

**HISTORY AND ENGLISH  
AT OXFORD**



**HANDBOOK**

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

**2018–20**

**Boards of the Faculties of History  
and English Language and Literature**

## Statement of coverage

This handbook applies to students starting the FHS course in Michaelmas Term 2018. The information in this handbook may be different for students starting in other years.

## Version

Version	Details	Date
Version 1.0	2018-20 handbook published	10 October 2018
Version 1.1	Revision to 2018-19 published	20 December 2018

## Disclaimer

The Examination Regulations relating to this course are available at:

<http://www.admin.ox.ac.uk/examregs/2018-19/hsohistandengl/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 the Undergraduate Studies Office in the History Faculty on [undergraduate.office@history.ox.ac.uk](mailto:undergraduate.office@history.ox.ac.uk).

The information in this handbook is accurate as at the date of publication, however it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://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.

## Other useful links:

History Faculty Website	<a href="https://www.history.ox.ac.uk">https://www.history.ox.ac.uk</a>
English Faculty Website	<a href="https://www.english.ox.ac.uk/">https://www.english.ox.ac.uk/</a>
Lecture Lists available at	<a href="https://weblearn.ox.ac.uk/portal/site/:humdiv:history/">https://weblearn.ox.ac.uk/portal/site/:humdiv:history/</a>
History Faculty WebLearn	<a href="https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad">https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad</a>
English Faculty WebLearn	<a href="https://weblearn.ox.ac.uk/portal/site/:humdiv:engfac">https://weblearn.ox.ac.uk/portal/site/:humdiv:engfac</a>
History Faculty Library	<a href="https://www.bodleian.ox.ac.uk/history">https://www.bodleian.ox.ac.uk/history</a>
English Faculty Library	<a href="https://www.bodleian.ox.ac.uk/english">https://www.bodleian.ox.ac.uk/english</a>
Examination Regulations	<a href="http://www.admin.ox.ac.uk/examregs/2018-19/hsohistandengl/studentview/">http://www.admin.ox.ac.uk/examregs/2018-19/hsohistandengl/studentview/</a>
Oxford Students Website	<a href="http://www.ox.ac.uk/students">http://www.ox.ac.uk/students</a>
Student Self Service	<a href="https://www.evision.ox.ac.uk/">https://www.evision.ox.ac.uk/</a>
Guidance for using Self Service	<a href="http://www.ox.ac.uk/students/selfservice">http://www.ox.ac.uk/students/selfservice</a>
This handbook is available on Weblearn	<a href="https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac">https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac</a>

Please refer to your College's website for college handbooks.

For useful contacts in the Faculties, see section 6.

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## Introductory Welcome to History and English FHS Handbook

Welcome to the Final Honour School of History and English. You have probably completed Prelims, and therefore know your way around Oxford and the academic requirements of the History and English joint school. This handbook applies to students starting Final Honour School in Michaelmas term 2016. The information in this handbook may be different for students starting in other years.

The Joint School of History and English is of particular interest to those who wish to study the relationship between language, literature, culture, society and politics in historical context. It is an excellent way of bringing together the study of literature and history for those who are equally excited by all of them.

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 bridge essay or thesis. 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 English at Oxford, and to enjoy doing so.

Hannah Smith (Director of Undergraduate Studies)

## 1 Course Content and Structure

### 1.1 Overview: History and English in the second and third years

The course consists of seven papers. The formal Examination Regulations may be found in Appendix 1 below and on-line here:

<http://www.admin.ox.ac.uk/examregs/2018-19/hsohistandengl/studentview/>

From the beginning of the second year your engagement with the material you study – historical evidence, literary texts, critical theory and historiography – deepens considerably. Advice on how this might affect your work in either History or English can be found in the Final Honours School handbook for each subject, which you can view on WebLearn. As far as the Joint School is concerned, the main change is that, in your second year, you will take an interdisciplinary ‘Bridge’ paper and submit an interdisciplinary dissertation in your third year, drawing on your work in both schools. As in the first year, you will need to use this handbook alongside those from the two parent schools, which you can find online at:

<http://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info/> (History) and  
<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac/undergradu/> (English)

If you check details online, make sure you are looking at the right version of the handbook. They are numbered by the year you take Finals – which will be the academic year after you are given this booklet.

#### 1.1.1 *Restrictions to your choice of papers*

##### **i Illegal combinations of Outline Papers**

You may not take a British History paper in Finals of the same period that you took in the Preliminary examination. Here is a list of **illegal combinations of outline papers** between Prelims and Finals:

##### ***British Isles:***

BIP1 The British Isles, 300-1100

with BIF1 The Early Medieval British Isles, 300-1100

BIP2 The British Isles, 1000-1330

with BIF2 The British Isles in the Central Middle Ages, 1000-1330

BIP3 The British Isles, 1330-1550

with BIF3 The Late Medieval British Isles, 1330-1550

BIP4 The British Isles, 1500-1700

with BIF4 Reformations and Revolutions, 1500-1700

BIP5 The British Isles, 1688-1848

with BIF5 Liberty, Commerce and Power, 1685-1830

BIP6 The British Isles, 1830-1951

with BIF6 Power, Politics and the People, 1815-1924

**ii Capping of certain Further and Special Subjects:** in order to ensure that there is adequate teaching provision, certain popular Further and Special Subjects have to be ‘capped’ at a pre-determined number of takers for the year. The definitive lists of available Further and Special Subjects and their capacity will be sent to students before they make their choices; there is then a randomized ballot to determine the distribution of students in cases where applications exceed places. 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 at the start of Trinity Term of the final year (again the year may vary for some joint school students).

**iii Overlap:** While you are encouraged to cross-fertilize between different papers so as to enhance your historical thinking, there are some slight limits on the use you can make of material derived from one paper in answering questions in others. Your dissertation cannot be primarily based on the same sources as your Further or Special Subject. You should not repeat the same material, the same arguments supported by the same examples, in different exam papers.

*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.*

## 1.2 Course aims

The programme aims to enable its students to:

- acquire a knowledge and understanding, characterised by historical range, depth and conceptual sophistication, of the ways in which literature and language reflect social and cultural contexts and the process of cultural change;
- think critically about the relationship between historical and literary texts, with particular attention to the nature of evidence, styles of argument and changing critical methodologies of the two disciplines;
- develop the skill of independent thinking, drawing on technical and critical skills in historical and literary investigation and exposition, and an increased sensitivity to the human issues at the heart of the analysis of literature and of the past;
- engage and enhance their critical skills, imagination and creativity as an intrinsic part of an intense learning experience;
- acquire skills which are transferable to a wide range of employment contexts and life experiences.



### 1.3 Course Structure and Description

In your second and third years of the History and English course, you will take a total of seven papers. Overall no more than five of your papers may be examined by submission. You should bear this in mind when making your choices as the Bridge Paper, some papers in English, and Paper (b) of the History Special Subjects are examined only by extended essay.

#### 1.3.1 Paper 1 (Bridge Paper)

This paper will be taught centrally by weekly seminars in Hilary Term of the second year of the course.

The Bridge Papers for 2018-19 are:

**Representing the City, 1558-1640**

**Women's Life Writing**

**A Flame of Fire (reading, reform and salvation in late medieval England)**

See [Appendix 2](#) of this handbook for more details about Bridge Paper.

#### Written Work for the Bridge Paper

A *minimum* of four pieces of written work per student is required in the course of the term, at least one of which will be marked and returned by the end of third Week.

Each Bridge Paper is reviewed at the end of the term, by means of questionnaires distributed to all students by the course tutor.

#### Examining the Bridge Paper

Bridge Papers are examined by an extended essay of 5,000 to 6,000 words which is submitted in Trinity Term of your second year. You must write to request the approval for your proposed essay title from the Chair of Examiners of History and English no later than Friday of eighth Week of Hilary Term (in the second year). The essay must be on an interdisciplinary topic relevant to the Bridge Paper concerned. (Please note that you may *not* write within exactly the same terms of reference on a topic which you have written on directly in the course of your essay work for the paper concerned.)

Following the class, you will be allowed a total of two meetings, each no longer than 30 minutes, with one of the bridge paper tutors, to discuss bibliography and the planning of the essay. Tutors may not read any draft of your essay.

The essay must be submitted electronically by **12 noon on Friday, 1st Week of Trinity Term (in the second year)** via the Assignment pages of WebLearn. Detailed instructions will be sent to all students from the History Faculty undergraduate office.

### **1.3.2 Paper 2 (History)**

A period of British History not taken in the First Public Examination.

Details of British History papers may be found in the *Handbook for the Final Honour School of History* and on WebLearn at: <http://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/brit-isles/>

Details of European & World History options available can be found may be found at:  
<https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:fhs-yrs-2-3/tool/f6c074c6-52fc-495d-84cf-3505c9f27563>

### **1.3.3 Paper 3 and Paper 4 (English)**

Any two subjects from Course I or Course II of the Honour School of English Language and Literature (you must choose your English papers from either Course I or Course II, rather than one from each). Period papers are generally assessed by 3-hour written exams; other papers are examined by portfolio or extended essay.

Details of all English papers may be found in the English FHS handbook at:  
<http://weblearn.ox.ac.uk/portal/hierarchy/humdiv/engfac/undergradu/>

### **1.3.4 Paper 5 and Paper 6**

Two additional subjects in History, or History and English, consisting of either

- a) Special Subject (which comprises a three hour paper and an extended essay, constituting two papers), or
- b) two of the following:
  - (i) One European & World History paper from the Honour School of History
  - (ii) One Further Subject from the Honour School of History
  - (iii) One additional subject chosen from papers 1 to 6 of Course I or Course II of the Honour School of English Language and Literature. Candidates must offer all Course I or all Course II English subjects, with the exception of paper 6 Special Options, for which any subject is permitted.

All details about Special Subjects in History for the year concerned can be found in the *Handbook for the Final Honour School of History* and on the History website at:  
<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/special>

All details about Further Subjects in History for the year concerned can be found in the *Handbook for the Final Honour School of History* and on WebLearn at:  
<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/fhs-yrs-2-3/further>

All details about European & World History Periods for the year concerned can be found in the *Handbook for the Final Honour School of History* and on the History website at:  
<https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:fhs-yrs-2-3/tool/f6c074c6-52fc-495d-84cf-3505c9f27563>

### **1.3.5 Paper 7 (Dissertation)**

Students will submit an interdisciplinary dissertation of no more than 12,000 words in length (including footnotes, but excluding bibliography), that will be examined under the regulations of the History Faculty.

Your dissertation topic should be agreed with a supervisor from each school, and will be jointly supervised. The subject of the dissertation may, but need not, overlap any subject or period on which you have already offered papers. However, you must avoid repetition in your other papers, of materials used in the dissertation.

The dissertation should build upon skills acquired in the course of first- and second-year work: specifically the joint school version of Prelims Paper 1 (Introduction to English Language and Literature) and the bridge paper. It should demonstrate competence in research, and in both literary and historical analysis. The word length is higher than for the English single honours dissertation to enable students to present archival and other comparable historical findings, and to permit, where appropriate, the presentation of statistical or other tables.

You should begin thinking about what topic you might choose in Trinity Term of your second year: tutors will arrange an initial consultation with you during this term, at which you will need to plan your initial reading for the summer vacation. If you choose a topic which none of your college tutors is a specialist in, he or she will find a dissertation supervisor from another college to teach you. Both the History and English Faculties will run information sessions during this term, to give you some suggestions for how to structure your research, and outline the tools which will help you do so.

You will then continue your research through Michaelmas Term of your third year, and will submit an abstract of no more than 200 words to the Chair of Examiners in History and English by Friday, Week 6 of that term. This should be submitted via the History Faculty. You will be informed as to whether your abstract has been approved by the end of Week 6, Michaelmas Term.

Overall, you will receive a maximum of five hours tuition for this paper, including any email or phone contact; these hours will be generally be split equally between schools. The exact timing of these sessions will be decided by you and your tutors, depending on how much help you need at each stage of your research, and how far through your research you are at any particular point, but all teaching must have finished by Week 6 of Hilary Term. Tutors are allowed to give you reading suggestions, and to read dissertation plans and sections of your work, but are not permitted to comment on final drafts.

The dissertation must be submitted by noon on **Friday, Week 8 of Hilary Term** in the third year.

The texts which form the basis for the Dissertation should be primarily in English. Texts translated from other languages may be included but should not constitute the bulk of the primary source material.

Areas of interaction between language, literature and history may include

- The representation of a historical event or figure in novels, drama, cinema or poetry
- The impact of historical events on literature
- Literature as a historical source or vehicle of social criticism
- Diaries and memoirs as a historical source

- The production, transmission and reception of literary works, whether ‘high’, ‘popular’ or ‘mass’
- The history of reading or the history of the book
- History writing as a form of narrative
- The shaping of language by historical factors and the shaping of historical identities (political, national, gender, ethnic, religious) by the discourses of historical actors and groups
- The evolution of literary forms such as biography or letter-writing
- Persuasive arts: theatre, cinema and song
- Literature as an event, scandal, cause célèbre, the censorship and repression of writers and works

A form asking you to state that the essay is your own work downloaded from WebLearn:

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

### Criteria for Bridge Essays and Interdisciplinary Dissertations

<p><b>Engagement</b></p>	<ul style="list-style-type: none"> <li>- identification and clear delineation of an interdisciplinary subject, appropriate to the word length of the essay/dissertation;</li> <li>- awareness of historiography, literary history and critical traditions where relevant;</li> <li>- depth and sophistication of comprehension of and engagement with issues;</li> <li>- grasp and handling of critical materials.</li> </ul>
<p><b>Argument</b></p>	<ul style="list-style-type: none"> <li>- coherence, control, independence and relevance of argument;</li> <li>- clarity and sophistication of development of argument;</li> <li>- conceptual and analytical precision;</li> <li>- originality of argument;</li> <li>- quality of critical analysis of text in the service of argument.</li> </ul>
<p><b>Evidence</b></p>	<ul style="list-style-type: none"> <li>- use of primary texts;</li> <li>- sophistication of methods of research;</li> <li>- relevance of information deployed;</li> <li>- depth, precision, detail and accuracy of evidence cited;</li> <li>- relevant knowledge of primary texts.</li> </ul>
<p><b>Organisation &amp; Presentation</b></p>	<ul style="list-style-type: none"> <li>- clarity and coherence of structure;</li> <li>- clarity and fluency of prose;</li> <li>- correctness of grammar, spelling, and punctuation;</li> </ul>

	- correctness of apparatus and form of footnotes and bibliography.
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### Bridge Essay and Interdisciplinary Dissertation Mark Descriptors

The above criteria will inform the following mark bands:

Numerical Marks	Class	Criteria
<b>86+</b>	<b>I</b>	Work at this level will be of essentially publishable quality, featuring a highly sophisticated and critical understanding of the implications of the chosen topic, and of its context in the secondary literature. The essay will be well-written, focused and cogent, answering its own question(s), which will be important ones, and analysing relevant texts and sources incisively and precisely. It will demonstrate a confident grasp of both the challenges and opportunities presented by interdisciplinary work, and will deal both penetratingly and accurately with the disciplinary assumptions of both History and English, and also with relevant critical theories and historiographical debates. The choice of topic, the argument and the selection of evidence will be superbly well-tailored to the demands of the prescribed word length.
<b>70-85</b>	<b>I</b>	Typical first-class work will feature a sophisticated and critical understanding of the implications of the chosen topic, and of its context in the secondary literature. The essay will be well-written, focused and cogent, answering its own question(s), which will be worthwhile ones, and analysing relevant texts and sources incisively and precisely. It will demonstrate a firm grasp of both the challenges and opportunities presented by interdisciplinary work, and will deal accurately with the disciplinary assumptions of both History and English, and also with relevant critical theories and historiographical debates. Some first-class answers may be distinguished by the sophistication or originality of the argument, approach or interpretation; others may contain a particular wealth of relevant evidence; some of the best work in this range may combine these characteristics. In all cases, the choice of topic, the argument and the selection of evidence will be well-tailored to the demands of the prescribed word length.
<b>60-69</b>	<b>Iii</b>	An essay at this level will, in general, be clearly-written, focused and cogent. It will address a suitable interdisciplinary question, and answer it by analysing a respectable range of relevant texts and sources. It will show appropriate awareness and understanding of the relevant secondary literature in both History and English, together with an adequate sense of the implications of interdisciplinary approaches. A given essay may do better justice to either the historical or the literary aspects of its topic, but it will merit a mark in this range if both aspects are present and at least one of them is handled to a

		high standard. An essay that raises some organisational or evidential problems, but is distinguished by sophisticated or original engagement with an interdisciplinary problem, may also merit a mark in this range.
<b>50-59</b>	<b>IIii</b>	Work at this level will generally show evidence of solid preparation and application. It will address an interdisciplinary question; it will comment on at least some primary sources/texts; and it will show some awareness of the secondary literature in both History and English. It is likely to be flawed in two or more of the following ways, however: imprecise answer to the question; inconsistent presentation and referencing; unclear writing; unduly unbalanced emphasis on either the historical or the literary aspects of the question; narrow range of sources; limited awareness/understanding of the historiographical/critical context; poorly-chosen question; failure to integrate parts of the material into an effective analysis/argument; errors of fact.
<b>40-49</b>	<b>III</b>	A third-class essay will, as a minimum, address an interdisciplinary question, using at least some source material and showing some understanding of the literary and/or historical context. It will tend to have a larger number of the flaws listed in the box above, and/or will manifest them to a worse degree.
<b>30-39</b>	<b>Pass</b>	Provided that the essay addresses a recognisably interdisciplinary question and engages with at least one source, it will typically be worthy of a pass mark. Essays in this category will typically feature many of the flaws in the IIii box, but to a more serious degree. They may also be badly written, full of error, and/or incoherent, as pieces of writing.
<b>Below 30</b>	<b>Fail</b>	An essay that does not address an interdisciplinary question and/or does not base any of its content on the analysis of a source, will be deemed to fail. Other reasons for failure may include plagiarism, gross inaccuracy, gross failure of expression, or grossly short weight.

## 1.4 Structuring the FHS course

### Guidance for choosing options in HENG

You are preparing for **seven** papers (NB. History Special Subject counts as **two** papers). When choosing your options (which you should discuss with your tutors on both sides of the course), you might find it useful consider the following issues:

#### Examination mode

Some of your papers are examined by submitted essays, whilst the others are by timed written exams. Overall you may not submit more than **five** submitted essays; this includes the dissertation. You should bear this in mind when making your choices as the bridge paper, some papers in English (e.g. Shakespeare, English Special Option, Paper 4 in Course II), the History of the British Isles paper and History Special Subject Paper (b) of the History Special Subjects are all examined by submitted essays.

#### Deadlines

When considering examination mode, you should also think about the extended essay deadlines for submission. The advice below concerns current deadlines for submission, but you **must** check them against the History and English FHS Exam Regulations for students taking finals in 2020.

The bridge paper extended essay must be submitted by Friday, week 1 of Trinity Term in Year 2, while the English Course II, Paper 4 portfolio is submitted Thursday, week 9 of Trinity Term in Year 2, and the History of the British Isles take-home essays are submitted on Friday of week 9 of Trinity Term in year 2.

The deadline for the History Special Subject extended essay (paper b) is the Friday of week 0 of Hilary term in Year 3; the Shakespeare portfolio must be submitted in by Monday of week 2 of Hilary Term in Year 3. The joint History and English dissertation also needs to be submitted at the end of Hilary term of Year 3 (Friday of week 8).

Work for deadlines can often be managed by planning ahead; in particular, if you are taking a History Special Subject and the Shakespeare portfolio you will need to be aware of the deadlines only ten days apart, as above. Students taking the History Further Subject should note that the workload in Hilary Term of Year 2 will be such that time must be allocated to preparation during the preceding vacation.

**Course I and II:** On the English side, you can choose papers from **either** Course I or Course II but remember that you **must** then choose ALL English papers from the same course (i.e Course I or Course II), except that you may choose Special Options (Paper 6) from either course.

### 1.4.1. Pathways (Recommended Pattern of Teaching)

Each student’s timetable will need to be constructed individually in consultation with their tutors. Some papers are taught in specific terms (notably the Bridge paper, specialist History options and, in principle, all the English papers), while others can be timetabled more flexibly (History Outline papers and the Thesis). Each student’s pathway therefore depends considerably on which types of History papers and which specific English papers they choose. Colleges and tutors may also offer some flexibility on the English papers to joint-school students. The following therefore attempts to set out the fixed points and the areas where there is greater room for manoeuvre. A small number of combinations which are technically permissible would in practice be very difficult to timetable.

(In what follows, ‘MT2’ means Michaelmas Term of the second year, etc.)

#### Fixed Papers

- Bridge Paper: compulsory for HENG; taught in HT2, with essay submission early TT2.
- History Further Subject (FS): optional; taught in Hilary Term. History students take it in their 2<sup>nd</sup> year (HT2), but HENG students could take it in HT3: see below C.
- History Special Subject (SS): optional; taught in MT3; two papers, so very intense and not likely to be compatible with any other papers taught wholly or partly in that term.
- Thesis: compulsory for HENG; timed for HT3, but spreadable over MT3 & HT3.
- English papers: normally fixed to particular terms:

MT	I.3 1550-1660	II.1 650-1100
MT2/HT2	I.2 1350-1550	II.3 1350-1550
HT2 [/MT2]	I.4 1660-1760	II.2 1066-1550
TT2	I.5 1760-1830	–
TT2/MT3	I.1 Shakespeare	II.5b Shakespeare
MT3	I.6 Special Options (SO)	II.6 SO II.5a Material Text
HT3		II.6 Some SOs continue

#### Flexible Papers

- HBI, History of the British Isles: compulsory for HENG; must be completed in 2<sup>nd</sup> year: essays due 9<sup>th</sup> week TT2; normally taught in MT2, but also TT2, and in practice there is even more flexibility within the 2<sup>nd</sup> year.
- EWH, European and World History: optional; normally taught in TT2 but could be studied in MT2, TT2 or MT3, or spread.
- English papers **I.4 and II.2**, normally taught in HT2, could be spread over MT2 & HT2 so as not to overlap entirely with the Bridge paper in HT2.



### INADVISABLE COMBINATIONS

- A The **History Special Subject** is not compatible with any paper which is taught in MT3, viz. **English Special Options** in both courses (I.6, II.6) and II.5a, the Material Text. It is possible to combine a History SS with **Shakespeare**, but in such a case most of the work for the latter would need to be done in TT2 (with a possible knock-on effect on I.5).
  
- B Taking a **History Further Subject** in the second year would be difficult in that the student would have to take two whole papers in HT2, the FS and the **Bridge** paper. The History FS could be taken in HT3, but only if the **Thesis** were largely written in MT3: this would then rule out taking a MT3 paper – **History SS, English SO or Material Text**; but it would still be possible to do **Shakespeare**, as in A above.
  
- C If students choose neither **History SS** or **English SO**, they might end up with a heavy second year and a potentially light third year (a thesis, and perhaps half of Shakespeare if they choose it). However, those who don't take a History SS must take either **EWH** or a **History FS**: the former could be studied in MT3 if a tutor willing to teach it then could be found, and the latter in HT3.

### DATES OF SUBMISSION

Students are permitted to be assessed by up to FIVE pieces of submitted work. The deadlines for these are as follows: this may influence your choice of papers.

- Bridge Essay (no.1 above): due Friday 1<sup>st</sup> week TT2.
- History of the British Isles (2) essays: due Friday 9<sup>th</sup> week TT2.
- English Special Option (4 or 6.iii) Extended Essay: due Thursday 8<sup>th</sup> week MT3  
(*except some Course II language options, assessed by examination in TT3*).
- History SS (5-6.a) Extended Essay: due Friday 0<sup>th</sup> week HT3.
- Shakespeare essays (3-4 or 6.iii): due Friday 2<sup>nd</sup> week HT3.
- Material Text (course II, option 5a) (3-4 or 6.iii) portfolio: due Thursday 4<sup>th</sup> week HT3.
- Thesis (7): due Thursday 8<sup>th</sup> week HT3.

This form may be helpful for planning your timetable:

	<b>HISTORY</b>	<b>ENGLISH</b>
<b>MT2</b>		
<b>HT2</b>		
<b>TT2</b>		
<b>MT3</b>		
<b>HT3</b>		

For information on recommended patterns of teaching, see Appendix 8.

## 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 a principal form of teaching within the History Faculty, normally in pairs but sometimes in ones or threes or occasionally groups of four. Before each tutorial you will be asked to do a significant amount of work, which will take up the most time of all the forms of work you do at Oxford (with the possible exception now of work for classes). This will often be an essay on the basis of a reading-list provided by the tutor, but you may be asked instead to do a short presentation in the tutorial from notes. Your tutor may ask you to hand in the essay before the tutorial, or at the tutorial, or to read it out during the tutorial, or to hand it in afterwards so that you can take account of tutorial discussion. As ever, tutors will vary in their procedures and you should always do what your current tutor asks.

Tutors also have a range of approaches to other aspects of the process. Some reading-lists are short and tightly-focused, in which case you will be expected to read it all and have a thorough knowledge of this material; others are longer and offer you more choice in what to read, although tutors will normally give some guidance on essential and desirable items; or they may expect a fuller but less deep coverage of a wider range of books and articles. Tutors also vary in their requirements for essays. Some ask for well-polished pieces to a high standard of presentation, backed up with full references and bibliography in proper form. Others regard the essay as work-in-progress, a report on your current thinking, which will evolve in the tutorial and afterwards, including in revision. Different forms of output such as detailed plans or presentations acknowledge that the tutorial essay is not your last word on the subject. Tutorials may be tightly focused on students' essay(s) or presentation(s), or may range more widely, possibly into areas not covered by the submitted work. See **section 2.3** below on **Feedback** for the variety of forms, sometimes inexplicit, in which you may receive this.

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

Perhaps the most important point to make about tutorials, therefore, is that students should own them and use them for purposes they define for themselves: be pro-active in bringing your agenda to the tutorial, whether in terms of material you want to understand better or ideas which you need to clarify, or in terms of arguments which you want to think through more fully or hypotheses which

you want to test, with your tutor and other students. The best tutorials are those in which the students are most active.

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

British Isles History	8 tutorials
European & World History	8 tutorials
Compulsory Interdisciplinary Dissertation	5 hours
Further Subject	12 contact sessions, typically 6 university classes and 6 tutorials
Special Subject	8 university classes and 4-6 tutorials

Note that a class typically lasts 90 minutes and a tutorial one hour.

You may also have one revision tutorial in the final Trinity Term for European & World History, if you have taken one of those papers. 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 on the first page of History WebLearn:

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

The English lecture list is here:

<https://weblearn.ox.ac.uk/portal/site/:humdiv:engfac>

*You should remember that there is a risk - unavoidable in a diverse joint school such as History and English - that lectures in one of your History papers may clash with those in one of your English 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 European & World 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, the English Faculty, or in Colleges.

### **2.1.3 Classes**

In the Finals course you will experience, alongside tutorials, a much higher proportion of your teaching through classes. Colleges will use classes for teaching in Disciplines of History, and at least half of the teaching of Further and Special Subjects is through classes provided by the Faculty.

While classes are clearly differentiated from tutorials by their size – typically 8-12 students and a convenor, possibly with a graduate assistant as well – they build on the culture of discussion fostered by tutorials. Indeed, the aim is to move responsibility for teaching and learning further away from tutors and towards students. Class-groups develop their own cultures during the term in which they exist, and the best ones involve all students taking mutual responsibility for contributing to the learning process. Needless to say, this depends partly on the level of each student's preparation; the more you put in, the more you will get out. But it also depends on a willingness to speak up, to ask questions – even, or perhaps especially, in cases where you aren't following or don't understand and need clarification (the chances are that others are baffled too) – and to try out interpretations even if you're not sure about them.

It is common although not universal for convenors to employ student presentations, by individuals or groups, at the beginning or at various points through the class. In Further- and Special-Subject

classes, these may well centre on interpretation of the sources. While presenting a polished essay-style presentation can be very beneficial to the whole group, convenors may well put the emphasis on identifying the issues, asking questions and thus opening up discussion by the whole group rather than producing finished answers. Sometimes convenors will ask for a hand-out which will back up the points made in the presentation with some key pieces of evidence. Some convenors simply ask for individuals or small groups to identify from their reading a few questions to kick-start the discussion. Another format is for the class to break into small groups, sometimes at the start of the class to produce agendas for discussion, or during it to talk through the questions which have been posed. Classes therefore offer a flexible medium which convenors will use in various ways to enhance the learning of the whole group.

Successful classes thus require careful preparation, a willingness to ask questions, attentive and purposeful listening, and the ability to refine and defend an argument in the light of discussion. They therefore develop further a range of skills: presenting material in an engaging, coherent manner; 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.

#### **2.1.4 Bibliographies**

Tutors will either provide their own bibliographies for the specific topics you have chosen, or they may talk you through essential and otherwise important or relevant books from the Faculty Reading List. The Faculty prepares such general lists for all papers on the syllabus; these are normally available on WebLearn at

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

Nevertheless you should feel free to use your own initiative and to supplement bibliographies by a willingness to be adventurous in discovering additional books and articles. Do not assume that any of the Faculty Reading Lists, however apparently voluminous, include 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 Reading Lists, on-line bibliographic resources are particularly useful: for more details of these see below, [6.5 IT for second and third-year historians](#) (page 61 below).

#### **2.1.5 Administration**

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

- The course handbooks
- Bibliographies
- Further and Special Subject ballots
- Submission deadlines
- Submission certificates for extended essays and theses

- Lecture and class questionnaires
- Amendments to the Lecture List
- Examiners' reports and past exam papers

The termly Lecture Lists and the General Scheme 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](mailto: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 Canvas:

<https://canvas.ox.ac.uk/courses/2393>

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'.<sup>3</sup>

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

### **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.

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



## **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.

### **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 (7 stages – academic 3 stages), German (7 stages – academic 3 stages), Italian (7 stages – academic 2 stages), Spanish (6 stages – reading 1 stage),

Russian (5 stages – academic 1 stage) and Modern Greek (4 stages), Portuguese (2 stages), Japanese (5 stages) and Dutch (1 stage), 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 English 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 0<sup>th</sup> 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 4<sup>th</sup> 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.

Colleges are discouraged from setting more than one collection per examined paper, for instance revision collections.

#### **2.3.5 Summary**

After passing the Preliminary Examination you will proceed in the second and third years to the Final Honour School. You will study one further paper in British Isles History and may choose to study an additional paper in European and World History, including the option of a Theme paper in either of these menus; and you will have a still larger choice of specialized options in the History Further and Special Subjects. You will study at least two, possibly three, English papers. You will take one compulsory interdisciplinary Bridge paper, to be examined by an extended essay of between 5,000 and 6,000 words; and finally you write your own research thesis of 12,000 words, on a topic chosen and defined by you. At least three, and up to five, of the seven units in Finals will be assessed by submitted work rather than timed examination. A separate handbook providing details of courses, examination methods and other matters related to the Final Honour School is available on WebLearn, and is updated annually.

## 3 Assessment: The Final Honour School

### 3.1 General

The formal ('summative') assessment of the Honour School of History and English, the Final Honour School (or 'Finals') takes place at the end of the third year. For most students, three papers will be assessed by unseen three-hour written examination in Trinity Term of year 3, and four papers by written submissions in Trinity Term of year 2 and Hilary Term of year 3. The European & World History and the Further Subject papers require answers to three questions, which are normally essays. 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 and English 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.

The following criteria will be used to determine a History and English FHS candidate's overall classification.

<b>First:</b>	Average mark of 68.5 or greater. At least two marks of 70 or above. No mark below 50.  An alternative route to a First is available to candidates who get four or more marks of 70 or above, an average mark of 67.5 or greater and no mark below 50.
<b>Upper Second:</b>	Average mark of 59 or greater.  At least two marks of 60 or above.  No mark below 40.
<b>Lower Second:</b>	Average mark of 49.5 or greater.  At least two marks of 50 or above.  No mark below 30.
<b>Third:</b>	Average mark of 40 or greater.  Not more than one mark below 30.
<b>Pass:</b>	Average mark of 30 or greater.

	Not more than two marks below 30.
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The criteria by which history exam answers are assessed can also be found in the Examination Conventions document here:

<https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:general-info/tool/597fec0-a293-4a9b-98af-08f0b8fd72d1/ShowPage?returnView=&studentItemId=0&backPath=&errorMessage=&clearAttr=&messageId=&source=&title=&sendingPage=25879&newTopLevel=false&postedComment=false&addBefore=&itemId=153818&path=next&topicId=&addTool=-1&recheck=&id=&forumId=>

Conventions for English papers can be found in the [English FHS Handbook](#).

### Penalties for non-attendance

Failure to attend an examination (without a good reason, such as illness) will result in the failure of the assessment. If a candidate has missed an examination through illness, their college must report this to the Proctors as soon as possible.

### 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 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 25 January 2019. 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](http://www.ox.ac.uk/students/academic/exams) and [www.ox.ac.uk/students/selfservice](http://www.ox.ac.uk/students/selfservice)

**Timetable:** Final exams will be held in weeks 5 and 6 of Trinity Term. 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](http://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](http://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/2018-19/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 <https://www.ox.ac.uk/students/academic/complaints?wssl=1>

**Results:** The Examiners expect to finalize the results by 15 July 2019, 13 July 2020 (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.

**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>.

**Prizes and Grants:** Undergraduates reading History and English 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.

**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
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Proxime accessit	£300	Next highest average mark in joint schools
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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: £250.

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: £250.

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

**The Joan Thirsk Prize:** for the best undergraduate thesis on medieval History submitted in the Honour School of History or any of its joint schools. Value: £250.

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: £250.

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

**The George Ramsay Prize:** for the best undergraduate thesis on early modern history submitted in the Honour School of History or any of its joint schools. Value: £250.

Nominated by the FHS 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.

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

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 2019**.

## 4 Student Representation and Feedback

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

1. By completing a Lecture and Class Questionnaire;
2. By referring an issue to your college representative of the Undergraduate Historians' Assembly;
3. By referring an issue to a student representative on the Undergraduate Joint Consultative Committees for History or Modern Languages, or to the student representatives on the Joint Standing Committee for History and Modern Languages;
4. By following formal complaints procedures within the Faculties, your college or via the University Proctors.

### 4.1 Lecture and Class Questionnaires

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

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

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

Questionnaires are available to download or complete on-line from the History Faculty WebLearn site:

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

and the English WebLearn site:

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

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 [here](#).

Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at [www.unistats.com](http://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 Undergraduate 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 3<sup>rd</sup> 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**

Both the History Faculty and the English Faculty have an Undergraduate Joint Consultative Committee made up of Senior Members and student members elected through the colleges. Your college should have History and English representatives who either attend the UJCC or help select the student members. The UJCC’s are important means of gaining student feedback so that courses can be improved – such issues as lecture clashes, extra language provision and library opening hours have all been addressed.

The History Undergraduate Joint Consultative Committee meets each term in 5<sup>th</sup> 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.

Having student representation has helped the convenors of the course understand and address some of the potential timetabling and workload difficulties posed by the course. Please contact them if there are issues you would like to see raised.

#### **4.2.3 Faculty Committees**

There are student representatives on the following Faculty committees:

Admissions Sub-committee

Examinations Sub-committee

Committee for Library Provision and Support (CLIPS)

Joint School Standing Committees, including History and Modern Languages

Undergraduate Joint Consultative Committee

Undergraduate Studies Committee

## Faculty Meeting

## Faculty Board

The Joint Standing Committee for History and English now has a student representative who attends the termly meetings and can raise issues of concern to undergraduates. A new student representative will be elected in Michaelmas Term, and their name will be circulated to all HENG students.

### **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.

## **4.3 Student complaints procedures**

### **a) Complaints about Faculty teaching**

Complaints about Faculty-organised teaching should normally be addressed first to your college tutor, who will discuss it with the appropriate people in the Faculty concerned, if necessary referring to the Chair of the Faculty Board. If you are still not happy, you can write to the Chair of the Faculty's Undergraduate Studies Committee (History) or the Teaching Committee (Modern Languages). You also have the right to complain directly to the University Proctors or Assessors – they act as independent ombudsmen. Contact the Clerk to the Proctors at [stephen.hearn@proctors.ox.ac.uk](mailto:stephen.hearn@proctors.ox.ac.uk), or refer to the Proctors' website at <http://www.admin.ox.ac.uk/proctors> for advice on procedures.

### **b) Complaints about college teaching**

Complaints about teaching provided or organized through your college should be referred first to your College Tutor; or directly to the Senior Tutor of your College. Your college may have published a complaints procedure; help and advice in any case can be obtained from your JCR or college Students Union representatives.

### **c) Complaints about examination matters**

You should contact your college Senior Tutor initially. More details about the procedure are available in the Proctors' and Assessor's Memorandum, available from the Proctors' website.

### **d) Complaints about Equal Opportunities**

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

### e) Harassment

In common with other universities, Oxford regards harassment as unacceptable behaviour and has introduced a Code of Practice designed to protect its students, staff and other people for whom it has a special responsibility. For purposes of this code, *harassment* is regarded as unwanted and unwarranted conduct which has the purpose or effect of:

- violating that other's dignity, or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for that other.

Such harassment could involve a single act or a series of acts of bullying, verbal or physical abuse, ill-treatment, unwelcome sexual advances; or otherwise creating or maintaining a hostile studying, working or social environment.

*Full details of the University's Policy and Procedure on Harassment and Bullying is available at <http://www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure/#d.en.31705> , and is formally drawn to the attention of student members of the University.*

The Proctors appoint Senior Members to a University Advisory Panel on harassment. As explained in the Code, these advisers may be approached by any student or member of staff in the University suffering from harassment, as defined in the Code. For further advice on harassment and how to deal with it, go to <http://www.admin.ox.ac.uk/eop/harassmentadvice/> . Some colleges have appointed special advisers or advisory panels to respond to complaints or harassment. If your college has no special arrangements, people you might approach within college could include the dean, tutor for women, or chaplain.

Contact numbers:

The Proctors' Office	telephone (2)70090
Advisory Panel on Harassment	telephone (2)70760
Email: <a href="mailto:harassment.line@admin.ox.ac.uk">harassment.line@admin.ox.ac.uk</a>	

The History Faculty and the English Faculty operate the University's Code of Practice Relating to Harassment. Undergraduates who feel that they have been subject to harassment in a Faculty context may wish to contact one or other of the Faculty Advisers.

History Faculty Advisors:

Professor Sloan Mahone	(WUHMO)	telephone (2) 74602
Dr Matthew Grimley	(Merton)	telephone (2) 76346

English Faculty Advisors:

Professor Laura Marcus	<a href="mailto:laura.marcus@ell.ox.ac.uk">laura.marcus@ell.ox.ac.uk</a>
Dr Stefano-Maria Evangelista	<a href="mailto:stefano-maria.evangelista@trinity.ox.ac.uk">stefano-maria.evangelista@trinity.ox.ac.uk</a>

The University Sexual Harassment and Violence Support Service provides a safe place for students be heard - independent of their college or department, offering free support and advice to any student who has been affected by sexual harassment or violence.

The service supports students in all situations, whether the experiences of sexual harassment or violence happened in Oxford or elsewhere, and whether it was recent or in the past.

Email: [supportservice@admin.ox.ac.uk](mailto:supportservice@admin.ox.ac.uk)

Further information: [ox.ac.uk/supportservice](http://ox.ac.uk/supportservice)

The Director of Undergraduate Studies for English and the English Undergraduate Studies Office are happy to be contacted with any feedback or concerns, as well as course queries not covered in the handbooks or on WebLearn.

Director of Undergraduate Studies: Dr Marion Turner [marion.turner@ell.ox.ac.uk](mailto:marion.turner@ell.ox.ac.uk)

Undergraduate Office: [undergrad@ell.ox.ac.uk](mailto:undergrad@ell.ox.ac.uk)

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



## 5 Student Life and Support

### 5.1 Expectations

#### 5.1.1 *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.

If you find it impossible to meet your academic obligations without spending significantly longer than 48 hours per week on academic study on a regular basis (rather than occasionally, or for a limited time period), you should seek advice from your tutor, Personal Tutor, Director of Studies or Senior Tutor. A number of colleges run study-skills sessions. The University's Counselling Service also offers workshops to assist students with work-related issues:

<https://www.ox.ac.uk/students/welfare/counselling/workshops?wssl=1>

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

#### 5.1.2 *Expectations of Behaviour: Harassment and Bullying*

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

**The University's Policy and Procedure on Harassment and Bullying is available at**

<https://www.admin.ox.ac.uk/eop/harassmentadvice/> and is formally drawn to the attention of student members of the University. This page also lists sources of help, both in the University and in your college. The Faculty has its own Harassment Advisors, whose names and contact details are listed below. The University Careers Service ([www.careers.ox.ac.uk](http://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.

### **5.1.3 Equality and Diversity at Oxford**

***“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected.”*** [Equality Policy \(2013\)](#).

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation. Visit our website for further details or contact us directly for advice: [www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop) or [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk).

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University’s Harassment and Bullying policy and the support available for students visit: [www.admin.ox.ac.uk/eop/harassmentadvice](http://www.admin.ox.ac.uk/eop/harassmentadvice)

There is range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: [www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres](http://www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres)

#### **Student Welfare and Support Services**

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organizing disability-related study support. For more information visit: [www.ox.ac.uk/students/shw/das](http://www.ox.ac.uk/students/shw/das)

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: [www.ox.ac.uk/students/shw/counselling](http://www.ox.ac.uk/students/shw/counselling)

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU’s Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/shw/peer](http://www.ox.ac.uk/students/shw/peer)

OXFORD SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: <https://www.oxfordsu.org/communities/campaigns/>

There is a wide range of student clubs and societies to get involved in - for more details visit: [www.ox.ac.uk/students/life/clubs](http://www.ox.ac.uk/students/life/clubs)

#### **5.1.4 Skills and Employability**

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course (often incorporating professional body requirements) will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend their skills and experiences through practical or project work, placements or fieldwork, writing extended essays or dissertations. In college and university sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as Problem Solving, Leadership and Communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the [Careers Service website](#).

## **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 (see also 5.1.3)**

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](mailto: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 Faculty Contacts for the Faculty's officers for Disability and Harassment.**

Details of the sources of support available in the University are on the Oxford Students website ([www.ox.ac.uk/students/welfare](http://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](mailto:undergraduate.office@history.ox.ac.uk).

#### **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.**

## **5.4 Complaints and Appeals**

### **5.4.1 Overview**

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

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

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

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

### **5.4.2 Complaints**

If your concern or complaint relates to teaching or other provision made by the faculty, then you should raise it with the Chair of the Undergraduate Studies Committee and Coordinator for Undergraduate Studies, Dr Hannah Smith. 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](http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints)), the Student Handbook ([www.admin.ox.ac.uk/proctors/info/pam](http://www.admin.ox.ac.uk/proctors/info/pam)) and the relevant Council regulations ([www.admin.ox.ac.uk/statutes/regulations/247-062.shtml](http://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](http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints)), the Student Handbook ([www.admin.ox.ac.uk/proctors/info/pam](http://www.admin.ox.ac.uk/proctors/info/pam)) and the relevant Council regulations ([www.admin.ox.ac.uk/statutes/regulations/247-062.shtml](http://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 History and English Faculties are committed to ensuring that disabled students are not treated less favourably than other students, and to providing reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage. For students who have declared a disability on entry to the University, the Faculties will have been informed if any special arrangements have to be made. Students who think that adjustments in Faculty teaching, learning facilities or assessment may need to be made should raise the matter first with their college tutor, who will ensure that the appropriate people in the Faculties are informed. Further information on Faculty arrangements can be found in the main school handbooks. General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed, can be found on the University's Disability Office website at <http://www.admin.ox.ac.uk/eop/disab>.

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 .

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

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

[http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/policyguidance/Policy\\_on\\_the\\_recording\\_of\\_lectures\\_and\\_other\\_formal\\_teaching\\_sessions\\_by\\_students.pdf](http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/policyguidance/Policy_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 ), 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](http://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 Faculty of English Language and Literature is located in the St Cross Building, Manor Road, Oxford, OX1 3UL. For further details see <http://www.english.ox.ac.uk/home>.

### 6.1 Useful Faculty Contacts

The Final Honour School in History and English is convened and administered by the Faculties of History and English.

Extensive information, including up-to-date regulations and the main school handbooks, is available on the History Faculty WebLearn site:

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

and on the English WebLearn site:

<https://weblearn.ox.ac.uk/portal/site/:humdiv:engfac>

They can be contacted at:

The Undergraduate Office, History Faculty, Old Boys' School, George Street, Oxford, OX12RL. Tel. +44 (0)1865 615020

Email: [undergraduate.office@history.ox.ac.uk](mailto:undergraduate.office@history.ox.ac.uk)

Administrator, Faculty of English Language and Literature, St Cross Building  
Manor Road, Oxford, OX1 3UL. Tel: +44 (0)1865 271055

Email: [undergrad@ell.ox.ac.uk](mailto:undergrad@ell.ox.ac.uk)

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 for History	(6)15020
Andy Davice	Academic Administrator for English	(2)71930
Ms Isabelle Moriceau	Examinations Officer	(6)15017
Ms Alexandra Vickers	Undergraduate Office Administrative Assistant	(6)15017
Ms Emily Usherwood	Teaching Officer	(6)15018

For general enquiries, the best email address to use is [undergraduate.office@history.ox.ac.uk](mailto:undergraduate.office@history.ox.ac.uk).

The Director of Undergraduate Studies in History is Dr Hannah Smith ([hannah.smith@history.ox.ac.uk](mailto:hannah.smith@history.ox.ac.uk)).

The Chair of the History and English Joint School is Dr Lucy Wooding ([lucy.wooding@lincoln.ox.ac.uk](mailto:lucy.wooding@lincoln.ox.ac.uk)).

### Disability Contacts



The Disability Co-ordinator for the History Faculty is Alexandra Vickers – [undergraduate.office@history.ox.ac.uk](mailto: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.

The Disability Officer for the Department of English Language and Literature is Mr Andy Davice, Tel: (2)71930, E-mail: [andy.davice@ell.ox.ac.uk](mailto:andy.davice@ell.ox.ac.uk) .

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](mailto:perry.gauci@history.ox.ac.uk)) or the Secretary to the Disability Working Group, Dr Jeannie Scott ([jeannie.scott@history.ox.ac.uk](mailto:jeannie.scott@history.ox.ac.uk)).

### Harassment Advisors

The History Faculty Harassment Advisors are Dr Matthew Grimley ([matthew.grimley@history.ox.ac.uk](mailto:matthew.grimley@history.ox.ac.uk)) and Dr Sloan Malone ([sloan.malone@history.ox.ac.uk](mailto:sloan.malone@history.ox.ac.uk)). Students are welcome to contact them for a confidential discussion about any concerns.

### Other useful History Faculty contacts

Reception and general enquiries	<a href="mailto:board.admin@history.ox.ac.uk">board.admin@history.ox.ac.uk</a>	01865 615000
IT Support	<a href="mailto:itsupport@history.ox.ac.uk">itsupport@history.ox.ac.uk</a>	01865 615031
History Faculty Library	<a href="http://www.bodleian.ox.ac.uk/history/help-for/undergraduates">http://www.bodleian.ox.ac.uk/history/help-for/undergraduates</a>	
The Librarian-in-charge	<a href="mailto:rachel.darcy-brown@bodleian.ox.ac.uk">rachel.darcy-brown@bodleian.ox.ac.uk</a>	01865 277264

### Other useful English Faculty contacts

Reception and enquiries	<a href="mailto:english.office@ell.ox.ac.uk">english.office@ell.ox.ac.uk</a>	01865 271055
English Faculty Library	<a href="mailto:efl-enquiries@bodleian.ox.ac.uk">efl-enquiries@bodleian.ox.ac.uk</a>	01865 271050
The Librarian	<a href="mailto:helen.scott@bodleian.ox.ac.uk">helen.scott@bodleian.ox.ac.uk</a>	01865 271051

## 6.2 Buildings, Locations and Accessibility

Places you need to locate are the History Faculty (map available [here](#)), the English Faculty & Library (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/>

The St Cross Building (English Faculty and Library) has an access ramp at the front of the building, and the library and café are accessible by lift. Any students with access queries, or needing assistance from a porter, can contact the Facilities Manager on 01865 271 480.

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](mailto:board.admin@history.ox.ac.uk).

History and English undergraduates are also welcome to use the English Faculty library and common room in the St Cross Building on Manor Road.

## **6.3 Libraries and Online Resources**

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

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

Increasingly many journals the University subscribes to are also available electronically via: eJournals A-Z <http://ejournals.bodleian.ox.ac.uk>

Databases with full-text sources, such as historical newspapers, are accessed via: Databases A-Z <https://libguides.bodleian.ox.ac.uk/az.php>

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](mailto: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](mailto: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>.

### Opening hours (HFL & BOD)

<b>Term</b>	Mon-Fri	9am-10pm
	Sat	10am-4pm
	Sun	11am-5pm
<b>Vacation</b>	Mon-Fri	9am-7pm
	Sat	10am-4pm
	Sun	CLOSED

### Contacts

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

### 6.3.3 The English Faculty Library

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

Founded in 1914, the **English Faculty Library** serves the needs of all those reading and teaching English at Oxford. For many years it was housed in the attic of the Examination Schools before moving into the purpose-built St Cross Building in 1965.

The Library holds over 110,000 volumes and subscribes to around 80 current print journals, almost all of which are on open access. Its collections are catalogued on [SOLO](#), the catalogue for the majority of library collections in the University of Oxford. Most books, except for those in our special collections, are available for loan to [registered borrowers](#). The Library also holds an extensive audio visual collection supporting Shakespeare, poetry and [Film Studies](#) courses in Oxford.

The EFL also provides [information skills training](#) to support teaching and research in English at Oxford.

A short [Guide to the English Faculty Library](#) is available online. A guide to [Oxford's Libraries and Collections for English](#) is also available online.

Undergraduate readers may borrow up to 10 books, plus 4 CDs, tapes or LPs, for one week, and up to 4 films for two days. Books may be borrowed for one week, and can be renewed 3 times, as long as they have not been reserved by another reader. Books may be borrowed for vacations, beginning on Monday of week 8.

**Opening hours:**

<b>Term (weeks 0-9)</b>	9am-7pm (Mon.-Fri.) 10am-1pm (Sat.)
<b>Vacation</b>	9am-5pm (Mon.-Fri.) Closed on Saturdays

Enquiries	<a href="mailto:efl-enquiries@bodleian.ox.ac.uk">efl-enquiries@bodleian.ox.ac.uk</a>	01865 271050
English and Film Studies Librarian	Helen Scott	<a href="mailto:helen.scott@bodleian.ox.ac.uk">(helen.scott@bodleian.ox.ac.uk)</a>

**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**

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

**Contacts**

Enquiries	<a href="mailto:ssl@bodleian.ox.ac.uk">ssl@bodleian.ox.ac.uk</a>
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)

Visual Resources Centre, Department of the History of Art, Littlegate House, St Ebbes

#### **History of Science & Medicine:**

Upper Reading Room, Old Bodleian Library

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

#### **Modern European Languages & Enlightenment:**

The Taylor Institution Library (TAY), St Giles

#### **Philosophy and Theology:**

Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road

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.oumnh.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 [Databases A-Z](#) and [e-Journals A-Z](#) available using your [SSO account](#) via <http://solo.bodleian.ox.ac.uk> on PCs in College Libraries and Computing Rooms, the Bodleian History Faculty Library, and the Bodleian Library. You may also access Oxford e-resources and databases on your own computer. Among the most useful is the Bibliography of British and Irish History which indexes works on the history of Britain, Ireland, and the British Overseas. This database comprises 600,000 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 100 UK libraries, including the British Library). See <https://libguides.bodleian.ox.ac.uk/history> for guidance to the vast number of resources available. If you want to use subscription resources off campus, login to SOLO/Databases A-Z using your Oxford Single Sign On details.

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

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

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

<https://libguides.bodleian.ox.ac.uk/historyinfoskills/ug> and guides at:  
<https://www.bodleian.ox.ac.uk/history/training/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 Rachel D'Arcy Brown, History Faculty Librarian-in-Charge (tel: (2)77264; e-mail:

[rachel.darcy-brown@bodleian.ox.ac.uk](mailto:rachel.darcy-brown@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> .

All teaching rooms and the Common Room in the History Faculty have wi-fi: students are encouraged to use Eduroam to log on.

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

## APPENDIX 1: Examination Regulations

### Honour School of History and English, 2018-20

#### A

1. The Honour School of History and English shall be under the joint supervision of the Boards of the Faculties of History and English Language and Literature and shall consist of such subjects as they shall jointly by regulation prescribe. The boards shall establish a joint committee consisting of three representatives of each faculty, of whom at least one of each side shall be a member of the respective faculty board, to advise them as necessary in respect of the Honour School and of the Preliminary Examination in History and English.
2. No candidate shall be admitted to the examination in this school unless he or she has either passed or been exempted from the First Public Examination.
3. The Chairs of Examiners for the Honour School of History and for the Honour School of English Language and Literature shall consult together and designate such of their number as may be required for the examination for the Honour School of History and English, whereupon the number of examiners shall be deemed to be complete.

#### B

Each candidate shall offer seven subjects as set out below. The subjects will be examined by written examinations of three hours' duration, unless otherwise specified.

##### 1. Submitted work

(a) Candidates should note that no more than five out of the total of seven Final Honour School papers can be examined by submission. Candidates should also note that some English and History papers are examined only by submission and should bear this restriction in mind when making their choices.

(b) Two typed copies of each extended essay or portfolio must be delivered by hand to the relevant Chair of Examiners, Examination Schools, High Street, according to the deadlines specified in the regulations for each subject. It is additionally strongly recommended that the candidate keep a third copy of his or her submission. A certificate signed by the candidate to the effect that each extended essay or portfolio is the candidate's own work, and that the candidate has read the History Faculty and English Language and Literature Faculty guidelines on plagiarism, must be presented together with each submission (see (d) below). Certificates will be circulated to candidates for completion by the History Faculty Office and the English Faculty Office.

(c) Every submission must be the work of the candidate alone, and he or she may not discuss with any tutor either his or her choice of content or the method of handling it after the last date indicated in the regulations for each subject.



(d) Essays previously submitted for the Honour School of History and English may be re-submitted. No essay will be accepted if it has already been submitted, wholly or substantially, for a final honour school or other degree of this University, or degree of any other institution.

(e) Essays may be penalised that are deemed to be either too short or of excessive length in relation to the word limits specified in the regulations for each subject.

## 2. History and English papers

(i) One compulsory interdisciplinary bridge paper, which shall be examined by an extended essay of between 5,000 and 6,000 words, including footnotes and notes but excluding bibliography. The list of topics for this paper shall be published to candidates by the beginning of the first week of the Michaelmas Term in the year preceding the final examination, and shall be available thereafter from the English Faculty Office and the History Faculty Office.

Candidates must obtain written approval from the Chair of Examiners for the Honour School of History and English for the proposed essay title, not later than Friday of the eighth week of the Hilary Term in the year preceding the final examination.

The candidate must deliver two typed copies of the bridge paper essay by hand to the Chair of Examiners for the Joint School of History and English, at the Examination Schools, High Street, by noon on Friday of the first week of the Trinity Term in the final year preceding the final examination. A certificate, signed by the candidate to the effect that each essay is the candidate's own work, and that the candidate has read the History Faculty and English Language and Literature Faculty guidelines on plagiarism, must be presented together with the submission (see the introductory regulations for 'submitted work' for the Honour School of History and English).

(ii) One Outline or Theme paper in the History of the British Isles. No candidate may offer a period similar to one offered when passing the Preliminary Examination. Illegal combinations will be specified by the Board.

(iii) and (iv) Two subjects chosen from subjects 1 to 6 of Course I or two subjects chosen from subjects 1 to 3 and 5 to 6 of Course II of the Honour School of English Language and Literature (as specified in the regulations for the Honour School of English Language and Literature).

(v) and (vi) Two additional subjects, consisting of *either*:

(a) Special Subject from the Honour School of History (which comprises a three hour paper and an extended essay, constituting two papers), *or*

(b) Two of the following:

1. One paper in European & World History from the Honour School of History;
2. One Further Subject from the Honour School of History;

3. One additional subject chosen from papers 1 to 6 of Course I or Course II of the Honour School of English Language and Literature, except paper 4 of Course II. Candidates must offer all Course I or all Course II English subjects, with the exception of paper 6 Special Options, for which any subject is permitted.】

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

The lists of Further and Special Subjects and of Outline and Theme papers in the History of the British Isles and European & World History available for the following year will be published by the History Faculty Board in fourth week of the Hilary Term prior to candidates beginning their studies for the Honour School.

(vii) One compulsory interdisciplinary dissertation, which shall be examined by an extended essay of not more than 12,000 words, including notes and source material but excluding bibliography.

Candidates must submit to the Chair of Examiners for the Joint School of History and English, care of the History Faculty Office, not later than 5pm on Friday of the sixth week of the Michaelmas Term preceding the examination, a title and abstract of not more than 200 words detailing the proposed dissertation topic.

The candidate must submit a digital copy of the dissertation to the Chair of Examiners for the Joint School of History and English, via WebLearn by noon on Friday of Week 8 of the Hilary Term preceding the examination. A certificate, signed by the candidate to the effect that each essay is the candidate's own work, and that the candidate has read the History Faculty and English Language and Literature Faculty guidelines on plagiarism, must be presented together with the submission (see the introductory regulations for 'submitted work' for the Honour School of History and English).

## APPENDIX 2: History and English Bridge Papers 2018-19

### *Representing the City, 1558-1640*

The course will seek to examine the issue of identity in the early modern metropolis: how Londoners understood their city, and their relationship to it, as well as to each other. It will do so by looking at identities as expressed in a great variety of genres: plays, civic pageants, pamphlets, sermons, diaries, historical chronicles, maps, and visual representations.

#### 1. London's Spaces Past and Present

In the first session, you will look at the topography of the city, and use it as means of exploring Londoners' sense of identity. How far did Londoners identify with their city, and its constituent communities? What were the implications of rapid urban growth for metropolitan identity? What did Londoners understand of their past, and how did the sense of the past shape their approach to current issues?

#### 2. The Royal Chamber

The second session will look at the implications of London's capital city status. Using royal entries and the texts of lord mayor's shows, it will explore the ambiguities and tensions in the relationship between city and court, and the ways in which those tensions could be articulated within the constraints of genres dedicated to the celebration of a basically harmonious relationship.

#### 3. Manufacture, Trade, and Consumption: The Dilemmas of Wealth

The third session will look at the ways in which economic change was presented and understood in the city. It will stress ambivalent responses: the tension between celebration of commerce and the possibilities for social mobility and charitable endeavour that it entailed on the one hand, and the anxieties generated by the culture of acquisitiveness and rampant consumerism.

#### 4. Status Anxieties: Merchants, Gentlemen and Craftsmen

The fourth session will take further some of these themes by looking at the status anxieties induced by a city undergoing rapid growth and social change, particularly stressing the tensions between court and city, gentry and merchants articulated within the city comedies, though it will seek to demonstrate the complex relationship between the literary representations and the fluidity of social realities.

#### 5. Sex in the City

Gender relations were a key site for the articulation of the anxieties induced by rapid urban change. The fifth session will show how the peculiar position of women in the city made them appear potentially threatening and how these concerns focussed on the commodification of sex, and female participation in the culture of consumption.

#### 6. Godly London?

In the sixth session, you will assess the place of the religious loyalties of Londoners in the articulation of identity. The roles both of Biblical archetypes for the city and of providentialist

discourses in discussions of contemporary London will be examined. How far did such discourses resonate with ordinary Londoners?

#### 7. Outcast London

The seventh session will address the more poorly integrated. How did Londoners understand the marginal members of their community: vagrants, the poor, and criminals? What was the relationship between literary representations and social reality, and how are the dissonances to be explained?

#### 8. Strangers and Citizens

In the final session, you will have a chance to address the problem of the reception of the alien. How did early modern English men and women respond to 'asylum seekers'? What was the relationship between the stereotypical alien and the experiences of ordinary Londoners?

## **History and English Bridge Paper: 'A flame of fire': reading, reform and salvation in late medieval England**

This course seeks to bring together the rich and diverse historical debate about the religion of late medieval England with close reading of some of the wealth of literary texts which were written, circulated and printed in this period, c.1380-c.1530. It will explore the writings of Lollards and their opponents, proponents of orthodox reform, the lives of saints, meditations on the life of Christ, and the works which emerged from both the monasteries and the towns and cities of late medieval England. It will address historical debates about the vitality or vulnerability of the late medieval church, the significance of the arrival of printing in England, and the lived experience of religion. It will look at how the vigour and versatility of late medieval belief and practice found expression in script and print, poetry and prose, and discuss themes of reform, interiority, gender, memory and emotion.

[Abbreviations: EETS: Early English Text Society; EEBO: Early English Books Online; *MMTE*; *The Medieval Mystical Tradition in England*, 8 vols.. 1980-2013 - available in various quantities in Bodleian, History and English Faculties, and college libraries; TEAMS; Teaching Association for Medieval Studies, *Middle English Texts Series*, available online]

### **1. Inventing Heresy**

This class will look at the emergence of Lollard literature, the influences which shaped it, and its significance within late medieval England. It will ask how the concept of heresy was constructed at the time, and how it should be approached by historians and literary scholars.

### **2. Orthodox reform**

This class will explore the reforming literature which remained within the bounds of orthodoxy whilst seeking to revitalize religious belief and devotion. It will discuss the range of approaches taken by religious writers, including their defence of images in the face of Lollard criticism.

### 3. Encountering Christ

This class will look at the centrality of the life of Christ within late medieval literature, and discuss the significance of Christocentric piety for movements of reform and reformation. It will explore the significance of bodily and emotional imagery, the influence of gendered perspectives, and the relationship between elite and lay understanding of religion.

### 4. Lives of Saints

This class will be devoted to hagiography, considering its literary expression and its pastoral and polemic significance side by side. It will examine the implications of the cult of the saints for understanding the devotional life of the laity, and ask how these texts reflected broader cultural concerns of the time.

### 5. Carthusians and Brigittines

This class will look at the literary legacy of two leading monastic orders in the late medieval church. It will explore the extent to which monastic ideals were disseminated through literature, and explore the implications of these texts for religious reform.

### 6. Urban Piety

This class focuses on the religious experiences of both clergy and laity within late medieval towns and cities. It will discuss what was distinctive about the religious and literary culture of the pre-Reformation urban environment, and explore the implications of this for understanding the pace of religious change.

## History and English Bridge Paper: Women's life writing: gender and social change, Britain, 1870-1930

This paper explores the varieties and complexities of British women's life-writing during a period of rapid change in female experiences and opportunities. It examines life-writing in many forms, including diaries, memoirs, letters, autofiction and essays to trace the multifarious ways in which women defined themselves and presented their lives through their writing. This was a period in which life-writing developed in diverse directions, including its use as a tool of political contestation and generic shifts in response to modernism.

The paper encompasses a rich variety of themes. Working women's memoirs and letters recount devastating experiences of poverty; whilst the autobiographies of activists such as suffragette Annie Kenney and the sociologist Beatrice Webb demonstrate how a new generation of women wished to present their responses to social problems. Women's shifting opportunities in the fields of work, politics and personal relationships led many cultural commentators to identify a new phenomenon, that of the 'New Woman'. Literary productions emerging from these discussions, such as E.H. Dixon's *The Story of a Modern Woman* (1897), will be analysed alongside the letters and diaries of young, politically-active career women such as Eva Slawson and Ruth Slate. These sources testify to the enduring centrality of family concerns and the consequent implications for female subjectivity. The intimacy of Slawson and Slate's own relationship raises important questions concerning the articulation of same-sex love in this period. The inclusion of Radclyffe Hall's notorious, semi-autobiographical novel, *The Well of Loneliness* (1928) provides the opportunity to analyse further queer identities and critiques of heteronormativity.

The First World War brought civilian women closer to the front than any previous conflict and affected almost every British household. Few families did not mourn a loved one by 1918. Yet

the gender gap was divisive; while women could nurse men, they could not themselves fight, and the psychological distance between home and the front line was, for many, unbroachable. Women wrote extensively about their profoundly affecting experiences of the war. Often, the new roles in which they found themselves necessitated a complex re-thinking of gender boundaries, and this plays out in intriguing and quotidian ways in their literature. Vera Brittain wrote her popular memoir *Testament of Youth* (1933) to speak on behalf of her generation, and as an act of commemoration for those she lost. This paper sets Brittain's memoir alongside less well-known nurses' testimonies. Whereas Florence Farmborough's diaries suggested she relished some aspects of her wartime adventures in many respects, Mary Borden's impressionistic *The Forbidden Zone* (1929) experimented with poetry, short story and other forms to convey her sense of the fragmentation of culture and identity that she felt the war had wrought. The term will conclude with a session devoted to Virginia Woolf, perhaps the most influential female figure in the field of life-writing. We will examine her extraordinary novel, *Orlando: a biography* (1928), whose protagonist changes sex from male to female; and will also sample Woolf's published biographies, both fictional and factual. Woolf's writing on gender, war and the position of women provides further opportunities to explore how women's lives were remembered, imagined and recorded.

### **Week 1: Working-class Women and Working Lives**

### **Week 2: The New Woman**

### **Week 3: Vera Brittain**

### **Week 4: Radclyffe Hall**

### **Week 5: Nurses' Testimonies:**

### **Week 6: Virginia Woolf and Life-writing**

Each student will be set core secondary reading, and then each will be asked to prepare a mini-presentation on one of the following. This will lead to a workshop-style seminar in which students compare strategies, themes and perspectives to emerge from considering these various aspects of life-writing together.

- A. *The Letters of Virginia Woolf*, Nicolson, N. and Trautmann, J. (eds) (1975-1980)
- B. *The Diary of Virginia Woolf*, Bell, A.O. and McNeillie, A. (eds) (1979-1985)
- C. 'A Sketch of the Past' and 'Reminiscences' in *Moments of Being*, University of Sussex Press (1986), rev. by Lee H. Pimlico, 2002
- D. *Orlando* (1928)
- E. *A Room of One's Own and Three Guineas* H. Lee (ed.) (2001)
- F. *Travels with Virginia Woolf* ed. Morris (1997)
- G. *Flush: a Biography* (1933)
- H. 'I am Christina Rossetti' (1930), 'Walter Sickert' (1934), 'The New Biography' (1927) and 'The Art of Biography' (1939). These essays can be found either in Virginia Woolf, *Collected Essays*, L. Woolf (ed.), Chatto & Windus, 1996-7, 4 Vols, or in *The Essays of Virginia Woolf*, ed. A. McNeillie, Hogarth Press, 4 Vols, 1994 -.

Further details of set texts and bibliographies for all three bridge papers can be found on WebLearn here:

<https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:joint-school/tool/6ba5a569-da18-4613-acd4-548614a2caf1/ShowPage?returnView=&studentItemId=0&backPath=&errorMessage=&clearAttr=&>

[messageld=&source=&title=&sendingPage=11983&newTopLevel=false&postedComment=false&addBefore=&itemId=68374&path=push&topicId=&addTool=-1&recheck=&id=&forumId=](#)

### *Written Work for the Bridge Paper*

A *minimum* of four pieces of written work per student is required in the course of the term, at least one of which will be marked and returned by the end of third Week.

Each Bridge Paper is reviewed at the end of the term, by means of questionnaires distributed to all students by the course tutor.

### *Examining the Bridge Paper*

Bridge Papers are examined by an extended essay of 5,000 to 6,000 words which is submitted in Trinity Term of your second year. You must write to request the approval for your proposed essay title from the Chair of Examiners of History and English no later than Friday of eighth Week of Hilary Term (in the second year). The essay must be on an interdisciplinary topic relevant to the Bridge Paper concerned. (Please note that you may *not* write within exactly the same terms of reference on a topic which you have written on directly in the course of your essay work for the paper concerned.)

Following the class, you will be allowed a total of two meetings, each no longer than 30 minutes, with one of the bridge paper tutors, to discuss bibliography and the planning of the essay. Tutors may not read any draft of your essay.

The essay must be submitted electronically by **12 noon on Friday, 1st Week of Trinity Term (in the second year)** via the Assignment pages of WebLearn.



## 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
Up to one day <i>(submitted on the day but after the deadline)</i>	-5 marks
Each additional day <i>(i.e., two days late = -6 marks, three days late = -7 marks, etc.; note that each weekend day counts as full day for the purposes of mark deductions)</i>	-1 marks
Max. deducted marks up to 14 days late	-18 marks
More than 14 days late	Fail

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

Percentage by which the maximum word limit is exceeded	Penalty <i>(up to a maximum of -10)</i>	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 DEFICIENCIES IN PRESENTATION AND REFERENCING 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: –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: -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*: -3 mark

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

<https://weblearn.ox.ac.uk/access/content/group/histfac/undergrad/fhs/content/other%20information/Plagiarism.pdf>

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

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



## APPENDIX 4: 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.

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.

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?

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-17<sup>th</sup> 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.

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/Economical 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.

## APPENDIX 5: References and Bibliography - English Faculty guidelines

These guidelines should be followed when you are writing submitted work on the English side of the joint school. When you are writing your Bridge Essay, Compulsory Interdisciplinary Dissertation, or History Special Subject Extended Essay you should follow the History Guidelines, which will be published on WebLearn during the course of the year.

Regarding submitted written work on the English side of the degree, the English Faculty does not impose a mandatory referencing system, though your tutors may communicate their own preferences to you in the matter of style. It is compulsory, however, to present your work in a form that complies with academic standards of precision, clarity, and fullness of reference. Whatever system you employ, please remember these three essentials:

**i) Consistency**

Ensure that you are using the same style and format for your references throughout your work.

**ii) Clarity**

Remember that references are included primarily as a guide for the reader. The more explicit you make your citations, the easier it is for anyone reading your work to find your sources.

**iii) Common sense**

You will at some stage have to deal with a citation or a reference from a source which does not easily fit into a prescribed system. On these occasions, employing your own judgement will probably enable you to generate a reference in line with the others in your document.

An introduction to a common referencing system, MHRA (Modern Humanities Research Association), is included below. This is intended for guidance only, and you are free to adopt other scholarly systems if you prefer. Paying close attention to the referencing systems used in the academic publications you read is another good way to familiarise yourself with habits of scholarly presentation.

A small sample bibliography of style handbooks is also given here, and you will find copies of these in the Bodleian and the EFL, as well as many other Oxford libraries. Style handbooks will go into much greater detail about formatting and writing habits than this Faculty handbook, which only covers methods of referencing.

### Sample bibliography of style handbooks

\* Details given here are of first editions except where noted; many of these guides have since been republished in new incarnations and you may like to seek out the most recent edition.

Gibaldi, Joseph, *MLA Style Manual and Guide to Scholarly Publishing* (New York: Modern Language Association of America, 1998)

Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers* (New York: Modern Language Association of America, 1984)

Price, Glanville and Brian Richardson, *MHRA Style Guide: a Handbook for Authors, Editors and Writers of Theses* (London: Modern Humanities Research Association, 2002)

\* This handbook is also available for free download from the MHRA website at <http://www.mhra.org.uk/Publications/Books/StyleGuide/index.html>.



The Chicago Manual of Style, 14th edn (Chicago; London: University of Chicago Press, 1993)  
Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, rev. by Wayne C. Booth, Gregory Colomb and Joseph M. Williams, 7th edn (Chicago; London: University of Chicago Press, 2007)

### **Modern Humanities Research Association (MHRA) referencing**

Below is a brief explanation of two MHRA approved referencing systems:

1. MHRA (general)
2. The author-date system

Both of the systems explained below have two points of reference. Firstly, each time you use a quotation, or any other information taken directly from your source, you must place a reference within the text (in parentheses) or in a footnote. Secondly, at the end of your work you will need to include a full bibliography detailing all sources. This is the case even for a system like the first which also provides full bibliographic detail within the text.

A guide to drawing up your bibliography is also provided below; see 2.3.4. Your bibliography will not count towards any word limits for assessed work, but references in the text and in footnotes will count, so you might like to consider a system (like the author-date system) which reduces the number of words contained in the reference.

#### **MHRA (general)**

The general MHRA system requires that the first reference to every book, article or other publication in your document should be given in full. Thereafter, references to the same publication may take an abbreviated, but easily identifiable, form (see 1.5, Abbreviated references).

#### **Books**

In general, a full reference to a book would appear in a footnote and be presented in the following order, with each piece of information separated from the next by a comma. (It may not be necessary to include all of this information for every book you refer to):

1. Author: in the form given on the title page, and with first name preceding surname. When referring to an edition of a primary work which contains the author's name in the title, as with *The Sermons of John Donne*, it is not essential to repeat 'John Donne' before the title.
2. Title: in full and in italics. The initial letters of all principal words should be capitalised.
3. Editor / translator, etc.: in the form 'ed. by', 'trans. by', 'rev. by'.
4. Series: if the book belongs in a series, give the series title and volume number.
5. Edition: if other than the first edition, specify '2nd edn', 'rev. edn' etc.
6. Number of volumes: if the work is in several volumes, state this in the form '4 vols'.
7. Details of publication: these should be enclosed in round brackets, and take the form (Place of publication: Publisher, Date).
8. Volume number: in roman numerals. Where necessary, include the publication date of the volume in brackets after the volume number.
9. Page numbers: preceded by 'p.' or 'pp.', unless you have included a volume number.

Here are some examples of first references to books under the MHRA system:

Edmund Spenser, *The Shorter Poems*, ed. by Richard McCabe (London: Penguin, 1999), p. 221  
Patrick Collinson, *The Religion of Protestants: the Church in English Society 1559-1625* (Oxford: Oxford University Press, 1982), pp.7-12

Francis Bacon, *The Advancement of Learning*, ed. and with introduction, notes and commentary by Michael Kiernan, *The Oxford Francis Bacon, IV* (Oxford: Clarendon Press, 2000), p. 66  
The Book of Margery Kempe, ed. by Barry Windeatt (London: Longman, 2000), pp. 41 – 50  
Paul Strohm, *Social Chaucer*, 2nd edn (Cambridge, Mass: Harvard University Press, 1994), pp. 47 – 83

### Chapters or articles in books

Information about a chapter or an article published in a book should be presented in the following order:

1. Author
2. Article title: in single quotation marks and not italicised.
3. 'in': preceded by a comma
4. Title, editor and publication details of the book as described above
5. First and last pages of article: preceded by 'pp.'
6. Page number of reference: in parentheses and preceded by 'p.' or 'pp.'

E.g.: Mark Thornton Burnett, "We are the makers of manners": The Branagh Phenomenon', in *Shakespeare After Mass Media*, ed. by Richard Burt (Basingstoke: Palgrave, 2002), pp. 83 – 105 (p. 91)

Virginia Woolf, 'A Letter to a Young Poet', in *The Essays of Virginia Woolf: Volume 5 1929 - 1932*, ed. by Stuart N. Clarke (London: The Hogarth Press, 2009), pp. 306 – 323

### Journal articles

A reference to a journal article should be composed as follows:

1. Author
2. Article title: in single quotation marks and not italicised
3. Journal title: in italics
3. Series number: in Arabic numerals, not Roman
4. Volume number: in Arabic numerals, not Roman
5. Year of publication: in parentheses
6. First and last pages of article: preceded by 'pp.'
7. Page number of reference: in parentheses and preceded by 'p.' or 'pp.'

E.g.: Brean Hammond, 'Joseph Addison's Opera Rosamond: Britishness in the Early Eighteenth Century', *ELH* 73.3 (Fall 2006), pp. 601 – 629 (p. 616)

Sylvia Federico, 'Chaucer and the Matter of Spain', *The Chaucer Review* 45.3 (2011), pp. 299 – 320 (pp. 301 – 307)

### Online resources

An increasingly large amount of academic information can be found online. When choosing whether to use an online resource, you should use your judgement in determining the quality of the material. Who has created it, and why? Is it appropriate for academic citation?

When referencing an online source, you should keep as closely as possible to the guidelines given above for printed sources. Information should be supplied in the following order:

1. Author
2. Title
3. Title of complete work / resource: this might be the name of the website or an online database, or might be the bibliographic details for an online journal or text

4. Publication details: where known, supply the volume and date
5. Full web address, URL or DOI : in angle brackets < > . If you can find a stable URL or the DOI listed, this is better than the sometimes very lengthy web address you will have in your browser window. Avoid using TinyURL or similar for academic citation.
6. Date of consultation: in square brackets
7. Location of reference: for example, the paragraph number or page number where supplied. Include in parentheses.

E.g.:

Rosemary O'Day, 'Family Galleries: Women and Art in the Seventeenth and Eighteenth Centuries', *Huntingdon Library Quarterly* 71.2 (June 2008),

<<http://www.jstor.org/stable/10.1525/hlq.2008.71.2.323>>, [accessed 14 March 2011] (p. 332)

Hans J. Hillebrand, 'Reformation' in *Encyclopedia of Religion*,

<<http://go.galegroup.com/ps/i.do?id=GALE%7CCX3424502608&v=2.1&u=oxford&it=r&p=GVRL&sw=w>>, [accessed 6 November 2010] (p. 7657)

Melvyn New, 'Sterne, Lawrence (1713 – 1768)' in *Oxford Dictionary of National Biography*,

<<http://www.oxforddnb.com/view/article/26412>>, [accessed 22 May 2011] (para. 12 – 16)

As more resources are accessed online, academic sites and databases regularly provide users with detailed bibliographic information about their content (often located at the very end of an article), which can be very useful when composing your footnotes.

### Abbreviated references

After your initial, full reference, you can save space in the rest of your document by using abbreviated references to repeated sources. These abbreviated references can either be included as further footnotes, or can be placed in parentheses in the body of your document. In addition, it is permissible to include all abbreviated references to primary sources in parentheses and all abbreviated references to secondary sources as footnotes if you so choose.

Abbreviated references will normally consist of the author's name followed by the page reference (and the volume reference where necessary) as: (Strohm, 91).

Where more than one work by an author has been cited, you may also need to include a short version of the title, in addition to author, volume and page:

MHRA discourages the use of 'op. cit.', 'loc. cit.' and 'ibid.'

If you are writing an essay which consistently refers to a set of primary texts by the same author – as in the case of your paper 7 extended essay and numerous tutorial essays – you may like to adopt a system of abbreviation. Following your first (full) citation of each text, you might say at the end of a footnote "All subsequent references are to this edition and incorporated into the body of the essay". Thereafter, you can place page numbers in parentheses within the text. If there is any ambiguity as to which primary text you are referring to, include a short title.

Alternatively, if you are consistently referring to a set of original primary sources such as manuscripts, or again, you are relying on a particular group of texts which you need to refer to repeatedly in your work, you may include a section in your bibliography that shows the abbreviations you will use for each source. For example, if you were writing an essay about Bacon's *Advancement of Learning* and you were using the Michael Kiernan edition cited above as your primary text, you might enter it into your list of abbreviations as follows:

AL Francis Bacon, *The Advancement of Learning*, ed. and with introduction, notes and commentary by Michael Kiernan, *The Oxford Francis Bacon, IV* (Oxford: Clarendon Press, 2000)

You would then label all references to the text with AL and the page number (again, you can do this in parentheses or in footnotes).

### **MHRA (author – date system)**

This system can save you space when you are working to a word limit. Instead of including full references in the document, all source information is contained in a comprehensive bibliography at the end of your document. Such a bibliography would not be included in any word counts.

Your bibliography should be arranged in alphabetical order by author surname, and multiple works by one author should be arranged by date of publication. If two or more works by the same author share a publication date, you should distinguish between them by marking them e.g. '1995a' and '1995b'. The form of each entry should follow the guidelines below in section 4.3.3.

When you need to make a reference in your document, you should include it in the body of the text in parentheses. It should give the author's surname, the date of publication and the page reference, in the following form: (Colclough, 2001: 105). If your text already mentions the author's name, as in "Colclough suggests that...", you may omit the name from the reference in parentheses.

### **Citing the OED**

OED Online ([www.oed.com](http://www.oed.com)) is an online resource whose content changes every three months, when new and revised entries (along with other editorial and discursive material) are uploaded to the website. When you cite OED Online as your authority for a definition, or for any other information in an entry (etymology, pronunciation, range and date of illustrative quotations, etc.), you need to specify two things:

(1) The date at which you accessed the website - simply attach the words 'accessed MONTH DAY YEAR' as appropriate to whatever information you cite from the dictionary (2) The date at which the content you cite was published.

Currently, every entry on the website is displayed with an additional central bar, bearing either red or blue rubric, which specifies the first date and origin of the entry. Blue rubric indicates the entry has been revised since 2000 and is up-to-date. Red rubric warns you that the entry was first inserted in the dictionary many years ago and may not have been fully updated.

The noun relic, for example, is accompanied by blue rubric stating 'This entry has been updated (OED Third Edition, December 2009)'. So it is a reliable up-to-date entry, and when citing it you should specify the word itself, its grammatical form, the date at which the entry was updated, and your date of access, along with (if relevant) the sense number of the definition you're referring to: e.g. relic, n., sense 3d: 'An old, outmoded, or outdated person or thing; someone or something left over from an earlier era, or having the characteristics of a former time', OED Online (revised entry Sept 2009, accessed MONTH DAY YEAR).

You may also find it relevant to quote or otherwise take note of the accompanying label, in this case 'colloq. (humorous or derogatory)'. Note that there is no need to cite the URL.

By contrast, slang n3 is marked with red rubric stating 'This entry has not yet been fully updated (first published 1911)'. This alerts you that the entry may be significantly out of date. The definition

of sense 1 reads 'The special vocabulary used by any set of persons of a low or disreputable character; language of a low and vulgar type'. No dictionary of English published today would intentionally incorporate value judgements in its definitions, and this definition (and its vocabulary) is significantly out of line with current linguistic thinking about slang and its users. For an up-to-date definition of slang you need to use either a good quality recently published print dictionary or a reliable online equivalent (to find this via OED Online itself, see the link below the red rubric to Oxford Dictionaries Online (<http://oxforddictionaries.com>), which defines the word as follows: 'a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people'.

When citing red rubric entries you should be sure to specify the date of first publication, e.g. slang n3, sense 1a: 'The special vocabulary used by any set of persons of a low or disreputable character; language of a low and vulgar type', OED Online (entry first published 1911, accessed MONTH DAY YEAR)

As before, there is no need to cite the URL.

Further information on the OED Online and how to cite material from it may be found on the Faculty WebLearn page.

### **Bibliographies**

As with referencing, the format of your bibliography may vary according to the system you employ. Again, the most important thing is to maintain consistency in the way you present your sources in your bibliography.

If you have been using the MHRA referencing system outlined above, each item in your bibliography can be presented in much the same way as for the first full reference. The principal difference is that it is general practice to reverse the author's surname and first name, as in the example below. When a work has more than one author or editor, you need only invert the first named author.

E.g.:

Berg, Christian, Frank Durieux, and Geert Lernout, eds., *The Turn of the Century: Modernism and Modernity in Literature and the Arts*, (Antwerp: DeGruyter, 1995)

Caws, Mary Ann, ed., *Mallarmé in Prose*, trans. by Rosemary Lloyd and Mary Ann Caws, (New York: New Directions, 2001)

Page numbers are not required in a bibliography unless you are listing an article or chapter that appears within another publication.

Your bibliography should be ordered alphabetically and thereafter by date of publication. Do not include full stops after each item in the list.

It is common to divide your sources into primary and secondary works.

## APPENDIX 6: Lecture Recording (English)

The English Faculty may sometimes record lectures, either for general student use, or specifically for access purposes. Where lectures are recorded, they will be made available via Weblearn.

### **EULA (End User Licencing Agreement)**

#### **About this licence**

This user licence sets out the terms on which you may use a recorded lecture made available via the Replay lecture capture service on the English Faculty Weblearn pages (the service). By continuing to view lectures recorded and provided by the English Faculty, you are agreeing to this user licence and its conditions.

#### **Permitted use**

All rights in a lecture made available on or through the service are reserved. You may access recorded lectures only for the purposes of your own private study and non-commercial research, provided you acknowledge any use of the lecture in accordance with academic custom and any rules or guidance issued by the University. You must not download, broadcast or copy any lecture, or make copies or access details available to another person, or make an adaptation of a lecture, unless specifically authorised in writing or permitted under applicable intellectual property laws.

No other personal recording of lectures is permitted except by authorisation of the lecturer, or by recommendation in a Student Support Plan (SSP) from the Disability Advisory Service.

#### **Disclaimer**

The views expressed in any lecture are those of the people making them, and do not necessarily reflect the views of the University or the English Faculty. The English Faculty does not guarantee that the service, or any content on it, will always be available or be uninterrupted. Access to the service is permitted on a temporary basis. The English Faculty may suspend, withdraw, discontinue or change all or any part of the service without notice. The English Faculty will not be liable to you if for any reason the site is unavailable at any time or for any period.

If you have any questions or concerns about this licence, please contact [undergrad@ell.ox.ac.uk](mailto:undergrad@ell.ox.ac.uk)

#### **Notice of Recording**

Please be aware that lectures may be recorded in audio format. These recordings may be used by the Faculty of English and accessed via WebLearn by students.

At no time will audience members be intentionally recorded, but recordings will generally start and stop automatically on the hour – so conversations held next to the desk, immediately before or after a lecture, may be picked up. Audio pickup is limited by the reach of the microphone at the desk; this may include some questions from the audience.

No other personal recording of lectures is permitted except by authorisation of the lecturer, or by recommendation in a Student Support Plan (SSP) from the Disability Advisory Service.

For more information about lecture recording at the Faculty of English, please contact [undergrad@ell.ox.ac.uk](mailto:undergrad@ell.ox.ac.uk).

## APPENDIX 7: Emergency Information

If the fire alarm sounds in the St Cross Building, walk immediately to the front car park on St Cross Street. Do not run, or stop to collect possessions. Do not attempt to re-enter the building until authorised to do so by Faculty staff.

In the unlikely event of an armed incident, leave the area as quickly as possible. The key advice is to:

- RUN - to a place of safety. This is better than trying to surrender or negotiate.
- HIDE - it is better to hide than confront. Barricade yourself in, turn phones to silent and use only when it is safe to do so.
- TELL – the police by calling 999.

### ***Oxford University Security Services***

OUSS Website - <http://www.admin.ox.ac.uk/ouss/>

General Enquiries (24 hours) & non-emergency incident reporting (0)1865 (2) 72944

Emergency (24 hours) (0)1865 (2) 89999

E-Mail: [security.control@admin.ox.ac.uk](mailto:security.control@admin.ox.ac.uk)



## APPENDIX 8: Recommended Pattern of Teaching

### BA in History Year 2

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] History of the British Isles 1, 2, 3, 4, 5	MT	16		8*		16 lectures in MT and 8 tutorials in either* MT or TT for each of the first five papers, can be flexible for Joint School students.
	HT					
	TT			8*		
[2.] History of the British Isles 6 and 7	MT			8*		16 lectures in TT and 8 tutorials in either* MT or TT for each of the final two papers, can be flexible for Joint School students.
	HT					
	TT	16		8*		
[3.] European and World History 9 and 11, Theme Paper C	MT	16		8*		16 lectures in MT and 8 tutorials in either* MT or TT for these papers, can be flexible for Joint School students.
	HT					
	TT			8*		
[4.] European and World History 4-7, 8 and 10, 12	MT			8*		16 lectures in HT and 8 tutorials in either* MT or TT for these papers, can be flexible for Joint School students.
	HT	16				
	TT			8*		
[5.] European and World History 1-8, 13 and 14	MT			8*		16 lectures in TT and 8 tutorials in either* MT or TT for these papers, can be flexible for Joint School students.
	HT					
	TT	16		8*		
[6.] Further Subjects	MT					Taught via 6 classes and 6 tutorials, which take place in HT. (Some tutors have asked to deliver their subject in 7 classes and 5 tutorials.)
	HT		6	6		
	TT					
[8.] Compulsory Interdisciplinary Dissertation	MT					Introductory lectures and workshops in HT and TT of year 2; at least one session with college tutor or external supervisor in TT.
	HT	3				
	TT	2		1		



### BA in History Year 3

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Special Subjects 1-31	MT		8	6		Submission of Special Subject Extended Essay at start of HT.
	HT					
	TT					
[2.] Compulsory Interdisciplinary Dissertation	MT			4		Maximum of 4 hours advice from supervisor/s during MT and HT. Timing is flexible. Submission at end of HT.
	HT					
	TT					
[4.] Revision	MT					One revision class may be offered at some time in TT for the Further Subject, and one revision class or tutorial for an EWF paper.

## FHS English papers

Course I	English Faculty	College		
<b>Paper</b>	<b>Classes</b>	<b>Tutorials</b>	<b>Classes</b>	<i>This is a guide to the typical pattern of tutorials and classes offered by colleges. The actual number of classes or tutorials may vary between colleges. All papers are supplemented by optional Faculty lectures.</i>
Paper 1 (Shakespeare)		4	4	
Paper 2 (1350-1550)		6	4	
Paper 3 (1550-1660)		4	4	
Paper 4 (1660-1760)		4	4	
Paper 5 (1760-1830)		4	4	
Paper 6 (Special Options)	5			Five Faculty seminars in the first term of the final year, supplemented by two individual meetings with course convenors to give feedback on written work
Paper 7 (Dissertation)				4 hours of college-based supervision, including email and phone contact, typically in the second term of the final year