methodological errors, rhetorical devices, unexamined conventional wisdom, unnoticed assumptions, vagueness and superficiality; construct and articulate sound arguments with clarity and precision; engage in debate with others, to formulate and consider the best arguments for different views and to identify the weakest elements of the most persuasive views. –

Practical skills: the ability to listen attentively to complex presentations and identify the structure of the arguments presented; read with care a wide variety of written academic

literature, and reflect clearly and critically on what is read; marshal a complex body of information in the form of essays, and to write well for a variety of audiences and in a variety of contexts; engage in oral discussion and argument with others, in a way that advances understanding of the problems at issue and the appropriate approaches and solutions to them.

Transferable skills: the ability to find information, organise and deploy it; draw on such information, and thinking creatively, self-critically and independently, to consider and solve complex problems; apply the techniques and skills of philosophical argument to practical questions, including those arising in ethics and political life; apply concepts, theories and methods used in the study of Politics to the analysis of political ideas, institutions practices and issues; make strategic decisions with a sophisticated appreciation of the importance of costs, opportunities, expectations, outcomes, information and motivation; motivate oneself, to work well independently, with a strong sense of initiative and self-direction, and also with the ability to work constructively in co-operation with others; communicate effectively and fluently in speech and writing; plan and organise the use of time effectively; where relevant, make appropriate use of numerical, statistical and computing skills.

1.3: Course Structure and Description

1.3.1: *Politics papers*

The five core papers in Politics are:

- 201. Comparative Government.
- 202. British Politics and Government since 1900.
- 203. Theory of Politics.
- 214. International Relations.
- 220. Political Sociology.

You should choose your core subjects with care. The choice of two from five core subjects is deliberately permissive. In the first year, you acquire the basic tools of political analysis, but the discipline of Politics consists of several distinct schools of analysis, none of which is self-evidently more fundamental than the others. The core papers are each designed to enhance your ability to conceptualise, to compare, and to develop analytical skills. In a joint honours degree, to require you to take papers covering all approaches would leave no space for choice and specialisation. Your choice of core subjects will however have a bearing on your subsequent work in Politics, and you are strongly advised to consult your college tutor and option-paper tutors before selecting any optional subject. For a number of options, it is helpful, though not essential, already to have taken a related core subject. Thus the study of political systems in particular areas or countries is based on issues that are raised in Comparative Government and Political Sociology; several subjects in the area of political theory are most readily tackled with the background provided by Theory of Politics; the two optional subjects in International Relations follow most naturally from the core paper, as to a lesser degree, do those in Sociology from the core paper in Political Sociology. The Department prefers to leave final decisions on the appropriateness of particular choices to the individual, in conjunction with college tutors, and to leave open the possibility, where you might otherwise lack sufficient background, that you attend additional lectures or follow a course of directed vacation reading covering important material from the relevant core subject.

A. Core subjects: Three of the five core papers contain a further Political Analysis component. These are papers 201, 214 and 220. Candidates taking these papers are expected to complete the course of study in Political Analysis, which consists of further lectures and data labs. They are also expected to submit an assessed methods essay. The Quantitative Methods component in the first year Politics course and the second year core courses provides students with a more hands-on experience with data manipulation, data handling and data analyses by introducing the use of statistical software packages. Data labs organised by the DPIR will be a core element of the course, especially in the first year. These data labs are designed to provide students with an introduction into statistical software packages like R. Specially, the data labs will allow students to develop practical statistical computing skills relating to data manipulation, data handling and data analyses. These labs will be a practical, hands-on complement to the lectures and tutorials.

201. Comparative Government: This course is a comparative study of the main political institutions through which contemporary societies are governed. It focuses on the origins and effects of democratic institutions and attempts to understand the differences between forms of government and what effects they have within the polity. As such, topics studied include those such as state-building, judiciaries, bureaucracies, the origins of parties, interest groups and the nature of political activism. Through reference to the distinct methodological approach used by different scholars in studying these phenomena, students acquire an understanding of the utility and limits of different

means of analysis. The course builds on material covered at Prelims, for instance by developing on conceptual ideas about regimes to move towards causal theories of democratization and factors sustaining authoritarian regimes. It provides students with an understanding of key concepts and tools of empirical political analysis, and in this way also prepares them for the more specialised study of specific regions or single countries that follow as options later in the PPE syllabus. While the main instruction is via the usual mixture of lectures and tutorials, students should note that the range of knowledge covered makes the lectures even more vital than they might be for some courses. The lecture course is formed of sixteen lectures, and students are expected to treat it as a commitment running right through the academic year.

202. British Politics and Government Since 1900: This course consists of the close study of political developments in Britain since 1900 and the major academic debates surrounding them. It allows students to study a single political system in depth, over a period long enough both to make visible long-run processes of social, economic and political change, and to permit comparisons and contrasts to be drawn between the situations of political actors at different times. It is also a period with an extraordinarily rich and rewarding academic literature, which encourages students to explore problems of evidence and interpretation, and to consider a range of explanations, based on different scholarly traditions, for the same events. These include techniques and methods as diverse as archivally-based historical analysis, political biography and political science modelling. Among the topics covered are the decline of the Liberal Party and the rise of the Labour Party; the political effects of the two world wars and the widening franchise; the development of the institutions and procedures of modern government; the changing party system under mass democracy; the challenges and failures of political extremism; the domestic impact of foreign policies such as appeasement, decolonisation and European integration; the challenges posed to modern governments by relative economic decline, and efforts to transform the system such as tariff reform, social democracy and Thatcherism.

203. Theory of Politics: The course is designed to acquaint students with the political concepts central to the theoretical, normative and interpretative analysis of politics. The study of concepts such as liberty, justice, authority or power provides the foundation for understanding the nature of political thought. These concepts underpin the study of politics in general and are therefore crucial to enhancing the awareness of the relation between political thought and action. Students are also directed towards discursive ideologies displaying complex conceptual arrangements such as liberalism or socialism. The course is devised so as to develop a manifold range of skills necessary for constructing critical arguments in political theory, for working with problems of consistency and justification, for analysing the complexities of the usage of political language, for understanding the principal forms through which political thought presents itself, both as theory and as ideology, and for appreciating the main current and recent debates that command attention in the field. To those ends philosophical, ideological and historical analyses are all appropriate, and the merits of each type may be assessed and contrasted. Students are therefore encouraged to explore different ways of approaching these issues, though they are also enabled, if they so wish, to choose a specific strategy from among these approaches. Students are also invited, in consultation with their tutors, to balance a broad appreciation of the field with a development of their own interests within the wide choice of available concepts and ideologies. The literature to which they are directed is therefore diverse, encompassing classical texts, seminal philosophers and theorists, significant journal articles, and typical examples of ideological debate. Both substantive arguments and methodological issues are consequently aired. By extending the initial understanding of political thought gained by students in the first year introduction to politics, or by building on other related introductory lectures and subjects, the course provides the basis for specialization in political theory,

as well as tools that other specializations may draw upon. It will enable students to reflect on the principles underlying politics, to make reasoned assessments of political discourse, and to develop their own arguments at a requisite degree of sophistication.

214. International Relations: The aim of this core subject is to introduce students to the academic study of International Relations and to develop a broad knowledge and understanding of the major issues in international relations, concentrating on the period since 1990. The subject seeks to strike a balance between empirical knowledge and theoretical understanding. Those taking the subject will have the opportunity to study some of the major questions in contemporary international relations (e.g. the role of the United Nations and of alliances such as NATO; the impact on international relations of globalization and of democratization; the development of European integration; the international impact of civil wars and humanitarian disasters; and problems that arise from national self-determination and attempts to promote human rights). But they will also develop a broad knowledge of the most important analytical and theoretical tools that are needed to make sense of these questions. This knowledge of the principal theories and concepts is intended to tie in closely with work for the Further Subjects in International Relations (International Relations in the Era of the Cold War [subject 213] and International Relations in the Era of the Two World Wars [subject 212]).

220. Political Sociology: The course builds on some of the concepts, theories and knowledge introduced in the Politics Prelims syllabus - notably the study of electorates, parties and interest groups, and the study of the interaction of political ideas such as democracy with political processes. In this Final Honour School subject students will study in more detail the major theoretical approaches to social class, race and ethnicity, gender, religion, nationality, states, interest groups including unions, parties, movements and single issue campaigns, and the interrelationships between culture, economy, social structure, and political processes and institutions. The theoretical approaches will be critically assessed in the light of empirical evidence from a range of countries, and also put in the context of the philosophically rigorous analysis of power and change. To aid students in attaining a comprehensive grasp of the field of study, they will have the opportunity to look at 'approaches' such as structuralism, rational choice theory, political culture theory, and the historical and comparative perspective as such, as well as studying the application of these to the specific topics mentioned. Thus by the end of the course students should have an understanding of recent sociological explanations of political processes and events, a grasp of the competing approaches in the field, an understanding of the main methods of data collection and analysis, and an appreciation of the role of models and theories in sociological knowledge.

Teaching: 6-8 tutorials.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term of year 3

The Politics Core papers each account for one seventh of the overall mark.

The Politics Optional Papers are:

- 204. Modern British Government and Politics
- 205. Government and Politics of the United States
- 206. Politics in Europe
- 207. Politics in Russia and the Former Soviet Union
- 208. Politics in Sub-Saharan Africa
- 209. Politics in Latin America
- 210. Politics in South Asia

- 211. Politics in the Middle East
- 212. International Relations in the Era of Two World Wars
- 213. International Relations in the Era of the Cold War
- 215. Political Thought: Plato to Rousseau
- 216. Political Thought: Bentham to Weber
- 217. Marx and Marxism
- 218. Sociological Theory
- 219. The Sociology of Post-Industrial Societies
- 222. Labour Economics and Industrial Relations
- 223. The Government and Politics of Japan
- 224. Social Policy
- 225. Comparative Demographic Systems
- 226. Quantitative Methods in Politics and Sociology (*suspended for 2016-17*)
- 227. Politics in China
- 228. The Politics of the European Union
- 229. Advanced Paper in Theories of Justice

The content of the Politics Optional papers is described in detail in the PPE Handbook:

<http://www.ppe.ox.ac.uk/index.php/ppe-handbook>

297. Special Subject in Politics: Where offered, Special Subjects are examined like most other papers in Politics: by three hour unseen examination, in which three questions must be answered. What is distinctive about them is that their subject matter is likely to be more narrowly defined than is the case with other papers, and may be closely linked to the specialist research areas of the members of staff who teach them. What they offer therefore is the opportunity, hitherto only available to those writing theses or supervised dissertations, to study an area of political studies in greater depth. Special Subjects will only be available to undergraduates in Michaelmas Term of their third year.

In 2017-2018, two special subjects will be offered: Comparative Political Economy, and International Security and Conflict.

Comparative Political Economy (Special Subject in Politics): The study of comparative political economy (CPE) examines the relationships between politics and economics across nations. The paper introduces students to the systematic analysis of these interconnections across economically developed democracies in the West and with additional reference to rapidly developing economies such as China and India. Its principal aim is to provide students with insights into how market economies are institutionally designed and how they function both politically and economically. An emphasis is placed on how different ways of institutionally organising societies in turn shapes national economic performance and societal inequality. This theme, regarding the balance which nations strike between economic efficiency and socio-economic inequality, is explored through centuries of scholarship from the 18th and 19th century writings of Adam Smith and Karl Marx to the latest analyses in the field of the recent economic crisis. There will also be a focus on comparing the way in which national economies have been governed and what this imparts about the development and the changing nature of global capitalism. The principal objective will be to acquaint students with the diversity of perspectives and academic approaches which scholars have used over the centuries and up to the present day in order to understand how politics and economics shape the world in which we live. The paper has been designed with a view to accommodating both those who

are interested in the historical study of CPE and those who are interested in its quantitative study with assigned texts in the course reading list drawing upon both academic perspectives.

Topics include: Economic Policy and Economic Performance, The Politics of Redistribution and Inequality, Firms and Labour Markets, The Interests of Business and Organised Labour, Financial Systems and Corporate Governance, Economic Crisis, Classic Theories of Political Economy, Public Sector Growth and the Rise of the Welfare State, Institutional Change and Changing Approaches to Capitalism.

International Security and Conflict (Special Subject in Politics): International security and conflict is a core concern of the discipline of international relations. This paper offers an introduction to this field of scholarship, providing students with a thorough grounding in major debates regarding the nature of security, the form and scale of traditional and novel threats to security, and the dynamics of violent conflict in the contemporary world. Specifically, the course will cover twelve key topics: theories and concepts of security; the causes of interstate war; regional security; civil wars; nuclear, chemical and biological weapons; terrorism; mass atrocities and genocides; refugees, displacement and forced migration; sexual violence and gender in conflict; organised crime and piracy; cyber threats and cyber security; and conflict prevention and response. The paper will be offered in Michaelmas, Hilary and Trinity Terms in the 2016-17 academic year. Students are required to have taken the International Relations 214 core paper in order to select this special subject paper.

The teaching provided for a Special Subject will be equivalent to the teaching provided for a normal Politics paper. Some special rules apply to the Special Subject and these are set out in full in the Examination Decrees. No candidate may offer more than one Special Subject.

Depending on the availability of teaching resources, not all Special Subjects will be available to all candidates in every year. There might be other further subjects which it would not be possible to offer alongside it. For example, if there were a Special Subject on The U.S. Supreme Court, it might be restricted to candidates not taking Government and Politics of the USA. Any such restrictions would be announced at the same time as the Special Subject's introduction. There may also be restrictions on the numbers of students permitted to take a given Special Subject. These restrictions would also be announced in advance, and a fair means of deciding who could take the Special Subject (e.g. a ballot) would be used in the event of excessive numbers.

1.3.2: British or General History

The **History of the British Isles** will be familiar from Prelims, and indeed the periods are similar in Finals. But you are not permitted to take the same period, and the paper will be different in a number of different ways. Above all, it will be assessed by a take-away examination at the end of Trinity Term of the second year. You will have nine days to write three 2000-word essays from a paper of around thirty questions.

This format will give you some freedom to follow your own interests in the period. In the knowledge that there will be a wide range of questions, and time to do some extra reading, you will be able to probe the history of different societies in the British Isles, and to prioritise political, intellectual, social, cultural or economic history as you choose. Indeed, Finals British History has always demanded greater depth, in terms of closer engagement with specific issues in the period, of reading in monographic literature and perhaps in primary sources too, and of greater historiographical awareness. You therefore have some

scope to shape your own course and can take the initiative in discussing with your tutor what you wish to cover during the term.

Nevertheless, the most impressive sets of essays will also demonstrate breadth – in terms both of the whole chronology of the period and the differences and similarities between the various parts of the British Isles. And they will be imbued with a sense of the interaction of different types of development – economic, cultural, social, intellectual and political. Your tutorial preparation should not therefore be too narrow in chronological, geographical or thematic terms.

You may choose one of the following papers:

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

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

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/brit-isles>

Teaching: 16 Lectures in Michaelmas Term; 8 lectures in Trinity Term; 8 tutorials in either Michaelmas or Trinity Term, for most of which an essay or some other output such as a presentation will be required. Tutors will not be permitted to read drafts of the exam essays, and students will not receive any further help from their tutors once the exam questions have been published.

Assessment: Three (2,000-word) essays are submitted at the end of the Trinity Term, chosen from a list of questions published in a take-home examination paper. This accounts for one seventh of the overall mark.

The question-papers will be published on Wednesday of 8th week of Trinity Term (13 June 2018). A pdf of the three completed essays must be submitted electronically by 12 noon on Friday of 9th week of Trinity Term (22 June 2018).

For further details about this new form of assessment, see the main FHS Handbook 2017-19 on Weblearn here: <https://weblearn.ox.ac.uk/access/content/group/Handbooks/Undergraduate%20Handbooks/FHS/Single%20Honours/FHS%20Handbook%20FINAL.pdf>.

General History is a second foundation stone of the Final Honour School: a choice of nineteen periods is available, and you may study one of these. The papers differ from those available in the Preliminary Examination in several important respects. First, the whole of European history from the rise and fall of the later Roman Empire to the Cold War is

covered, across fourteen periods. Second, in many of these periods, and increasingly from the sixteenth century onwards, it is possible to study the interaction of European with extra-European history; by the late twentieth century, European history is also necessarily world history. Third, there are now three papers devoted specifically to American history, and one devoted to the wider world in the nineteenth century, studied as far as possible from a local rather than a Eurocentric perspective.

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

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

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

Teaching: 8 tutorials over one or two terms, with submitted essays or essay plans for discussion, or 8 classes

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

1.3.3: Further Subject

Further Subjects to be taught in Hilary Term 2018 (unless listed as suspended) are:

1. Anglo-Saxon Archaeology c.600-750: Society and Economy in the Early Christian period
2. The Near East in the Age of Justinian and Muhammad, 527-c.700
3. The Carolingian Renaissance
5. The Crusades
6. Culture and Society in Early Renaissance Italy, 1290-1348
7. Flanders and Italy in the Quattrocento, 1420-80
8. The Wars of the Roses, 1450-1500
9. Women, Gender and Print Culture in Reformation England, c.1530-1640
10. Literature and Politics in Early Modern England
11. Writing in the Early Modern Period, 1550-1750* (*suspended for 2017-18*)
12. Court Culture and Art in Early Modern England 1580-1700
13. War and Society in Britain and Europe, c.1650-1815 (**new subject**)
14. The Metropolitan Crucible, London 1685-1815
15. The First Industrial Revolution, 1700-1870 (*suspended for 2017-18*)
16. Medicine, Empire, and Improvement, 1720-1820
17. The Age of Jefferson, 1774-1826
18. Culture and Society in France from Voltaire to Balzac (*suspended for 2017-18*)
19. Nationalism in Western Europe, 1799-1890
20. Intellect and Culture in Victorian Britain
21. The Authority of Nature: Race, Heredity and Crime, 1800-1940
22. The Middle East in the Age of Empire, 1830-1971
23. Imperialism and Nationalism, 1830-1980
 - (a) Sub-Saharan Africa;
 - (b) Maritime South-East Asia;
24. Modern Japan, 1868-1972
25. Development of the World Economy since 1800 (as prescribed for the Honour School of Philosophy, Politics and Economics)
26. Nationalism, Politics and Culture in Ireland, c.1870-1921
27. A Comparative History of the First World War, 1914-20
28. China since 1900
29. The Soviet Union, 1924-41
30. Culture, Politics and Identity in Cold War Europe, 1945-68
31. Britain at the Movies: Film and National Identity since 1914*
32. Scholastic and Humanist Political Thought
33. The Science of Society, 1650-1800
34. Political Theory and Social Science c.1780-1920
35. Post-Colonial Historiography: Writing the Indian Nation* (*suspended for 2017-18*)
36. Modern Mexico, 1876–1994.

*See under [section 3: Assessment](#) for the examination of these subjects.

Further Subjects continue the approach of the Optional Subjects in Prelims in being more defined subjects than outline papers. You may wish to take a subject 'further' to a period you have covered, so that you start from a basis of knowledge; but you do not have to do so. Looking forward, you may want to choose a subject near the field in which you wish to take your thesis (although the latter cannot be largely based on the same sources).

Further Subjects are focused around prescribed sources, on which (in most cases) the structure of the exam requires you to answer directly. You will need to analyse the texts and other kinds of source (such as images, archaeology, film and music) using the standard range of questions historians ask of their primary material – who? when? where? and above all for what purpose? And you will need to relate them to the scholarly literature and to understand their role in constructing historians' current understanding of the subject.

There are over thirty Further Subjects to choose from, ranging geographically across the globe, and conceptually from archaeology to political and social thought. They enable you to study subjects in which members of the Faculty are themselves actively engaged in research, and your choice may well arouse interests which you yourself wish to pursue subsequently.

The teaching of Further Subjects is partly based on the usual essay-plus-tutorial format, but this is balanced by Faculty classes for eight-to-twelve students, in which you will develop your ability to work effectively in a group. All students will be encouraged to participate in the discussion which constitutes the main form of teaching in these classes, and students are also asked to set the agenda for the classes or to give presentations on the material. Most Further Subjects focus the classes around the set texts – section A of the exam paper – and use the tutorials for study of the substantive topics in section B; but patterns of teaching vary from subject to subject.

Further Subjects are examined in a single paper in the Final Honour School. You are required to answer **three** questions, including at least one from each of Section A (usually focused on the prescribed sources) and Section B, and to illustrate your answers as appropriate by reference to the prescribed texts.

Capping: The number of students who can take each paper is determined by the teaching resources available to each subject. Some are therefore 'capped', and where demand for these exceeds the number of places, students are allocated by a random ballot. Students choosing such subjects therefore need to have backup choices, at least one of which must be a subject which is unlikely to fill its quota: such subjects are flagged on the ballot-form. This process takes place in the course of Michaelmas Term of the second year.

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

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

Teaching: Twelve contact sessions, usually 6 tutorials and 6 classes, held over Hilary Term of year 2. Note that finalists may not attend Further Subject classes again in their final year.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term of year 3, except for Britain at the Movies: Film and National Identity since 1914 (and two other subjects suspended this year), which are examined by means of an extended essay submitted in year 2.

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

1.3.4: Special Subject

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

1. St Augustine and the Last Days of Rome, 370-430
2. Francia in the Age of Clovis and Gregory of Tours
3. Byzantium in the Age of Constantine Porphyrogenitus, 913-959
4. The Norman Conquest of England
5. The Peasants' Revolt of 1381
6. Joan of Arc and her Age, 1419-35
7. Painting and Culture in Ming China
8. Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c. 1475-1525
9. Luther and the German Reformation
10. The Trial of the Tudor State: politics, religion and society, 1540-1560 (**new subject**)
11. The Crisis of the Reformation: Britain, France and the Netherlands 1560-1610
(*suspended for 2017-18*)
12. The Thirty Years' War
13. The Scientific Movement in the Seventeenth Century
14. Revolution and Republic, 1647-58
15. English Architecture, 1660-1720
16. Imperial Crisis and Reform, 1774-84 (**new subject**)
17. Becoming a Citizen, c.1860-1902
18. Slavery and the Crisis of the Union, 1854-65
19. Art and its Public in France, 1815-67
20. Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights
21. Terror and Forced Labour in Stalin's Russia
22. From Gandhi to the Green Revolution: India, Independence and Modernity 1947-73
23. Nazi Germany, a racial order, 1933-45
24. France from the Popular Front to the Liberation, 1936-44
25. War and Reconstruction: ideas, politics and social change, 1939-45
26. Britain from the Bomb to the Beatles: gender, class, and social change, 1945-1967
27. The Northern Ireland Troubles, 1965-85
28. Britain in the Seventies
29. Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000
30. Revolutions of 1989

Special Subjects get you the closest to the scholarly study of a subject of all the prescribed papers in the History School. This depth is signalled by the fact that the paper is examined in

two ways, and counts for two-sevenths of your Final mark. Your comprehension of how historians use sources is extended beyond that required in the Further Subject, and your knowledge of them will be tested in the most rigorous ways possible. The exam paper requires you to write short commentaries or 'gobbets' on brief unseen excerpts from the set sources, in order to decode the full meaning of the passage, its context both textual (or material) and factual, and its place in the scholarship. But you also have the opportunity to arrive at your own conclusions about the subject through your Extended Essay based on the sources. Some subjects constitute their teacher's current research project, and in discussion and through your writing you may be able to contribute to their work.

In these subjects the balance between (college) tutorials and (Faculty) classes tips further towards the latter, of which there are eight, weekly through the final Michaelmas Term. There are up to six tutorials, of which four are commonly used for the writing of essays or 'gobbets', and one or two for individual advice on your Extended Essay. On the basis of even more detailed and intensive study of the material you will be able to deploy your skills in discussion and presentation from the Further Subject, and thus take more control of class- and tutorial-discussion; indeed it is to be hoped that students will learn more from each other than their teachers. (Note that subjects vary in whether they require the writing of essays for tutorials or the giving of presentations in classes, and whether they focus preparation for gobbet-writing on tutorials or classes.)

The Extended Essay provides you with the opportunity not only to demonstrate your knowledge of an aspect of the subject in very great depth, encompassing both the relevant sources and historiography, but also to come to your own conclusions on the basis of close study of these. As a short scholarly piece of work it also acts as a warm-up to the thesis you will write in the following term, not least in that it requires proper academic presentation and referencing. The guidelines for these are the same as those for the thesis (see section 1.4 below); the lecture on thesis-preparation offered to second years is also relevant to this essay. The eight-question paper is published half-way through term, and you then receive individual tutorial advice to help choose a question and refine your approach to it, and to discuss a plan. **The tutor or class teacher is permitted to read and comment on a plan, but not a draft, of the essay.** The essay must be handed into the Examination Schools by 12 noon on Friday of week 0 of the following Hilary term.

The three-hour exam paper taken at the end of the course requires you to write commentaries on twelve out of twenty-four short passages or images from the prescribed sources. There are guidelines on the writing of gobbets below (Appendix 5). The key aim is to elucidate the passage in a number of different but connected ways: the essential meaning of the passage (including any technical terminology), its place within its text or location or the oeuvre of its author, how it relates to other evidence, and how it has been used and understood in the scholarship. You only have fifteen minutes to write each gobbet, and the structure of the paper requires you to answer across the whole range of the set sources. This therefore requires a very thorough knowledge of the texts, and is one reason why reading them all in the long vacation before the Michaelmas Term is important.

Capping: As with Further Subjects, the number of students who can take each paper is determined by the teaching resources available to each subject. Some are therefore 'capped', and where demand for these exceeds the number of places, students are allocated by a random ballot. Students choosing such subjects therefore need to have backup choices, at least one of which must be a subject which is unlikely to fill its quota: such subjects are flagged on the ballot-form. This process takes place in the course of Trinity Term of the second year.

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

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

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

For further information about individual papers go to:

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

1.3.6: Compulsory Thesis

Every undergraduate taking the BA in History and Politics must submit a **thesis** as part of the fulfilment of their Final Examination. In the course of Trinity Term of the second year they are required to meet with a college tutor and, where appropriate, specialist adviser in order to discuss a possible thesis topic (see Timetable below). The thesis may be a thesis in History or a thesis or supervised dissertation in Politics. The guidance, length, and submission dates of the thesis in History are different from those for the thesis or supervised dissertation in Politics.

The History Thesis

All History finalists and some joint-schools students write a 12,000-word thesis on a topic of their own devising. Many undergraduates find this to be the most satisfying work they do in their History degree. The whole process from designing the topic to handing in is described in detail in the next section.

Teaching: The Faculty provides an initial lecture on framing a topic in Hilary Term of the second year, and the Thesis Fair early in Trinity Term to help suggest sources from a wide range of fields. At total of five hours of advice from college tutors and a specialist supervisor are permitted across the second and third years.

Assessment: The 12,000-word thesis is submitted by noon on Friday of 8th week of Hilary Term of the student's final year. The thesis counts for one of seven units in Finals.

The Thesis or Supervised Dissertation in Politics

If you propose to offer a thesis or supervised dissertation in Politics, the latest date for seeking approval of its topic is Friday of Fourth Week of the Michaelmas Term preceding the Finals examination, but the right time to start working on it is much earlier. Begin planning no later than your penultimate Easter Vacation, and have a talk with a tutor no later than the beginning of Trinity Term. If your tutor thinks that your proposal is manageable, get initial suggestions for reading and follow them up, so that work can be done during the Long Vacation. Remember that tutors can only advise: the decision to offer a thesis is your own, and so is the choice of topic. So of course is the work; what makes a thesis worthwhile is that it is your own independent production.

The Criteria for Assessment for Politics theses are as follows:

- cogency of analysis and argument
- accuracy and solidity in the backing up of the analysis and argument
- clarity of expression and presentation
- knowledge of how the topic fits into the existing work in its field
- awareness of relevant methodological issues
- respect for the scholarly conventions regarding contents pages, introductions, conclusions, chapters, notes, bibliographies, etc

Good undergraduate thesis topics can vary in character a great deal, but all have two things in common: they are focused, so as to answer a question, or set of questions, or advance an argument; and they are manageable, so that the time available is enough for your research and reflection on it, and 15,000 words is enough for an interesting treatment.

If you decide to go ahead, submit your title and a 100-word outline, in accordance with the regulations for theses in Examination Regulations, for approval in Michaelmas Term. Thesis outlines in Politics should be sent to the Director of Undergraduate Studies, care of the Undergraduate Studies Coordinator at the Department of Politics and International Relations. Do not worry if your outline is not in the end very closely adhered to; the point of it is to make clear the general subject of the thesis and to show that you have some idea of how to go about tackling it.

The regulations state that you may discuss with your tutor 'the field of study, the sources available, and the method of presentation'. Before you start work, go over the plan of the whole thesis very carefully with your tutor. The plan must be yours, but the tutor can help you make sure it is clear, coherent and feasible. Get more advice on reading. But bear in mind that much of your reading will be discovered by yourself; so arrange to be in Oxford, or near a large library, for some weeks of the Long Vacation. Avoid letting your topic expand, and focus your reading on the issue you intend to write about; 15,000 words is the length of two articles, not a book. Your tutor 'may also read and comment on a first draft', and 'the amount of assistance the tutor may give is equivalent to the teaching of a normal paper'; so tutorial sessions can be used for trying out first drafts of parts of the thesis. However, you have to write the finished version on your own; make sure you allow plenty of

time – almost certainly more will be needed than you first anticipated. You must not exceed the limit of 15,000 words, excluding bibliography. That will probably, to your surprise, become a problem; but the exercise of pruning is a valuable one, encouraging clarity and precision which you should be aiming for in any case.

Supervised dissertations in Politics: If it is available in the appropriate year, one of your eight subjects may be a supervised dissertation in Politics, which is similar to a thesis except that there is a group of students, studying a common theme, all writing separate dissertations on it. The dissertation may not be combined with a thesis in any branch, or with fewer than three other politics subjects if you are a bipartite candidate. The regulations state that ‘with the approval of the Politics Subfaculty, members of staff willing to supervise a research topic shall through the Courses Manager of the Department of Politics and International Relations place on the noticeboard of the Department not later than Friday of Fourth Week of Hilary Term a short description of 14 an area of Politics (including International Relations and Sociology) in which they have a special interest, a list of possible dissertation topics lying within that area, an introductory reading list, and a time and place at which they will meet those interested in writing a dissertation under their supervision for assessment in the following year’s [Final] examination...’ This means Hilary Term of your penultimate year. So if the idea appeals to you, it is best discussed with your tutor no later than the beginning of that term; if your interest arises too late for the Hilary Term meetings, you will need your tutor’s advice about the practicalities too. You do not need to seek formal approval for a dissertation topic (unlike a thesis). The rules on length, format and submission, late submission, and change of title, are the same as for theses: see the Examination Regulations. The Department of Politics and International Relations issues advice on supervised dissertations, contained within the Notes of Guidance for theses, which can be found at

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/politics/students/undergraduate>

1.4 Research and thesis

The thesis offers you the opportunity to engage in primary research on a subject of your own devising, and to work out arguments which are entirely your own, not a synthesis of the conclusions of others. It enables you to work as a historical scholar in your own right and to taste the kind of academic work undertaken professionally by your tutors. For those who continue as graduate historians, the thesis will represent a first opportunity to test their abilities as creative and independent researchers, able to define and explore a historical problem on a large scale. For others a successfully accomplished thesis is a clear indication to employers and the outside world that they possess a capacity for organization, self-discipline and the ability to structure a substantial and complex piece of research on their own initiative. Some undergraduate theses are so good that they are ready to be published as they stand. But almost all theses give their authors considerable personal satisfaction, and will be looked back on with pride long after the authors have left Oxford and the study of History behind.

1.4.1 Timetable

Colleges vary in how early they encourage or require students to start thinking about a thesis-topic. But from the middle of Trinity Term of the second year the timetables converge, and the final Hilary Term is entirely devoted to the thesis for main-school History undergraduates. Joint-school students may need to follow a different timetable, for instance by dividing their research and writing between the final Michaelmas and Hilary Terms.

2nd year, Hilary Term: Attend Faculty Lecture, Framing an Undergraduate Thesis.

(Colleges may have started the process of framing a topic.)

Trinity Term:

- 1st week: Attend the Undergraduate Thesis Fair in Examination Schools.
- Early: by now College tutors will have asked you to identify the general field you want to research.
- Refine the topic and identify possible sources so as to be able to
- Meet a specialist supervisor.
- Identify historiography, both of the broad field and related to the specific issues you wish to research.
- Identify and sample sources to identify precisely the questions they can answer, leading to more precise identification of the body of source-material.
- Work out any training needs to enable you to conduct the research.
- Work out a timetable and plan for the rest of the process.

You should have a viable project by the beginning of the long vacation; this means one that you know will work in terms of finding sources accessible to you which will answer the questions you put to them. Although the questions may evolve somewhat in the course of detailed research, you need to know that the sources will produce enough material for you to build arguments on.

Long Vacation: you may need to conduct some or even all of the primary research, if your sources are abroad or otherwise far away; or you may wish to make progress either with the primary evidence, and/or with secondary reading. Perhaps sketch out an initial structure for the thesis in the light of these.

3rd year, Michaelmas Term: apart from the two moments below, *you should not assume that you will be able to make any progress with your thesis between early October and mid-January, if you are taking a History Special Subject, which must be studied in Michaelmas Term of year 3 and counts for two out of seven of your Finals marks.*

- Start: Meeting with supervisor to report progress.

- Friday of 6th week: Submit proposed title and brief synopsis (not more than 250 words) for the approval of the Chair of the FHS Board of Examiners by Friday of week 6, using the thesis title submission form from WebLearn here: <https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:fhs-yrs-2-3:thesis/>. See the guidelines for writing this synopsis below, [Appendix 4](#).

Hilary Term: Note that some supervisors may ask for chapters to be rewritten and submitted successively through the term rather than all in one towards the end. This will partly depend on the nature of your sources, since in some cases you will not be able to start writing the main chapters until all the research is complete. What follows is a common but not universal pattern.

- 1st-4th weeks: complete research and secondary reading.
- Consultation meetings with supervisor as appropriate.
- Friday 4th week: deadline for changes to the original title to be submitted for the approval of the Chair of the FHS Board of Examiners.
- Mid-term: refine and finalise plan, with supervisor's advice.
- 5th & 6th weeks: write a draft (or redraft previous drafts if you have done some).
- c.7th week: final meeting with supervisor to receive feedback on draft.
- 7th-8th weeks: final draft taking account of feedback; finalise footnotes and bibliography, leading to hand-in.

The thesis requires commitment, and a very high level of personal motivation and organization. The burden of time-management and effective working falls on you. The eight weeks of Hilary Term are not a long time for this exercise, which is why it is essential to have identified a viable topic and sources in the second year and to make a plan for the remaining time then. Moreover, in that final term you need to use your time very efficiently. The student who has not thought through the initial practicalities of the thesis subject before the beginning of term, or who spends four weeks pursuing unrealistic research goals, or above all the students who fritters away half or more of the term not getting down to serious work, will have insurmountable problems in pulling together an adequate thesis. It is important to be aware that the Examiners will judge a thesis against the amount of work that a diligent undergraduate could be expected to have done over a full academic term. An intellectually vacuous submission, based on obviously limited reading and amounting to little more than a longer version of a tutorial essay, will be heavily penalized. It is possible to gain exceptionally high marks for a thesis, and some students who do not excel in closed examination papers demonstrate spectacular prowess in such work submitted in their own time. But it is also possible to gain far worse marks for a bad thesis than for a moderately poor performance in a three-hour paper.

The exercise is challenging, and intentionally so. The final advice must therefore be: start thinking about your thesis early; make good use of the summer vacation; and leave plenty of time for editing once you have completed the first draft.

1.4.2: Supervision

Initially your college tutors will help you to move from the field you want to investigate and probably rather broad questions to a viable research-project based on an identified set of sources. At a suitable juncture in this process they will arrange a meeting – probably around the middle of Trinity Term – with a specialist. Your supervisor will help you to identify the relevant historiography, to refine your research questions, and to identify sources which will be accessible to you. They will also help with training, practicalities, and making a plan of campaign. Thereafter they will be available for consultation – including by email – as you conduct your secondary reading and research, and may require you to report in occasionally. They may, however, not be able to respond quickly during the long vacation.

During Hilary Term they will advise on research, help refine your detailed plan, and comment on one draft of the thesis (although they are obliged not to correct it in detailed matters of presentation). They may wish to do this for separate chapters through the term, or in a single read-through in sixth or seventh week. Note that tutors who have a heavy load of supervisees will need to establish a firm timetable: if you miss their deadlines, you may miss the chance to receive sufficient feedback, or may not have enough time to incorporate it into a revised final version.

The total time spent in all meetings with your college history tutors and specialized supervisor **must not exceed five hours**. *This covers all forms of advisory communication, including email exchanges.*

See [Appendix 2](#) for a list of all History tutors and their fields of interest. Discuss in the first instance with your college tutor.

1.4.3 Framing a Topic

The choice of subject requires careful thought. Refining a topic from broad issues down to a viable project involves an equation between the questions and the sources. You may have a clear idea about what you want to find out, perhaps generated by the historiography, and then need to find sources which will answer those questions. Or you may start from a body of sources and, in the process of probing them, work out what they will enable you to say in the light of the historiographical context – or possibly in the absence of any relevant historical writing on them. And in the former case you may discover that your proposed sources won't answer your initial questions but (if you don't then choose to try to find other ones which will) will shed light on other equally interesting issues. Whichever way, you need to allow the questions and the sources to conduct a dialogue from which a clear topic and a practical plan of research will emerge.

The topic will almost certainly end up being much narrower than you originally envisage. Many students begin by proposing what is in effect a tutorial essay: but this is much too large to provide a viable research-project. You are not going to establish the causes of the

Reformation in 12,000 words, and may end up just writing an essay with some primary-source illustration (which will max out at a 2.2). This is not the same as a research thesis in which the conclusions arise from an analysis of the sources. You therefore have to find a way of potentially shedding light on large problems through smaller and more precisely defined sub-questions. And your sources must be manageable in terms of the amount of time it will take to read them. On the other hand, just identifying some sources and hoping that they will enable you to say something is equally inadequate: your initial testing needs to establish that the evidence will speak to some agenda – in the historiography or possibly of your own – which will enable you to construct a meaningful historical argument. You therefore have to be both ambitious and realistic about what can be achieved in the available time and word-length. In the best theses the process of limited research into precisely defined questions will shed light on larger issues of historical discussion.

Your thesis will almost certainly be new, which will make it ‘original’. Originality in historical writing is not a matter of coming up with a great theory which will change the world (even undergraduate philosophers will not do that), but simply making progress on a historical question or possibly in finding new material. You may start with a well-worn question which can be reassessed, perhaps by looking at new sources, or by looking at sources already deployed in new ways: new theoretical approaches may come into play here to help you reconceptualize the issues. Or you may think that historians have not asked a particular question in a particular field: perhaps comparison with other historiographies or theories will have alerted you to the possibility of probing this issue. You may then examine well-thumbed sources to examine these new questions. So not everything about your research needs to be new: but the combination of your questions and the sources you use will generate a new piece of work which can be said to be original.

It can be impressive to investigate unpublished sources, especially if they are in difficult languages and inaccessible forms such as virtually illegible handwriting. It is not necessary, however, to use unpublished material. Not only are examiners aware that not all students will be able to travel to far-off archives or read non-English sources, but, more importantly, it is primarily the use that is made of evidence in the light of the questions asked of it that will determine the quality of the thesis. There are many kinds of published materials available, including non-verbal sources, and increasingly so with digitization; and translations of sources also help to open up access to cultures which might otherwise be inaccessible.

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

Grants to support travel for the purposes of research

If your research requires you to travel to visit libraries and archives, you may apply to the **Colin Matthew Fund**, established for the promotion and encouragement of historical study

or research within the University. It currently offers grants to support travel for the purposes of research, application for which may be made by undergraduates as well as graduates. Undergraduates who need to travel to undertake research for their thesis are particularly encouraged to apply. Grants may be awarded up to the value of £500.

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

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

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

Candidates should apply in writing to: The Secretary to the Inter-faculty Committee for the History of Art, History Faculty, Old Boys' High School, George Street, Oxford OX1 2RL no later than **Thursday 15 March 2018**.

1.4.4 Research and Planning

Once you have framed a viable research-project, you may be able to sketch out how it might look as a structured thesis. The structure might be determined by a succession of questions you wish to ask, or by the examination of a succession of different sources. Your initial plan, however, is almost certain to change in the course of your detailed research. Even so, it is good to start with a hypothetical plan which can then evolve in the light of experience.

This is partly to ensure that your research does not constitute the mere collecting of information. Immersion in sources can be fascinating, and there is a temptation to carry on doing it for its own sake. But as you accumulate material, you should think about its significance and the arguments it may be suggesting. You may have started with a clear hypothesis which you will need to keep testing and refining – or possibly rejecting – as you go along. Or your questions may acquire more definition in the light of the specific evidence. Don't leave it until you have finished your primary research to start thinking about what it all might mean. If you keep thinking all the way through, you will arrive at the end with a clearer sense of an argument already taking shape. Indeed you may be able, in a limited way, to take your later research in unanticipated directions: you may need to ask new questions of your original sources, or your revised hypotheses may point you to sources you hadn't originally planned to consult. In this way your analysis will go further than it would if you turned off your thinking during research.

Your plan will therefore evolve with your argument. Undergraduate theses often have three substantive chapters, but both two and four are common. As with a tutorial essay, the structure must be dictated above all by the argument you wish to make.

1.4.5 Writing

In addition to your substantive chapters, you will need to spend time on framing your introduction. It should be clear by now that how you set up your topic is integral to its success, and this is as true of the introduction as it is of the framing process itself. You will need to make clear what questions you are asking, and how these relate to the current and past historical literature on the topic (or perhaps why there is none); and there may be theoretical background to your agenda which you need to adduce. Then you need to explain why you have chosen your specific sources, any particular features and problems with them, and what you hope to derive from them. It is essential that the reader can understand how you have conducted your research. As with tutorial essays, you may wish to state your argument at the beginning, but it is not necessary to do so: if you have set up the topic in an intriguing fashion the reader will want to read on to find out the answer later.

The hallmark of a good thesis is precisely that it should contain a *thesis*, a consecutive argument or set of arguments in response to its questions. Historical evidence will not speak for itself and an argument will not emerge through the simple piling up of research material. Just as you should not turn off your brain during research, so you should not devote whole sections to the exposition of information without explaining its significance as you go along. Thus the substance of the discussion always encompasses both argument and the detailed evidence which drives it, set alongside each other. In this way the argument will constantly move forward, through a succession of hypotheses and arguments, always underpinned by the primary research which suggests the questions and, ideally, provides the answers.

A rousing conclusion is always a satisfying way to finish a sustained piece of writing. But you do not have words to waste on replicating your argument in detail; it should anyway have emerged clearly in your substantive chapters. If so, you will be able to use a brief conclusion to suggest ambiguities or twists, or to point forward towards the further research which this limited exercise has suggested. A good thesis will always lead onto further questions to be asked and hypotheses to be tested. Indeed, you may want to do this yourself in master's or even doctoral research.

12,000 words will seem a daunting length at the outset: but most students ultimately find that they have written too much and need to make cuts in the later stages. Don't, therefore, start off by over-writing in order to fill your wordage: try to be clear and concise from the start. It goes without saying that clarity is highly prized in historical writing, possibly even above elegance and verbal sophistication. The latter are certainly desirable qualities, but not at the expense of a clear and comprehensible argument.

Alongside clarity of exposition academics prize accurate and consistent technical presentation. Learning how to write footnotes and bibliographies correctly is part of the exercise of presenting a research thesis. Indeed, a high quality of analysis and argument is often matched by good presentation, and conversely, careless spelling, inconsistent punctuation and capitalization, inaccurate quotation of sources and inadequate referencing often combine with loose and directionless argumentation. There are also mark-penalties for failures in presentation and footnoting: see The Tariff of Penalties in Appendix 3 below and on this page of WebLearn:

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

(Scroll down the page to find the document under the section 'Thesis Submission')

While, therefore, your timetable is tight and you cannot afford to finish research and to start writing too early, you must also ensure that you leave enough time for the final stages of revising your argument, clarifying your prose, and getting the technicalities right – not to mention mundane matters such as printing and binding. The submission-deadline is not flexible, and hasty final production can detract from a strong and interesting thesis.

1.4.6: Presentation and Referencing

Your thesis must be fully and accurately footnoted, and contain a bibliography of all the material used in its preparation. The Faculty's guidelines on presentation and referencing can be found in two documents on the FHS Thesis section of Weblearn:

Guidance on Presentation and Format:

<https://weblearn.ox.ac.uk/access/lessonbuilder/item/34913/group/99929e48-5e46-44d2-b77b-b9efa999adbe/lessons/Thesis/Thesis%20Presentation%20and%20format.pdf-1>

Guidance on Referencing and Citations:

<https://weblearn.ox.ac.uk/access/lessonbuilder/item/156046/group/99929e48-5e46-44d2-b77b-b9efa999adbe/lessons/Thesis/Guide+to+Referencing+and+Citations.pdf>

1.4.7 Formalities

Avoidance of plagiarism: See [section 2.2.1](#) below. Make sure you read and understand the rules of plagiarism as they are taken extremely seriously by the examiners and the Proctors.

Overlap: 1. Your thesis must not be substantially based on the same sources as are set for your Further or Special Subject. 2. In answering questions on other papers in Finals you should not make substantial use of the material submitted in your thesis, with the exception of Disciplines of History.

Length: The thesis must not be longer than 12,000 words, *including* footnotes, but excluding bibliography. There are three exceptions to this limit.

- Translations: when passages are quoted in a language other than English and an English translation provided, only the original quotation and not the translation should be counted towards the word limit.
- Appendices: where you want to include some of your research material (e.g. tables, or short texts that are fundamental to the argument) without it counting towards the word-limit, you need specific permission from the Chair of Examiners. Requests should be made in good time, addressed to the Chair of Examiners via the History Undergraduate Office (undergraduate.office@history.ox.ac.uk). Please include a brief description of the content of the proposed appendix together with rationale for its inclusion, and some indication of size in word length.

- Editions: a thesis may take the form of a critical edition of a text, in which case the regulations on word length in the Regulations VI 10, sections iii and x, apply (see Appendix 1 below).

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

Deadline: All candidates must submit two copies of their thesis, addressed to the Chair of Examiners, Honour School of History, Examination Schools, Oxford, not later than noon on Friday of Eighth Week of the Hilary Term of their final year. If you have reason for breaching this deadline you should apply through your college Senior Tutor to the Proctors; they will decide on the length of any extension in consultation with the Chair of the Examiners.

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

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

2 Teaching and Learning

2.1 Teaching Formats

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

2.1.1 Tutorials

Tutorials remain the principal form of teaching within the History Faculty and the Department of Politics and International Relations. **British** and **General History** papers are taught on the basis of **seven** tutorials, while **Further** and **Special Subjects** are taught through **six** tutorials (in addition to any university classes associated with each Subject). Two of the six tutorials on the Special Subject should be devoted to the Extended Essay, unless the Essays are dealt with in the classes; these tutorials may be divided into half-tutorials for individual students. **Five** substantive advising hours are available for the **Compulsory Thesis** (see above, 1.3.3: Further Subject

Further Subjects to be taught in Hilary Term 2018 (unless listed as suspended) are:

1. Anglo-Saxon Archaeology c.600-750: Society and Economy in the Early Christian period
2. The Near East in the Age of Justinian and Muhammad, 527-c.700
3. The Carolingian Renaissance
5. The Crusades
6. Culture and Society in Early Renaissance Italy, 1290-1348
7. Flanders and Italy in the Quattrocento, 1420-80
8. The Wars of the Roses, 1450-1500
9. Women, Gender and Print Culture in Reformation England, c.1530-1640
10. Literature and Politics in Early Modern England
11. Writing in the Early Modern Period, 1550-1750* (*suspended for 2017-18*)
12. Court Culture and Art in Early Modern England 1580-1700
13. War and Society in Britain and Europe, c.1650-1815 (**new subject**)
14. The Metropolitan Crucible, London 1685-1815
15. The First Industrial Revolution, 1700-1870 (*suspended for 2017-18*)
16. Medicine, Empire, and Improvement, 1720-1820
17. The Age of Jefferson, 1774-1826
18. Culture and Society in France from Voltaire to Balzac (*suspended for 2017-18*)
19. Nationalism in Western Europe, 1799-1890
20. Intellect and Culture in Victorian Britain
21. The Authority of Nature: Race, Heredity and Crime, 1800-1940
22. The Middle East in the Age of Empire, 1830-1971
23. Imperialism and Nationalism, 1830-1980
 - (a) Sub-Saharan Africa;
 - (b) Maritime South-East Asia;
24. Modern Japan, 1868-1972
25. Development of the World Economy since 1800 (as prescribed for the Honour School of Philosophy, Politics and Economics)
26. Nationalism, Politics and Culture in Ireland, c.1870-1921
27. A Comparative History of the First World War, 1914-20
28. China since 1900

29. The Soviet Union, 1924-41
30. Culture, Politics and Identity in Cold War Europe, 1945-68
31. Britain at the Movies: Film and National Identity since 1914*
32. Scholastic and Humanist Political Thought
33. The Science of Society, 1650-1800
34. Political Theory and Social Science c.1780-1920
35. Post-Colonial Historiography: Writing the Indian Nation* (*suspended for 2017-18*)
36. Modern Mexico, 1876–1994.

*See under section 3: Assessment for the examination of these subjects.

Further Subjects continue the approach of the Optional Subjects in Prelims in being more defined subjects than outline papers. You may wish to take a subject 'further' to a period you have covered, so that you start from a basis of knowledge; but you do not have to do so. Looking forward, you may want to choose a subject near the field in which you wish to take your thesis (although the latter cannot be largely based on the same sources).

Further Subjects are focused around prescribed sources, on which (in most cases) the structure of the exam requires you to answer directly. You will need to analyse the texts and other kinds of source (such as images, archaeology, film and music) using the standard range of questions historians ask of their primary material – who? when? where? and above all for what purpose? And you will need to relate them to the scholarly literature and to understand their role in constructing historians' current understanding of the subject.

There are over thirty Further Subjects to choose from, ranging geographically across the globe, and conceptually from archaeology to political and social thought. They enable you to study subjects in which members of the Faculty are themselves actively engaged in research, and your choice may well arouse interests which you yourself wish to pursue subsequently.

The teaching of Further Subjects is partly based on the usual essay-plus-tutorial format, but this is balanced by Faculty classes for eight-to-twelve students, in which you will develop your ability to work effectively in a group. All students will be encouraged to participate in the discussion which constitutes the main form of teaching in these classes, and students are also asked to set the agenda for the classes or to give presentations on the material. Most Further Subjects focus the classes around the set texts – section A of the exam paper – and use the tutorials for study of the substantive topics in section B; but patterns of teaching vary from subject to subject.

Further Subjects are examined in a single paper in the Final Honour School. You are required to answer **three** questions, including at least one from each of Section A (usually focused on the prescribed sources) and Section B, and to illustrate your answers as appropriate by reference to the prescribed texts.

Capping: The number of students who can take each paper is determined by the teaching resources available to each subject. Some are therefore 'capped', and where demand for

these exceeds the number of places, students are allocated by a random ballot. Students choosing such subjects therefore need to have backup choices, at least one of which must be a subject which is unlikely to fill its quota: such subjects are flagged on the ballot-form. This process takes place in the course of Michaelmas Term of the second year.

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

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

Teaching: Twelve contact sessions, usually 6 tutorials and 6 classes, held over Hilary Term of year 2. Note that finalists may not attend Further Subject classes again in their final year.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term of year 3, except for Britain at the Movies: Film and National Identity since 1914 (and two other subjects suspended this year), which are examined by means of an extended essay submitted in year 2.

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

1.3.4: Special Subject

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

1. St Augustine and the Last Days of Rome, 370-430
2. Francia in the Age of Clovis and Gregory of Tours
3. Byzantium in the Age of Constantine Porphyrogenitus, 913-959
4. The Norman Conquest of England
5. The Peasants' Revolt of 1381
6. Joan of Arc and her Age, 1419-35
7. Painting and Culture in Ming China
8. Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c. 1475-1525
9. Luther and the German Reformation
10. The Trial of the Tudor State: politics, religion and society, 1540-1560 (**new subject**)
11. The Crisis of the Reformation: Britain, France and the Netherlands 1560-1610
(*suspended for 2017-18*)
12. The Thirty Years' War
13. The Scientific Movement in the Seventeenth Century
14. Revolution and Republic, 1647-58
15. English Architecture, 1660-1720
16. Imperial Crisis and Reform, 1774-84 (**new subject**)
17. Becoming a Citizen, c.1860-1902
18. Slavery and the Crisis of the Union, 1854-65
19. Art and its Public in France, 1815-67
20. Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights
21. Terror and Forced Labour in Stalin's Russia
22. From Gandhi to the Green Revolution: India, Independence and Modernity 1947-73
23. Nazi Germany, a racial order, 1933-45
24. France from the Popular Front to the Liberation, 1936-44

25. War and Reconstruction: ideas, politics and social change, 1939-45
26. Britain from the Bomb to the Beatles: gender, class, and social change, 1945-1967
27. The Northern Ireland Troubles, 1965-85
28. Britain in the Seventies
29. Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000
30. Revolutions of 1989

Special Subjects get you the closest to the scholarly study of a subject of all the prescribed papers in the History School. This depth is signalled by the fact that the paper is examined in two ways, and counts for two-sevenths of your Final mark. Your comprehension of how historians use sources is extended beyond that required in the Further Subject, and your knowledge of them will be tested in the most rigorous ways possible. The exam paper requires you to write short commentaries or 'gobbets' on brief unseen excerpts from the set sources, in order to decode the full meaning of the passage, its context both textual (or material) and factual, and its place in the scholarship. But you also have the opportunity to arrive at your own conclusions about the subject through your Extended Essay based on the sources. Some subjects constitute their teacher's current research project, and in discussion and through your writing you may be able to contribute to their work.

In these subjects the balance between (college) tutorials and (Faculty) classes tips further towards the latter, of which there are eight, weekly through the final Michaelmas Term. There are up to six tutorials, of which four are commonly used for the writing of essays or 'gobbets', and one or two for individual advice on your Extended Essay. On the basis of even more detailed and intensive study of the material you will be able to deploy your skills in discussion and presentation from the Further Subject, and thus take more control of class- and tutorial-discussion; indeed it is to be hoped that students will learn more from each other than their teachers. (Note that subjects vary in whether they require the writing of essays for tutorials or the giving of presentations in classes, and whether they focus preparation for gobbet-writing on tutorials or classes.)

The Extended Essay provides you with the opportunity not only to demonstrate your knowledge of an aspect of the subject in very great depth, encompassing both the relevant sources and historiography, but also to come to your own conclusions on the basis of close study of these. As a short scholarly piece of work it also acts as a warm-up to the thesis you will write in the following term, not least in that it requires proper academic presentation and referencing. The guidelines for these are the same as those for the thesis (see section 1.4 below); the lecture on thesis-preparation offered to second years is also relevant to this essay. The eight-question paper is published half-way through term, and you then receive individual tutorial advice to help choose a question and refine your approach to it, and to discuss a plan. **The tutor or class teacher is permitted to read and comment on a plan, but not a draft, of the essay.** The essay must be handed into the Examination Schools by 12 noon on Friday of week 0 of the following Hilary term.

The three-hour exam paper taken at the end of the course requires you to write commentaries on twelve out of twenty-four short passages or images from the prescribed

sources. There are guidelines on the writing of gobbets below (Appendix 5). The key aim is to elucidate the passage in a number of different but connected ways: the essential meaning of the passage (including any technical terminology), its place within its text or location or the oeuvre of its author, how it relates to other evidence, and how it has been used and understood in the scholarship. You only have fifteen minutes to write each gobbet, and the structure of the paper requires you to answer across the whole range of the set sources. This therefore requires a very thorough knowledge of the texts, and is one reason why reading them all in the long vacation before the Michaelmas Term is important.

Capping: As with Further Subjects, the number of students who can take each paper is determined by the teaching resources available to each subject. Some are therefore 'capped', and where demand for these exceeds the number of places, students are allocated by a random ballot. Students choosing such subjects therefore need to have backup choices, at least one of which must be a subject which is unlikely to fill its quota: such subjects are flagged on the ballot-form. This process takes place in the course of Trinity Term of the second year.

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

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

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

For further information about individual papers go to:

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/special>
1.3.6: Compulsory Thesis).

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

concrete instances. A key aim is to develop flexibility and argumentative subtlety in the student by challenging initial ideas and approaches, pushing for responses to criticisms and alternative approaches, and encouraging depth and coherence in defending or expanding interpretations.

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

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

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

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

| | |
|-----------------------------------|--------------------------------------|
| Politics Core and Optional papers | 7 tutorials |
| British or General History | 8 tutorials |
| Thesis | 5 hours |
| Further Subject | 6 university classes and 6 tutorials |
| Special Subject | 8 university classes and 6 tutorials |

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

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

2.1.2 Lectures

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

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

The Politics lecture list is here:

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/politics/students/undergraduat>

You should remember that there is a risk - unavoidable in a diverse joint school such as History and Politics - that lectures in one of your History papers may clash with those in one of your Politics papers. You should be aware of this risk from the start of your second year, but you can be reasonably confident that courses for most papers will be run every year, and that where there is a clash, it will be possible to attend one course in your second year and the other in your third year. Look for possible clashes with papers that you will be studying in the future, and plan your lecture attendance strategically across the second and third years.

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

consequence it should not be assumed that lectures intended for the Final Honour School will serve up a subject on a plate, ready for straightforward regurgitation to examiners.

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

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

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

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

2.1.3 Classes

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

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

Many classes will involve some kind of presentation, and it is important to appreciate the ways in which a successful presentation differs from a tutorial essay. The purpose of a presentation will vary from class to class, and typically tutors will brief students about how the presentation will contribute

to the class as a whole. For example in a presentation that is intended to stimulate debate among students already familiar with the material the student should not merely convey standard factual information; rather s/he should identify issues for discussion by the group. They can be much more open-ended than a tutorial essay.

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

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

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

2.1.4: Bibliographies

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

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

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

2.1.5: Administration

The Faculty of History and the Department of Politics and International Relations, in conjunction with the University, are committed to adopting primarily electronic means of communicating important information to their undergraduate members. While the environmental and financial advantages of this policy will be readily apparent, students, particularly perhaps those living out, will need to give thought to the practical implications of this shift. To an even greater extent than Prelims, the Final Honours School demands that students, guided by their college tutors, attend to the administrative

organization of their studies. At present the following categories of information exchange are handled through the Undergraduate Office by electronic means:

The course handbooks

Bibliographies

Further and Special Subject ballots

Submission deadlines

Submission certificates for extended essays and theses

Lecture and class questionnaires

Amendments to the Lecture List

Examiners' reports and past exam papers

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

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

2.2 Skills and Development

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

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

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website

<http://www.ox.ac.uk/students/academic/guidance/skills>

2.2.1 Plagiarism and Good Academic Practice

Definition

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished

material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The most common form of plagiarism is the use of a passage copied unchanged and unacknowledged from another author; but you will be guilty of plagiarism too if you disguise your borrowing in the form of a close paraphrase, or if you present the ideas or arguments of others without due acknowledgement. Plagiarism also includes the citation without proper referencing from secondary sources of primary materials that you have not consulted yourself. Collusion, in which you collaborate with one or more other people in the composition of an essay or thesis which is then presented as the work of only one of those authors, also constitutes plagiarism.

Explanation

Plagiarism is a serious offence. It is dishonest in that the plagiarist is claiming credit for work and writing that s/he has not done. It deprives the author of the plagiarized passage of credit for the work that s/he has done. If undetected in essays and theses submitted for assessment, it devalues the achievement of honest students who have done the work themselves but get the same marks as the student who has cheated. And when deployed in tutorial essays the plagiarist is failing to develop the independence of mind that is required of a historian, and indeed of anyone with an Oxford degree.

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

Guidance

Everything you write at Oxford – tutorial essays, extended essays, theses – will inevitably involve the use and discussion of material written by others. If material written by others is duly acknowledged and referenced in your work, no offence will have been committed. It is not necessary to provide a full reference for every fact or idea that you mention in your work: some things – such as the date of the Battle of Hastings, for example – can be said to be common knowledge. Moreover, many tutors do not require tutorial essays to be footnoted, since they can be understood as an exercise in arguing a case using other people's information and ideas (as well as your own ideas), rather than an exercise in academic research. Many other tutors, however, do require footnoting of essays, and some will start to impose this in the second year.

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

Secondly, in work where you are required to provide footnotes, you must reference all the information which is not common knowledge and all ideas and arguments which are not specifically your own. The key maxim is that the reader must be able to see and to track down where you saw the information or argument. You will deploy information taken from secondary material commonly

in tutorial essays, often in your extended essay, and to some extent in your thesis, for context. You should try to reference where it came from as closely as possible. Arguments may not always be footnotable to specific pages, but you should not footnote too loosely, for instance citing a whole book without specific pages as the location for an argument.

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

Note-Taking

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

Whatever you read, record accurately its title, its nature (article, essay in a book, book, primary source), the author or editor, and place and date of publication. For unpublished primary material, you will also need the form of reference used by the library or archive where it is held, such as a shelf mark, the date and writer/recipient (for letters). Material derived from electronic media should also be carefully sourced: keep a note of the URL for anything obtained from the internet, for example, and the date you accessed it.

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

Record closely the page-numbers from which you are taking your notes (or folios in the case of manuscripts). Make sure that you distinguish clearly between passages you record verbatim – which you might use as quotations – and your own summaries or paraphrases of the content; try to put the latter as much in your own words as possible. If you find in a secondary source a quotation from a primary source which you may want to use later, make sure you record also all the detail necessary to enable you to cite it properly in your own work, as indicated above.

There is more information about plagiarism on the University website:

www.ox.ac.uk/students/academic/guidance/skills/plagiarism . 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.

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

For instructions on forms of referencing, see

<https://weblearn.ox.ac.uk/access/lessonbuilder/item/156046/group/99929e48-5e46-44d2-b77b-b9efa999adbe/lessons/Thesis/Guide+to+Referencing+and+Citations.pdf>

Penalties

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

The Proctors on Plagiarism:

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

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

[\(www.ox.ac.uk/students/academic/goodpractice/\)](http://www.ox.ac.uk/students/academic/goodpractice/).

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

9.6 Conduct in Examinations

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

1. These regulations are made by the Proctors in the exercise of their powers under section 22 of Statute IX and are designated by Council as disciplinary regulations under section 2 (2) (b) of Statute XI.
2. In these regulations: (1) 'examination' includes where the context so permits the submission and assessment of a thesis, dissertation, essay, Transfer of Status materials, Confirmation of Status materials, or other coursework which is not undertaken in formal examination conditions but is a requirement for, counts towards or constitutes the work for a degree or other academic award; and (2) 'examination room' means any room designated by the Academic Registrar and Secretary of Faculties (now the Deputy Registrar) or his or her deputy or approved by the Proctors as a place for one or more candidates to take an examination.
3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.
4. No candidate shall present for an examination as his or her own work any part or the substance of any part of another person's work.
5. In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person's work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.
6. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the Examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by a candidate is citable, he or she shall reference it clearly.

2.2.2 *Languages for Historians*

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

In the Third Year several Special Subjects are based on texts and documents in one or more foreign languages and can only be taken by students with an adequate reading knowledge of the language(s) in question. A number of Further Subjects also require knowledge of languages, though the extent of that requirement varies with the particular courses. See the course descriptions of particular Special and Further Subjects on WebLearn:

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

<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/special> Without foreign languages, therefore, a student's choice of subjects in the Final History School will be restricted.

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

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

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

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

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

2.3 Feedback

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

2.3.1 Essays

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

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

2.3.2 Tutorials and Classes

Feedback on essays may come in tutorial discussion, and inevitably so if a student gives a presentation. Some tutors focus tutorials round one or more essays or presentations, and make a

point of offering explicit feedback at a particular moment; but their feedback may be more implicit in the way they respond to and comment on what you have written or presented. Even if a tutorial addresses issues which did not appear in your essay, this in itself may be a comment on what you need to cover to do justice to a topic. Furthermore, the tutor's response to your comments in tutorial discussion constitute a form of feedback on your thinking and ideas.

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

2.3.3 Termly Reports

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

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

2.3.4 Practice Exams: 'Collections'

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

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

3 Assessment: The Final Honour School

3.1 General

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

Each paper is weighted equally in the overall assessment.

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

3.2 Examination Conventions

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

| | |
|--|--|
| Engagement: | |
| <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 | |
| Argument: | |
| <ul style="list-style-type: none"> • coherence, control, and independence of argument • conceptual and analytical precision • flexibility: discussion of a variety of views | |
| Evidence: | |
| <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 | |
| Organization & Presentation | |
| <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 | 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 |
|---------------|---------------|---|

| | | |
|---|---------------|--|
| Prelim: Distinction | | 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. |

There are special criteria for the Thesis and Extended Essay, for Disciplines of History, and for Special Subject gobbets papers in History; and for the Optional and Special Subject papers in Politics. For the History papers, please refer to the Examining Conventions for the History main school, and for the Politics papers, please refer to the Examining Conventions for PPE.

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

| | |
|--------------------------------------|---|
| First: | Average mark of 68.5 or greater. At least two marks of 70 or above. No mark below 50. |
| Alternative route to a First: | At least 50% of the papers must have a mark of 70 or above. The average mark must be 67.5 or greater. No mark below 50. |
| Upper Second: | Average mark of 59 or greater. At least two marks of 60 or above. No mark below 40. |
| Lower Second: | Average mark of 49.5 or greater. At least two marks of 50 or above. No mark below 30. |
| Third: | Average mark of 40 or greater. Not more than one mark below 30. |
| Pass: | Average mark of 30 or greater. Not more than two marks below 30. |

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

Overlap

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

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

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

The Examination Regulations (VI, 9) decree:

- i. **Candidates may not answer in any other paper questions that fall very largely within the scope of their thesis.**
- ii. **Candidates should not choose a thesis that substantially reworks material studied in the Further or Special Subjects, and should demonstrate familiarity with and use of substantially different and additional primary sources.**

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

3.3 Practicalities

Exam entry: You enter yourself for your FHS papers online, via Student Self Service. In the first half of Michaelmas Term of year 3 you will receive an email invitation to login in order to complete your examination entry by 17:00 on Friday 20 October 2018 (Friday of week 2 of Michaelmas Term). If you are taking any papers that are examined in year 2, you must make your exam entries by Friday 26 January 2018. 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: Final exams will be held in weeks 5 and 6 of Trinity Term, 22 May to 2 June 2017. The detailed timetable will be issued by week 1 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/2015-16/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 10 July 2017 (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

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

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

Prizes awarded for work submitted in the Final Honour Schools:

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

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

The Gladstone Memorial Essay Prize: for a thesis on some subject connected with recent British History, Political Science, or Economics, or with some problem of British policy – domestic, imperial, or foreign – in relation to finance or other matters, submitted for the Honour Schools of History, History and Economics, History and Politics, or Philosophy, Politics and Economics. The prize is traditionally linked with Gladstone and Gladstonian Studies. Value: £500.

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

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

| | | |
|--------------------------------|------|---|
| Gibbs Prize for a Joint School | £450 | Highest average mark in history papers out of joint schools |
|--------------------------------|------|---|

| | | |
|------------------|------|--|
| Proxime accessit | £300 | Next highest average mark in joint schools |
|------------------|------|--|

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

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

The Kirk-Greene Prize in Modern African History: for the best performance in the area of Modern African History in the Honour School of History and the associated Joint Schools. Value: £150.

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

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

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

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

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

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

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

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

The Curzon Memorial Prize: for an essay on some aspect of Indian life or history. Value: about £700. Maximum length: 12,500 words. Awarded every three years. Next award 2020.

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

Nominated by the FHS History Board of Examiners.

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

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

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

Essays, which must be typewritten and which must not exceed 15,000 words in length (including footnotes, appendices, and bibliographies), should be sent under sealed cover to the Secretary, Board of the Faculty of History, Old Boys' High School, George Street, Oxford, OX1 2RL, not later than end of February 2018. The author shall conceal his/her name and distinguish his/her composition by what

motto s/he pleases, sending at the same time his/her name sealed under another cover with the motto inscribed on it. Candidates are required to certify, when submitting their essays, that they have not already been submitted in whole or in partial fulfillment of the requirements for a degree of any other university.

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

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

Cecil Roth Memorial Prize for Italian Studies: A prize will be awarded, if there is a candidate of sufficient merit, in Trinity Term 2018 for an essay on an approved subject within the field of Italian art, history, or literature of the period from the end of the Roman Empire in the west until the end of the eighteenth century; it is recommended that the length of essay should not exceed 10,000 words. The value of the prize is £50. Applicants must be members of the University reading for a Final Honour School who, on 31st March, will not have exceeded four years from the date of their matriculation.

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

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

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

Grants to support travel for the purposes of research.

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

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

Completed forms must be submitted by Friday of fourth week of Trinity Term. Applicants are asked to ensure that their tutor or supervisor writes a letter in support of their application by the same date.

Applications and letters of support should be addressed to the Bursar's Secretary, St Hugh's College, Oxford OX2 6LE.

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

Candidates should apply in writing to: The Secretary to the Inter-faculty Committee for the History of Art, History Faculty, Old Boys' High School, George Street, Oxford OX1 2RL no later than **Thursday 15 March 2018**.

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

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

4 Student Representation and Feedback

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

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

4.1 Feedback and Evaluation

4.1.1 Faculty Feedback: Lecture Questionnaires

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

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

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

tutors and to the Faculty. As first-year students you are likely to benefit while still at Oxford from any improvements in Faculty lecturing provision.

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

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

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

The forms are used by lecturers, course-convenors and the Faculty in a number of ways. Convenors communicate comments to individual lecturers, and use them to inform their planning of 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 History 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 History and Politics 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 History JCC is there to help with any problems with the History and Politics 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.

The Politics UJCC comprises the Director of Undergraduate Studies, the Undergraduate Studies Coordinator or Courses Manager, and an undergraduate representative from each college. It meets once a term at 1pm on Monday of 3rd Week in Michaelmas Term, Hilary Term and Trinity Terms. The undergraduates must be reading for a degree in PPE or HP.

4.2.3 Faculty Committees

There are student representatives on the following Faculty committees:

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

4.2.4 The Humanities Division

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

4.2.5 Library Committees

Library Committees (CoLP) The Committee on Library Provision in Social Sciences may include student representatives from the relevant UJCCs. The Committee meets once a term.

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.

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.

Useful contacts for the Faculty's officers for Disability and Harassment.

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

5.3.2 Administrative Support

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

For further details, see below 6.1 Useful Faculty Contacts

5.3.3 Academic Support

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

The History Faculty's Undergraduate Office administers the Final Honour School course, and will be the source of many emails to you. For further details, see below 6.1 Useful Faculty Contacts

5.4 Complaints and Appeals

5.4.1 Overview

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

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

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

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

5.4.2 Complaints

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

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration

of complaints and appeals are described on the Proctors' webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

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

5.4.3 Academic Appeals

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

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

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

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

Please remember in connection with all the academic appeals that:

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

5.5 Guidelines for Students with Disabilities

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

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

Group, chaired by the Vice-Chair of the Faculty Board, which meets termly with student representatives.

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

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

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

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

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

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

Examinations: The Proctors assess the adjustments needed for students with disabilities. Your college should ensure that an appropriate application is made to the Proctors in good time. Further information about the Proctors' role and the guidance they give is available on their website:

<http://www.admin.ox.ac.uk/proctors>, and the Disability Office website:
<http://www.admin.ox.ac.uk/eop/disab/>.

5.6 University Policies and Regulations

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

6 Facilities and Contacts

The History Faculty is located in The Old Boys' School, George Street, Oxford OX1 2RL. It is open from 8.30 am to 5.30 pm Monday to Friday.

The Department of Politics and International Relations is located in the Manor Road Building on Manor Road. This building also contains the Social Science Library and a Common Room. Coffee, tea, etc., as well as breakfast and lunch, may be purchased in the Common Room. The caterers' opening hours are 08:30 to 17:00 during term time. In addition, there is a Lecture Theatre, an IT Room and seven Seminar Rooms.

The full address is: Manor Road Building, Manor Road, Oxford, OX1 3UQ.

Opening hours are:

| | |
|------------|--|
| Term-time: | Monday – Friday: 09:00 – 22:00 |
| | Saturday: 10:00 – 18:00 |
| | Sunday: 11:00 – 19:00 |
| Vacations: | Monday – Friday: 09:00 – 19:00 |
| | Saturday: 10:00 – 18:00 (Christmas and Easter) |
| | Saturday: 10:00 – 16:00 (Long Vacation) |
| | Sunday: Closed |

6.1 Useful Faculty Contacts

The Final Honour School in History and Politics is convened and administered by the Faculty of History. A list of useful contacts is shown below: if you are not sure who can help, please contact the History Undergraduate Office for advice.

| | | |
|----------------------|---|----------|
| Dr Andrea Hopkins | Undergraduate Officer | (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).

The Departments of Politics and International Relations is located in the Manor Road Building. The undergraduate administrator for Politics is:

Alice Evans (alice.evans@politics.ox.ac.uk).

The Chair of the Joint Standing Committee for undergraduate study in History and Politics for 2017-18 is Dr Michael Hart at Exeter College; there are three student representatives on the committee, who will be elected at the beginning of Michaelmas Term. Their names will be circulated to all History and Politics students.

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).

The Disability Co-ordinator for History undergraduate students is the Administrator – administrator@history.ox.ac.uk - he can help with all general enquiries. The Disability Officer for the Department of Politics and International Relations is Mr Andrew Melling, Tel: (2)78727, E-mail: andrew.melling@politics.ox.ac.uk.

Harassment Advisors

The History Faculty Harassment Advisors are:

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

Dr Sloan Malone (sloan.malone@history.ox.ac.uk).

The Politics Department Harassment Advisors are:

Prof Lois McNay (lois.mcnay@some.ox.ac.uk)

Dr Paul Martin (paul.martin@wadh.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 Politics Faculty contacts

| | | |
|---------------------------------|--|--------------|
| Reception and general enquiries | enquiries@politics.ox.ac.uk | 01865 278700 |
| Head of Administration | katy.shaw@politics.ox.ac.uk | 01865 285942 |
| Administrative Officer | jason.hussain@politics.ox.ac.uk | 01865 278700 |

6.2 Buildings, locations and accessibility

Places you need to locate are the History Faculty (map available [here](#)), the Department of Politics and International Relations (map available [here](#)), the History Faculty Library in the Radcliffe Camera (map available [here](#)), and Examination Schools (map available [here](#)).

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

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

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

6.2.1 Social spaces and facilities

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

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

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

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

Department of Politics and International Relations

History and Politics undergraduates are warmly welcome to use the facilities of the DPIR in the Manor Road Building. This building also contains the Social Science Library and a Common Room. Coffee, tea, etc., as well as breakfast and lunch, may be purchased in the Common Room. The caterers' opening hours are 08:30 to 17:00 during term time. In addition, there is a Lecture Theatre, an IT Room and seven Seminar Rooms. The full address is: Manor Road Building, Manor Road, Oxford, OX1 3UQ.

Opening hours are:

Term-time: Monday – Friday: 09:00 – 22:00
 Saturday: 10:00 – 18:00
 Sunday: 11:00 – 19:00

Vacations: Monday – Friday: 09:00 – 19:00
 Saturday: 10:00 – 18:00 (Christmas and Easter)
 Saturday: 10:00 – 16:00 (Long Vacation)
 Sunday: Closed

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>).

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>

6.3.3. Bodleian Social Science Library

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

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

Opening hours

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

Contacts

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

6.3.4. College Libraries

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

6.3.5. Specialised University Libraries

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

American history:

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

African & Commonwealth History:

The Weston Library, Broad Street

Chinese history:

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

Japanese history:

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

History of Art & Classics:

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

Department of the History of Art Slide Library, Littlegate House, St Ebbes

History of Science & Medicine

Upper Reading Room, Old Bodleian Library

The Wellcome Unit for the History of Medicine Library, Banbury Road

Modern European Languages & Enlightenment

The Taylor Institution Library (TAY), St Giles

Philosophy and Theology

Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road

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

6.4 Museums

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

- i. The Ashmolean Museum for Art and Archaeology (<http://www.ashmolean.org/>).
- ii. The Pitt Rivers Museum for Anthropology and Archaeology (<http://www.prm.ox.ac.uk/>).
- iii. The Museum of the History of Science (<http://www.mhs.ox.ac.uk/>).
- iv. The Oxford University Museum of Natural History (<http://www.oum.ox.ac.uk/>)
- v. Christ Church Picture Gallery, Christ Church (<http://www.chch.ox.ac.uk/gallery>)

6.5 IT for second and third-year historians

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

Students should be aware of the extensive range of subscription databases and e-journals offered through OxLIP+

[<http://oxford1.hosted.exlibrisgroup.com:8331/V/>] on PCs in College Libraries and Computing Rooms, Bodleian History Faculty Library, and Bodleian Library. You may also use OxLIP+ on your own computer. Click on 'Title' for a full list. Among the most useful is the Royal Historical Society Bibliography of works on the history of Britain, Ireland, and the British Overseas. This database comprises 518,000 records (books, journal articles, and articles in books) searchable by subject matter and time period. Students may find it helpful for supplementing bibliographies on British history provided by tutors or for checking references to articles. Other important networked resources for historians include the Oxford Dictionary of National Biography, Historical Abstracts (summaries of many articles searchable by subject as well as author), full-text newspapers, Early English Books Online, the Bodleian pre-1920 catalogue (for earlier works, and probably particularly useful for those thinking of writing dissertations) and COPAC (the union catalogue of over 26 UK libraries, including the British Library). Another useful resource is provided by the somewhat discouragingly entitled Web of Knowledge, which offers a high-level journal awareness service including the opportunity to search for book reviews. See <http://www.bodleian.ox.ac.uk/history/eresources> for guidance to the vast numbers of resources available. If you want to use subscription resources off-campus, login to SOLO/OxLIP+ using your Oxford Single Sign On details.

Current Students should find all the relevant information on WebLearn:

(<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad>).

It also contains the Handbook for the Final Honour School, the current Lecture List, and bibliographies for the great majority of courses on the syllabus. For some subjects, there are also links to electronic versions of the set texts.

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

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

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

The Faculty is also developing its own section in the University's Virtual Learning Environment, <http://www.weblearn.ox.ac.uk>, and students are encouraged to use this facility.

For individual and advanced guidance, contact Isabel Holowaty, Bodleian History Librarian (tel: (2)77294; e-mail:

isabel.holowaty@bodleian.ox.ac.uk). She can arrange short courses for small groups at your request. You will find these useful in your second year when you embark on independent research for your undergraduate thesis.

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

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

The Gerry Martin Room in the History Faculty is equipped with several desktop PCs and space for students using handheld devices. All teaching rooms and the Common Room have wi-fi: 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

Final Honour School of History and Politics, 2017-19

A

1. The examination in the Honour School of History and Politics shall consist of such subjects in History and Politics as the Board of the Faculty of History and the Social Sciences Board shall from time to time in consultation prescribe by regulation.
2. No candidate shall be admitted to examination in this School unless he or she has either passed or been exempted from the First Public Examination.
3. The examination in the Honour School shall be under the joint supervision of the Board of the Faculty of History and the Social Sciences Board, which shall appoint a standing joint committee to make proposals for regulations concerning the examination. Such proposals shall be submitted to the boards which shall make regulations concerning the examination and which, in the case of difference of opinion, shall hold a joint meeting at which the matter in dispute shall be resolved by the vote of the majority.
4. The Chairs of Examiners for the Honour School of History and for the Honour School of Philosophy, Politics, and Economics shall consult together and designate such of their number as may be required for the examination for the Honour School of History and Politics, whereupon the number of examiners shall be deemed to be complete.

B

1. Except where indicated a paper cannot be substituted. Candidates shall offer seven papers from the following options, which must include the compulsory substitute thesis based on original research, as specified under Regulation 6 below.

Candidates shall offer either one British History paper and one General History paper as specified under sections 2 and 3, or two British History papers or two General History papers.

2. Paper 1. Each candidate may offer one or two papers in a period of the History of the British Isles, as specified for the Honour School of History, provided that:

(a) one paper may be replaced by a compulsory thesis in History;

(b) no candidate may offer a period of British History already offered in the First Public Examination;

(c) candidates who have not offered a period of British or General History before the nineteenth century in the First Public Examination are required to choose at least one such period in the Honour School of History and Politics. The list of papers satisfying this provision is given in the Handbook for History and Politics;

(d) candidates who have taken or are taking British History VII (since 1900) cannot also take Politics paper 202 (British Politics and Government since 1900); and candidates taking British History VI (1815–1924) in the Honour School of History and Politics and who are also taking Politics Paper 202 must not substantially duplicate material in the two papers.

3. Paper 2. Each candidate may offer one or two papers in a period of General History, as specified for the Honour School of History, provided that:

(a) one paper may be replaced by a compulsory thesis in History;

(b) candidates who have not offered a period of British or General History before the nineteenth century in the First Public Examination are required to choose at least one such period in the Honour School of History and Politics. The list of papers satisfying this provision is given in the Handbook for History and Politics;

(c) candidates taking Politics Paper 212 (International Relations in the era of the Two World Wars) cannot also take General History XIII (1914–45); candidates taking Politics Paper 213 (International Relations in the era of the Cold War) cannot also take General History XIV (1945–73).

4. Papers 3 and 4. Each candidate shall offer any two of the five ‘core subjects’ in Politics, as specified for the Honour School of Philosophy, Politics and Economics (i.e. 201, 202, 203, 214, and 220). A thesis as specified in Regulation 6 below may not be substituted for a Politics core subject.

5. Papers 5, 6, and 7. Each candidate shall offer one of the following combinations:

(i) one Special Subject in History (examined in two papers) and one of subjects 201–229 in Politics which is not offered under Regulation 4 above;

(ii) one Further Subject in History and two of subjects 201–229 in Politics which are not offered under Regulation 4 above;

(iii) one Further Subject in History, one of subjects 201–229 in Politics which are not offered under Regulation 4 above, and one Special Subject in Politics.

Provided that:

(a) one of the optional papers in Politics in any of these combinations may be substituted by a compulsory thesis from the Honour School of Philosophy, Politics, and Economics;

(b) Candidates who choose Politics Further Subject 215 (Political Thought: Plato to Rousseau) cannot also take History Further Subjects Scholasticism and Humanism and The Science of Society. Candidates who choose Politics Further Subject 216 (Political Thought: Bentham to Weber) cannot also take History Further Subject Political Theory and Social Science. Candidates who choose the Politics Further Subject 221 (British Society in the Twentieth Century) cannot also take the History Further Subject British Society in the 20th Century.

6. Paper 8. Each candidate must offer a thesis, which must be offered in place of either a period of the History of the British Isles, as specified under Regulation 2 above, or a period of General History, as specified under Regulation 3 above, or a Politics option in any of the combinations as specified under Regulation 5 above. A thesis offered in place of a Politics optional paper shall be either a substitute thesis or a supervised dissertation submitted in accordance with the regulations prescribed for Politics in the Honour School of Philosophy, Politics, and Economics.

(a) A thesis in History submitted in accordance with the Regulation VI, A thesis based on original research, for the Final Honour School of History may be offered in place of a paper in the History of the British Isles or General History and the candidate (unless he or she is a Senior Student, as defined by decree of Council, or has passed the First Public Examination in a course other than History and Politics, History, or any other joint school with History) must also offer a paper satisfying those requirements specified in Regulations 1(c) above which have not been satisfied in the First Public Examination.

(b) A thesis or supervised dissertation in Politics submitted in accordance with the regulations prescribed for Politics in the Honour School of Philosophy, Politics, and Economics may be offered in place of any one of subjects 201–229 in Politics (as specified for the Honour School of Philosophy, Politics, and Economics) which is not offered under Regulation 4 above.



7. All candidates must offer a substitute thesis or supervised dissertation, but may not offer more than one substitute thesis or supervised dissertation in place of a paper.

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

APPENDIX 2: Faculty Members and their areas of study

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

2017-2018

Ancient History

Dr Edward Bispham, Brasenose College. Roman Republican History.

Dr Anna Clark, Christ Church. Republican Rome, Roman Topography. (on leave 2017-18)

Dr Katherine Clarke, St Hilda's College. Roman History; ancient geographers. (on leave 2017-18)

Dr Charles Crowther, The Queen's College. Epigraphy. (on leave 2017-18)

Dr Beate Dignas, Somerville College. Greek History.

Dr Sam Gartland, Corpus Christi College. Greek History.

Dr Lisa Kallet, University College. Greek History, Historiography and archaic and classical Athens.

Dr Christina Kuhn, Lady Margaret Hall, Roman Political, Social and Cultural History.

Dr Neil McLynn, Corpus Christi College. Later Roman History.

Professor Andrew Meadows, New College. Greek History, Epigraphy, Numismatics.

Dr Al Moreno, Magdalen College. Greek Economic and Social History.

Professor Teresa Morgan, Oriel College. Classical and Hellenistic History; Hellenistic and Roman Egypt; ancient education. (on leave 2017-18)

Dr Jonathan Prag, Merton College. Ancient Sicily, Roman Republic, epigraphy.

Professor Nicholas Purcell, (Camden Professor of Ancient History) Brasenose College. Roman social, economic and cultural history, city of Rome, Mediterranean sea and its history.

Dr Josephine Quinn, Worcester College. Hellenistic and Roman History, North Africa, colonialism. (on leave 2017-18)

Professor Rosalind Thomas, Balliol College. Literacy and orality, Greek historiography, Greek law, politics and society.

Dr Peter Thonemann, Wadham College. Epigraphy, Roman and Byzantine Asia Minor.

Medieval History

Dr Rowena Archer, Brasenose College and Christ Church, later medieval European history
Professor Stephen Baxter, St Peter's College. Anglo-Saxon England Domesday Book and the Norman Conquest Early Medieval Europe.

Professor John Blair, The Queen's College. Medieval history and archaeology.

Dr Margaret Coombe, Harris Manchester College. Medieval religious history.

Dr Antonia Fitzpatrick, St John's College. Medieval history, thirteenth to fifteenth centuries.

Professor Ian Forrest, Oriel College. Social and religious history, 1200–1500.

Professor Peter Frankopan, Worcester College. Global medieval history; international trade.

Professor George Garnett, St Hugh's College. Late Anglo-Saxon and Norman England.

Dr Helen Gittos, Balliol and Brasenose Colleges. Early medieval history.

Dr Bernard Gowers, Keble College. Ecclesiastical history in tenth to twelfth century France.

Professor Helena F. Hamerow, St Cross College. Early medieval archaeology, especially of north-west Europe. (On leave 2017-18)

Dr Catherine J. Holmes, University College. Medieval Byzantium.

Dr Matthew Kempshall, Wadham College. Late Medieval History (on leave 2017-18)

Dr Conrad Leyser, Worcester College. Late Antique and early medieval Europe.

Dr Toby Martin, School of Archaeology. Early medieval archaeology.

Dr John B.W. Nightingale, Magdalen College. British and European history, eighth to twelfth centuries.

Dr Mark Philpott, Keble College. British and European medieval church history.

Dr Amanda Power, St Catherine's College. Religious, intellectual and cultural life of medieval Europe.

Professor Gervase Rosser, St Catherine's College. Medieval society and religion; the Italian Renaissance.

Dr Elina Screen, Trinity College. Early medieval European history.

Professor Richard Sharpe (Professor of Diplomatic), Wadham College. Medieval English history to the thirteenth century; medieval Irish, Welsh, Scottish history; the historical context of medieval documents, texts and libraries.

Dr Hannah Skoda, St John's College. Late medieval European history.

Professor Julia Smith, (Chichele Professor of Medieval history), All Souls College. Early medieval history.

Professor Lesley Smith, Harris Manchester College. Medieval intellectual history.

Dr Benjamin J. Thompson, Somerville College. English history, eleventh to sixteenth centuries (also European). Politics and power-structures; church and society.

Dr Ida Toth, Wolfson College. Medieval Greek, Latin and Byzantine history.

Professor Christopher Tyerman, Hertford College. History of the Crusades.

Mr Bryan R. Ward-Perkins, Trinity College. The history and archaeology of the post-Roman world.

Professor John L. Watts, Corpus Christi College. Late medieval history, especially thirteenth- to fifteenth-century English and European political structures.

Dr Robin Whelan, Brasenose College and Balliol College. Early medieval history.

Dr Mark Whittow, Corpus Christi College. Mediterranean history and archaeology.

Early Modern History (the British Isles and Europe)

Dr Ian W. Archer, Keble College. Early modern British and European history, especially English social history.

Dr Valentina Caldari, Balliol College. Political and Diplomatic history in early modern Europe.

Professor Nicholas Davidson, St Edmund Hall. Renaissance and early modern Europe, especially Italy; history of Catholicism.

Dr Leif Dixon, Regent's Park College. Early modern British and European history.

Professor Susan Doran, Jesus College. Early modern British and European history.

Dr Alex Gajda, Jesus College. Early Modern History with specialism in sixteenth century British and European History.

Dr Perry Gauci, Lincoln College. Social, economic and political development of Britain, 1600-1800.

Dr John-Paul Ghobrial, Balliol College. Early modern Europe and its contacts with the wider world.

Professor Steven J. Gunn, Merton College. Late medieval and early-modern Europe and Britain, especially Tudor England.

Professor Howard Hotson, St Anne's College. Early modern Europe, the Reformation, intellectual history 1560-1660.

Professor Avi Lifschitz, Magdalen College. Early modern European history.

Professor Giuseppe Marcocci, Exeter College. Iberian history, 1450-1800.

Dr Oren Margolis, Somerville College. Early modern European history.

Dr Sarah Mortimer, Christ Church. Early Modern History of the British Isles. (on leave 2017-18)

Dr Natalia Nowakowska, Somerville College. Early modern European history, particularly central European Renaissance and Reformation.

Dr Jon Parkin, St Hugh's College. Early modern history, especially the history of political philosophy; seventeenth century political thought. and, the reading and reception of political ideas.

Dr David A. Parrott, New College. Early modern European history.

Professor Lyndal Roper, (Regius Professor of Modern History) Oriel College. Witchcraft in early modern Germany; gender history; psychoanalysis and history.

Dr Hannah Smith, St Hilda's College. Politics and culture in Britain and Europe, 1600–1750; monarchy; the military; female education.

Dr George Southcombe, Wadham College. Early modern British political and intellectual history.

Professor Giora Sternberg, Hertford College. Early modern Europe, particularly France. (on leave 2017-18)

Professor Alan Strathern, Brasenose. Early Modern History with specialism in transnational/global history 1500-1700.

Dr Grant Tapsell, Lady Margaret Hall. Seventeenth century British History.

Professor Peter H. Wilson, (Chichele Professor of the History of War) All Souls College. Early modern military history, particularly in Germany.

Dr Lucy Wooding, Lincoln College. The English Reformation, history of religion.

Modern History (the British Isles, Europe, Russia)

Dr Jakub Benes, University College. Modern East and Central European history.

Professor Paul Betts, St Antony's College. Twentieth-century German history and Modern European social and cultural history. (on leave 2017-18)

Dr Thomas Brodie, Jesus College. Modern German and European history.

Professor Michael Broers, Lady Margaret Hall. Modern history of western Europe.

Professor Patricia M. Clavin, Jesus College. Twentieth-century European history; international relations and economics between the wars. (on leave 2017-18)

Dr Martin Conway, Balliol College. Modern European history; history of Belgium; cold war.

Dr Yvonne Cornish, St Benet's Hall. The long eighteenth century and nineteenth century.

Dr John H. Davis, The Queen's College. Nineteenth- and twentieth-century Britain

Dr Christina de Bellaigue, Exeter College. Nineteenth-century Britain and France, especially social and cultural history; gender history.

Professor Jane Garnett, Wadham College. Modern world history, especially nineteenth-century intellectual, religious and cultural history.

Dr Perry Gauci, Lincoln College. Social, economic and political development of Britain, 1600-1800.

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

Professor Robert Gildea, Worcester College. Modern European history, esp France.

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

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

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

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

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

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

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

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

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

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

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

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

Dr Thomas Marsden, Brasenose College. Modern European history.

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

Dr Alexander Morrison, New College. Modern Russian military history.

Dr Conor Morrissey, Hertford College. History of Ireland.

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

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

Dr Ruth Percy, St Hilda's College. Women's social and political history.

Professor Sian Pooley, Magdalen College. Modern British History.

Dr David R. Priestland, St Edmund Hall. Nineteenth- and twentieth-century European history, particularly Russia and the Soviet Union. (on leave 2017-18)

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

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

Dr Marcel Thomas, St Antony's College. Modern European history.

Dr Selina Todd, St Hilda's College. Late nineteenth- and twentieth-century British History with preference for either gender/cultural or transnational History. (on leave 2017-18)

Dr Geoffrey Tyack, Kellogg College. British and European architectural history.

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

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

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

Modern history: Africa, Asia, Latin America

Dr Gordon Barrett, History Faculty, Oriental Institute. Modern Chinese history and politics.

Professor William Beinart (Rhodes Professor of Race Relations), St. Antony's College. African history; environmental history; history of race relations.

Professor Jamie Belich, Balliol College (Beit Professor of the History of the British Commonwealth). (on leave 2017-18)

Dr Peter Brooke, History Faculty. Imperial and Global history.

Dr Erica Charters, (Director, Oxford Centre for Global History) Wellcome Unit for the History of Medicine. History of Medicine.

Dr Faisal Devji, St Antony's College South Asian History. (on leave 2017-18)

Dr Kevin Fogg, Brasenose College. Islam, South-East Asia.

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

Professor Peter Frankopan, Worcester College. Global medieval/early modern history; international trade.

Dr Miles Larmer, St Antony's College. Modern African History. (on leave 2017-18)

Dr Tim Livsey, St Cross College. Modern African history.

Dr Helena Lopes, Merton College. Modern East Asian history.

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

Dr Manjusha Kuruppath, Brasenose College, St John's College. Global early modern history.

Professor Giuseppe Marcocci, Exeter College. Latin American history.

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

Dr Anna-Maria Misra, Keble College. Nineteenth- and twentieth-century imperialism and the economic development of India. (on leave 2017-18)

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

Dr Alexander Morrison, New College. Empire and colonial warfare; Central and South Asian history.

Professor Micah Muscolino, Merton College. Modern Chinese History (on leave 2017-18)

Dr Katharina Oke, The Queen's College. Modern African history.

Dr Carlos Perez Ricart, St Antony's College. Contemporary history and politics of Mexico.

Professor Alan Strathern, Brasenose College. Early modern transnational/global history.

History of the United States

Dr Nicholas Cole, Pembroke College. American History.

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

Professor Pekka Hamalainen, Rhodes Professor of American history, St Catherine's College. History of Native American peoples, early modern to nineteenth century.

Dr Mara Keire, Rothermere American Institute. Nineteenth and twentieth century American history.

Dr Sebastian Page, Modern US History. Nineteenth-century American history and US foreign relations.

Professor Katherine Paugh, Corpus Christi College. American history to 1870; women's history.

Dr Peter Thompson, St Cross College. American and Caribbean history, c.1600-1800; social history; gender and women's history. (on leave 2017-18)

Professor Stephen Tuck, Pembroke College. Nineteenth and twentieth century American history.

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

Professor Elliott West, (the Harold Vyvyan Harmsworth Professor of American History), The Queen's College. American history.

History of science, medicine and technology

Dr Roderick Bailey, Wellcome Unit for the History of Medicine. History of Medicine.

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

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

Professor Mark Harrison (Reader in the History of Medicine), All Souls College. The history of disease and medicine in the British Empire, especially India, and the history of medicine and war. (on leave 2017-18)

Professor Robert Iliffe, Linacre College. Professor of the History of Science.

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

Economic and Social History

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

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

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

Professor Kevin O'Rourke (Chichele Professor of Economic History), All Souls College.

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

Professor Catherine Schenk, St Hilda's College. Professor of Economic and Social History.

History of Art

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

Professor Craig Clunas, History of Art.

Professor Miguel de Baca, Worcester College. Terra Visiting Professor in History of American Art.

Professor Hanneke Grootenboer, History of Art.

Dr Sarah James, History of Art.

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

Dr Camille Mathieu, History of Art.

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

Dr Matthew Walker, History of Art.

Dr Hannah Williams, St Peter's College.

Professor Alastair Wright, St John's College.

Departmental academics and their areas of study

The following list of academics in the Department of Politics and International Relations offers a brief summary of their research interests. Asterisks are used to indicate academics on leave for all or most of the 2016-17 academic year. More detailed information on the research interests of those listed below can be found on the Department's [website](#).

The list is not exhaustive: as in the History Faculty, many colleges employ additional researchers and tutors who offer teaching in their specific areas. Lastly, those ostensibly submitting a thesis in Politics can choose to explore topics in any area of Politics, including sociology or international relations. As such, it is not unknown for academics in the Department of Sociology, the Department of Social Policy and Intervention, the School of Interdisciplinary Area Studies, the Department of International Development, or the Blavatnik School of Government to offer supervision; these academics are also not included in the list below.

2017-2018

Comparative Politics and Government (Europe, North America, and Japan)

Professor Ben Ansell, Nuffield College. Democratisation; political economy; politics of inequality.

Professor Nancy Bermeo (Nuffield Professor of Comparative Politics), Nuffield College. Democratisation; comparative regime change; institutional design; social movements; economic development; political violence.

Professor Giovanni Capoccia, Corpus Christi College.* Comparative democracy; political institutions; policy responses to extremist dissent.

Professor Paul Chaisty, St Antony's College. Post-communist Russia; comparative presidentialism; nationalism; legislative and party politics.

Professor Catherine de Vries (to January 2017), Lincoln College. European political behaviour; public opinion; party strategy; quantitative methods and research design.

Professor Elias Dinas, Brasenose College. Comparative political behaviour; political socialisation; party systems; democratic accountability and representations; quantitative methodology.

Professor Raymond Duch (Official Fellow – Professor of Quantitative Political Science), Nuffield College. Quantitative methods; comparative political economy; public opinion research; democratisation.

Professor Andrew Eggers, Nuffield College. Electoral systems; corruption and accountability; political development in the US, Britain and France.

Professor Geoffrey Evans (Official Fellow – Professor in the Sociology of Politics), Nuffield College. Social divisions; inequality, ideology and values; political parties and representation.

Professor Jane Gingrich, Magdalen College. Political economy; education; inequality; social policy and the welfare state.

Dr Michael Hart, Exeter College. Political and social history of twentieth century Britain; South Africa; nationalism.

Professor Desmond King (Andrew Mellon Professor of American Government), Nuffield College. Racial inequality in the US; American political development and state building; comparative welfare and social policy; democratisation.

Professor Alexander Kuo, Christ Church College. Comparative political economy; Western European politics; business and labour history; political behaviour.

Dr Paul Martin, Wadham College. US Supreme Court and school desegregation; institutionalisation of the Supreme Court; technological change and law.

Professor Iain McLean (Official Fellow – Professor of Politics), Nuffield College. Rational choice approaches to political history; UK public policy; devolution; constitutional reform.

Professor Ian Neary, St Antony's College. Twentieth century Japanese political and social history; industrial policy; human rights.

Dr Nicholas Owen, The Queen's College. Twentieth century British political history; colonial systems of government; participation in social movements.

Professor David Rueda, Nuffield College. Comparative political economy; the politics of industrialised democracies; politics of inequality.

Professor Gwendolyn Sasse, Nuffield College.* Post-communist transitions; comparative democratisation; ethnic conflicts; minority rights; the EU; European migration.

Professor Petra Schleiter, St Hilda's College. Consequences of comparative political institutions on political outcomes; government corruption; democratic survival; cabinet formation; electoral accountability.

Professor James Tilley, Jesus College. Public opinion and electoral behaviour in Britain and the EU.

Professor Stephen Whitefield, Pembroke College. Post-communist politics and societies; democratisation and consolidation; social inequality; political culture; political parties; partisanship and electoral choice.

Professor Jan Zielonka, St Antony's College. European integration and disintegration; the media; democracy; European foreign and security policy.

Professor Radoslaw Zubek, Hertford College. Agenda control in European parliaments; national compliance with EU law; Europeanisation; comparative executives.

Comparative Politics and Government (Latin America, Africa, and Asia)

Dr Gordon Barrett, St John's College. History and politics of modern China; Chinese foreign policy, politics and intellectual culture.

Professor Nic Cheeseman, Jesus College. Sub-Saharan Africa; comparative democratisation; populism; political parties.

Professor David Doyle, St Hugh's College. Latin American politics; political economy; populism.

Professor Ezequiel Gonzalez Ocantos, Nuffield College. Comparative judicial politics; public law and strategic litigation in Latin America; vote buying and intimidation in electoral campaigns.

Professor Robin Harding, Lady Margaret Hall. Political economy of development in sub-Saharan Africa.

Professor Rana Mitter, St Cross College. Chinese history and politics; modern Chinese nationalism.

Professor Timothy Power, St Antony's College. Latin American and Brazilian politics; democratisation; comparative political institutions.

Dr Philip Robins (Reader in Middle East Politics), St Antony's College. Foreign policy in the Middle East; politics of narcotic drugs; comparative public policy in the Middle East.

Professor Ricardo Soares de Oliveira, St Peter's College. African politics; geopolitics of energy; international political economy.

Professor Patricia Thornton, Merton College. The state and social forces in China; urban geographies and practices of power; the problem of representation in authoritarian regimes.

International Relations

Professor Richard Caplan, Linacre College. International organisations and conflict management; post-conflict peacekeeping and state-building; humanitarian interventions; nationalist conflict.

Professor Louise Fawcett, St Catherine's College. International relations in the Middle East; international history.

Professor Todd Hall, St Anne's College. * The role of emotions in international politics; international relations in East Asia; Chinese foreign policy.

Dr Sudhir Hazareesingh, Balliol College. Modern French political and cultural history.

Professor Andrew Hurrell (Montague Burton Professor of International Relations), Balliol College. Theories of international relations and of global governance; comparative regionalism; international relations of the Americas; emerging powers and the globalization of international society

Professor Dominic Johnson (Alastair Buchan Chair of International Relations), St Antony's College. Evolutionary dynamics and psychology in international relations, conflict and cooperation; the role of religion in international relations.

Professor Edward Keene, Christ Church College. History of international political thought; historical development of modern international society.

Dr Lucas Kello, DPIR. Cyber security and the modern information society.

Dr Spyros Kosmidis, Lincoln College. Political attitudes; public opinion; electoral politics, representation and accountability.

Dr Jonathan Leader Maynard, New College. Ideology in organised political violence and armed conflict; conflict management; international normative and political theory; military ethics.

Professor Neil MacFarlane (Lester B Pearson Professor of International Relations), St Anne's College.* Russian foreign policy; regional dynamics of the former Soviet Union; impact of international organisations on civil conflicts; political and economic transitions of former communist states.

Professor Walter Mattli, St John's College. Comparative regional integration; European legal integration; global commerce and regulation; globalisation and international governance.

Professor Karolina Milewicz, University College.* Role of international law and institutions in promoting international cooperation.

Dr Carlotta Minnella, St Anne's College. International cooperation; participation in international security regimes; counter-terrorism; compliance with international norms.

Dr Karma Nabulsi, St Edmund Hall. Eighteenth century political thought; nineteenth century republicanism; the construction of democratic republics; the laws of war; politics of Palestinian refugees.

Professor Kalypso Nicolaïdis, St Antony's College. Theories of international relations; European integration; international political economy.

Professor Andrea Ruggeri, Brasenose College. Civil wars and peacekeeping; collective political violence; state development; comparative politics in Africa and the Middle East.

Professor Duncan Snidal, Nuffield College. Theories of international relations; institutional organisations; cooperation; international law; rational choice.

Professor Jennifer Welsh, Somerville College.* Humanitarian intervention; the United Nations Security Council; theories of international relations; Canadian foreign policy.

Dr Shaina Western, Somerville College. International cooperation; international negotiations; migration; citizenship policies.

Political Theory

Professor Teresa Bejan, Oriel College. History of political thought; civility and religious toleration.

Professor Daniel Butt, Balliol College.* Theories of rectificatory and distributive justice; historical injustice.

Professor Simon Caney, Magdalen College. Theories of distributive justice; environmental justice; intergenerational justice; human rights.

Dr Gideon Elford, New College. Distributive justice; equality, agency and responsibility; freedom and autonomy; ideal and non-ideal theory; applied ethics.

Professor Cecile Fabre (Senior Research Fellow), All Souls College. Theories of war and peace; distributive justice; democracy; applied ethics.

Dr Elizabeth Frazer, New College.* Political virtue; political violence.

Professor David Leopold, Mansfield College. Nineteenth-century political thought, particularly Hegel, Marx, utopianism and anarchism.

Professor Daniel McDermott, Keble College. Moral and political philosophy; justice; punishment.

Professor Lois McNay, Somerville College. Continental social and political thought; feminist theory; Foucault, Bourdieu, and the Frankfurt School Critical Theorists.

Professor Sophie Smith, University College. History of political thought; nature and limits of the state; the intersection between ideas of empire, citizenship and political philosophy; the historical development of philosophical and scientific approaches to politics.

Professor Zofia Stemplowska, Worcester College. Domestic, global and historical justice; ideal and non-ideal theory.

Dr Stuart White, Jesus College. Normative political theory; public policy; history of political thought; egalitarianism.

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

1 Overweight, Late and Shortweight Extended Essays and Theses

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

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

| Late submission | Penalty |
|--|-----------|
| Submitted on the day when submission was due, but after the deadline | -5 marks |
| Up to 1 week late | -10 marks |
| Up to 2 weeks late | -20 marks |
| More than 2 weeks late | Fail |

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

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

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

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

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

2 Shortweight Exam Scripts

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

3 Failure to comply with rubric

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

TARIFF FOR PRESENTATION DEFICIENCIES IN UNDERGRADUATE SUBMITTED WORK

(Theses, Dissertations, Extended Essays, Course Essays)

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

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

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

1. Presentation Deficiencies:

For *each* of the following: BA: –1 mark:

- 1) omission or inadequate presentation of candidate-number, word-count, title, contents, abbreviations, pagination;
- 2) inconsistent demarcation of paragraphs or presentation of quotations;
- 3) noticeably inconsistent use of capitalization, italics, date-forms within the main body of the text.

2. Referencing Deficiencies

2.1 Minor:

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

- (1) failure to follow, or inconsistency in following: Faculty guidelines regarding the form of footnote-references and bibliography (e.g. on quotation-marks, italics, commas, dates,

volume numbers, roman and arabic numerals, the distinction between articles and books)

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

2.2 Major:

For *each* of the following: BA: -3 marks

- 1) consistently imprecise or inadequate referencing: several references missing;
- 2) page-numbers often missing or too widely drawn (as above).

For failure to include a bibliography: -5 marks

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

3: Academic Integrity

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

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

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

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

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

1. The synopsis should locate the **area of study** in which the thesis falls, in terms of both themes and location in time and space; e.g. 'gender aspects of early modern witchcraft' or 'the role of technology in modern warfare'.
2. It should then define precisely the **problem or problems** which the thesis will seek to address. This may arise from discussion of the sources, or of the historiography, or both; but whatever the case, the thesis must be directed towards discussion of a clearly-defined problem. It is not enough to indicate the general field in which exploration will take place.
3. Often the problem will be defined by reference to existing **historiography**: either the issue will not have been addressed (or not adequately so) by current writing on the subject, in which case it should be made clear exactly what has and has not been done; or, the thesis will address an argument which has been put forward but which needs further testing or indeed challenging. Either way, the historiographical context needs to be spelt out clearly.
4. The synopsis must then identify the **sources** which will be used to address the problem, and thus also the precise area of study in terms of time and place (which may have been explained under 2). The methods by which these sources will help address the problem should also be explained as precisely as possible.
5. The title should describe the field of the thesis as precisely but also as succinctly as possible. It has not been customary for thesis titles to be framed as questions.

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

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

APPENDIX 5: Guidelines for writing Special Subject Gobbets papers

APPROACHES TO WRITING GOBBETS

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

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

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

- 1) **Immediate context.** You should demonstrate familiarity with the document or source from which the extract is drawn. In the case of an image this will involve demonstrating knowledge either of the image itself (a picture, architectural detail or medal), or the larger object (building or painting) **from** which the image may be a detail.
 - i. The exam paper will frequently give you the basic information about the provenance of the extract ('letter from Paget to Queen Mary, 1 November 1554'; 'prospect of Hatfield House') so reiterating this in your answer will not impress. You should aim to locate the extract or image by demonstrating that you know about the general content of the letter, document or object. You should show with reasonable precision where the specific passage falls within the letter or document, or – if appropriate – how the given image relates to the wider object: which façade of Hatfield House is shown? How does the depicted figure relate to the rest of the painting? It certainly isn't necessary to quote verbatim other sections from the document: knowledge of content is more important than demonstrating photographic memory.
 - ii. Beyond this specific identification, is the extract representative of the wider document/image, or does it reveal something which is subsidiary to or distinctive from the rest of the text?

- iii. In some cases it may be necessary to explain particular words or names within an extract to show that you understand either their technical meaning ('tithe'; 'Free Churches') or their meaning in this specific context ('Sanhedrin' used in mid-17th England). This is especially the case if the extract is in a foreign language and a particular phrase or word is unusual or potentially ambiguous. It is however unnecessary and a waste of time simply to describe what is said or depicted in the extract or the image in your own words: 'In this extract William, Lord Paget is telling Queen Mary that...', etc.
 - iv. It may also be necessary to explain (briefly) any unusual institutional references either in the text or involved in the authorship. No one would expect you to explain what the House of Commons was, but a document addressed to the Council of the North or written from the Court of Augmentations would be a different matter.
- 2) **Clarification of the extract.** There are numerous types of document (or images) contained in collections of Special Subject sources, and these will have been written (or depicted) in different styles and will have different purposes and audiences in mind. It is important to identify the type of document from which the extract is taken, and this will raise questions about the intentions of the author(s), the nature of the intended audience, and the relationship of the author to an understanding of any particular bias or argument in the extract.
- i. **Formal legislation and constitutional documents** are intended for publication or permanent record, usually a deliberate statement of the outward intentions of an authority and intended for public dissemination. Obvious questions concern the context in which the legislation was promulgated: if the document appears to represent a clear response to a perceived problem, was this reflected in discussion surrounding its formulation? Were there previous drafts of the legislation or earlier attempts to resolve the same issues? Did/could the legislation have the effects intended and if not, why?
 - ii. **Extracts from speeches or debates.** How, and by who were they recorded? Verbatim or retrospectively? For publication or for private audience (e.g. transcribed for a third party not present at the time)? It may be desirable here, and for other types of extracts listed below, to give brief biographical details of the speaker cited, or the person (if known) who recorded the speech/debate. But it's important to sketch in these details with a light touch. A gobbet does not require a life history of the protagonist, but it may be important to know whether the extract confirms his/her attitudes and whether the insight demonstrated is consistent with what we know of that individual's previous involvement with the issue. In the case of speeches or debates, is the style of the extract (strident, confrontational, reasonable...) what we would expect from our previous knowledge of the protagonist? If, as in many cases with speeches (and sometimes with letters), the style is highly rhetorical, does this go beyond what we would expect in the context, or is this normal by the standards of such contemporary writing?
 - iii. **Extracts from letters** usually require consideration of both the correspondent and the recipient. Do we know about their previous relationship – are they close friends, colleagues/political allies or enemies? Does the style reinforce either intimacy or formality? Does anything in the biography of the author or recipient, or previous contact between the two, contribute to our understanding of the extract? (e.g. in appreciating a level of bias or

partisanship in the account.)

- iv. **Extracts from diaries and memoirs.** Are these genuinely private accounts of events, or intended for wider dissemination? If the latter, are they written to conceal, rather than elucidate, the real issues? Was the extract written at the time or years later? Did the author have a purpose in writing this account – e.g. to present a picture of decisive action when other evidence suggested that the protagonist was indecisive or evasive at the time?
 - v. **Images of paintings, sculptures and buildings.** At what point was the image made, by whom and for whom? It is important to establish whether the image (a sketch, formal drawing or an engraving, for example) is an early draft or plan by the author of the finished object, whether it was a proposal or plan by another person subsequently adapted or borrowed by the author, or indeed whether the image corresponds to an actual object at all. An early sketch or plan may have been substantially modified on the wishes of the patron or by the changing perceptions/aims of the artist. A present-day image of the object will raise questions about later changes from the original.
 - vi. **Depictions of coins, medals or inscriptions.** Were they minted/written at the time of the events which they depict, and/or by the persons or institutions they celebrate? Are they forgeries, and if so, why were they produced?
- 3) **Broader Context of the Extract.** The two obvious concerns here are cross-referencing to other sources, and the extent to which the particular passage or image can tell us about certain themes of wider interest in the period.
- i. **Cross-referencing** may be to other extracts which you have already discussed in the same paper, or, more usually, to other prescribed documents. Examiners of the gobbet paper are looking for evidence of a comprehensive knowledge of the set texts, and for sensitivity to different accounts and approaches to the same historical issue or event. Without feeling obliged to provide extensive quotations, the ability to demonstrate familiarity with other writings by the same author, to cite other accounts of the same issue which may confirm or contradict this account, other examples of a similar style, or other documents which develop and elaborate upon the theme or the event, are all important in persuading an examiner to award high marks for a gobbet.
 - ii. Reference to **Wider themes**, while avoiding the dangers of writing a mini-essay, is strongly desirable. In the case of images of buildings, paintings, sculptures, medals or inscriptions it is obviously desirable to discuss the purposes for which they were commissioned or created, what, if anything they were replacing, and whether they fit into a wider pattern of patronage and construction. In the case of documents (and indeed many images) it's worth bearing in mind that examiners are likely to have chosen a particular extract for a purpose, and frequently to illustrate the kind of themes that may have been discussed in classes or essays. An extract may have a specific context, but may also say

something important about a larger theme, whether this is social mobility, power in the localities, the influence of patrons on works of art, or factional struggle within totalitarian regimes. You should certainly show that you recognize the relevance of the extract to these themes.

In General:

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

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

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

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

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