

HISTORY AT OXFORD



**THE FIRST YEAR
HANDBOOK**

FOR THE PRELIMINARY EXAMINATION

IN

HISTORY AND ENGLISH

2020-21

Board of the Faculty of History



Welcome to the Humanities Division at Oxford University. As you will be aware, the impact of the Covid-19 pandemic means that during the 2020-21 academic year the teaching arrangements for your course are being adapted to ensure the safety and wellbeing of students and staff whilst maintaining an excellent learning experience. The academic aims, design and content of your course will remain in place, but there will be changes to the ways in which teaching is delivered, particularly during Michaelmas Term. Whilst this means that your experience of the course will be different to normal, your Faculty and the Humanities Division are confident you will receive an excellent standard of education through a range of complementary teaching methods.

A great deal of careful planning has taken place before the start of your programme to ensure you receive the best possible learning experience and that you benefit from the resources, services and facilities available to you at Oxford. This handbook will support you with detailed guidance on teaching and assessment for your course and will be an important point of reference for you throughout the year. Please bear in mind, however, that the changing nature of the pandemic and its impact on the University means that the standard information below may not always reflect the specific adaptations that become necessary during 2020-21.

During Michaelmas Term in particular we ask you to bear in mind that circumstances may change at short notice, and that your faculty may need to alter, adapt or postpone teaching sessions for reasons beyond the faculty's control. All efforts will be made to minimise disruption and maintain the continuity of your course experience. Please ensure that you pay close attention to email communication from your faculty, remain in regular contact with your key faculty contacts (details below), and check the University's Covid-19 webpages regularly to follow the latest institutional-level guidance.

This is a challenging year in which to be commencing your course at Oxford, but it also an opportunity to develop new study skills and to collaborate with fellow students and academic staff in developing innovative and engaging educational perspectives on your course. We are looking forward to working with you to make 2020-21 a success.

Statement of coverage

This handbook applies to students starting the course in Michaelmas Term 2020. The information in this handbook may be different for students starting in other years.

Version

Version	Details	Date
Version 1.0	2020 handbook published	13/10/2020



Disclaimer

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

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.

The information in this handbook is accurate as at 13/10/20, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

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Introduction

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

While much of your working life is governed by your colleges, the University through its History and English Faculties provides you with various additional resources, such as lectures and libraries; and these are the bodies which design the syllabus, and which formally examine you for the Preliminary Examination at the end of the first year ('Prelims'), and for the Final Honour School (Finals).

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

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

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

Dr Amanda Power
Director of Undergraduate Studies in History

Professor Paulina Kewes
Chair of the Joint School of History and English

The Joint School of History and English

The Joint School of History and English was established in 1989 with the intention of encouraging students to develop their knowledge and critical skills in these two closely related fields. As you read for the Joint School, you will find yourselves addressing certain questions which are not always posed so directly for those studying for – or even teaching – either of the parent schools.

The course asks students to think critically about how we define ‘history’ and ‘literature’, about how the two disciplines inter-relate and, to a high degree, overlap; you will quickly discover that tutors in the two subjects hold a wide variety of views on these questions. You will have to consider where the boundaries between ‘History’ and ‘English’ lie, what the aims and house-styles of each subject are, how they differ and where they might be fruitfully aligned. Is the study of literature about telling good work from bad? Do the greatest literary works transcend history in ways that other texts do not? Should literary scholars handle texts in the same way that historians handle documents? How is the historical understanding of a particular period enhanced by knowledge of its imaginative writings? What light does historical context throw on a poem, or a book, or a play – and what do we mean by ‘context’? How do we get a secure knowledge of the past when historians do not agree about what it was? Critical methodologies and historical approaches both change over time, and from culture to culture: do they change in the same ways, and for the same reasons? Is the study of history, or of literature, just a matter of taste, of personal judgement? These are some of the questions you will grapple with as you work your way through the course, and many of them will arise even in your first-year work. Some of them may be discussed in a special introductory lecture-class at the beginning of the year (you will be notified separately about this).

Some History and English students like to keep their two subjects relatively distinct, enjoying the opportunity of doing different kinds of work. From one perspective, this makes a lot of sense: some of your tutors may be a lot less interdisciplinary than you are, and you will certainly have to grasp, and meet, the different disciplinary expectations of History and English respectively. Other students like coming to each subject with fresh perspectives and skills derived from the other. This is certainly a good time to be working in an interdisciplinary way. History has taken a ‘linguistic turn’, and many historians are newly interested in exploring texts and language as central factors in the shaping of society. Prominent among the theories and movements which have influenced English studies, on the other hand, is ‘new historicism’, which focuses on the way literary texts both reflect and influence their political and social surroundings; a burgeoning interest in the study of audience and the history of the book also draw literary scholars towards the exploration of writing in its social context.

You will be introduced to interdisciplinary study in your first year, where you will have to answer an interdisciplinary essay question as part of the exam for English Paper 1 (Introduction to English Language and Literature). The ‘Bridge’ paper that you take in your second year then enables you to engage directly in interdisciplinary work: these stimulating



courses are jointly run by colleagues from the two parent faculties and you will make your choices in Michaelmas Term of your second year. The interdisciplinarity of the course culminates in an interdisciplinary dissertation, written in Hilary Term of your final year. During the rest of your time, you will take papers from History or English that are also taken by the single-honours students. In the first year, you will choose two History papers, and one further English paper (in addition to the Introduction to English Language and Literature), from the single honours courses. You may want to aim for maximum depth by studying overlapping periods in British Isles History and English Literature, or you may prefer to pursue a variety of interests rather than seeking direct compatibility between your historical work and your English studies. Either is fine, but there is one thing to bear in mind: the range of choice made possible by this Joint School entails a particular responsibility for planning. You will be well-advised to read the handbooks closely, think ahead, and consult your College tutors in both History and English.

1 Course Content and Structure

1.1 Overview and Choosing your Options

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

The course consists of four papers. The formal Examination Regulations may be found in Appendix 1: Examination Regulations and at:

<http://www.admin.ox.ac.uk/examregs/2020-21/peihistandengl/studentview/>

The next sections briefly describe the four units, and full descriptions of each paper can be found on Canvas via the links below.

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

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

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

at the modern end, the British Isles History papers offered at Prelims differ from those offered in Finals.

Choosing your Options

You must take four papers, two History and two English. Paper 3, *An Introduction to English Language and Literature*, is compulsory, but you have a choice in papers 1, 2 and 4. The framework of the course is set, but there is a good deal of room within it for you to combine options in ways which reflect your needs and interests. For the Preliminary Examination, for example, you can choose your options so as to focus your work for certain terms on a particular historical period, or you may elect to give yourself as much variety as possible. Most obviously, it might make sense to dovetail your work on 20th-century literature, or Victorian literature, or Old or Middle English literature, with study of the equivalent period under the History of the British Isles paper.

It helps, when deciding the order in which you take papers within a particular year, to pay some attention to the conventions of the lecturing timetable. In English, for example, the lecturing for *An Introduction to English Language and Literature* will be spread over Michaelmas and Hilary Terms. In History, the lectures for History of the British Isles are concentrated in Michaelmas, and the Optional Subjects are almost always taught in Trinity

Term. If it is not possible for you to take these papers in those terms you need to be organized enough to attend the lectures out of sync with your tutorial work for the paper. The exact timetabling of your papers will necessarily depend upon the availability of tutors – and, perhaps, on when other students in your college are taking the paper you have selected. In every case, you will need to draw up your timetable in consultation with your college tutors in History and in English.

1.2 Paper 1: A period of History of the British Isles.

Studied in one of six periods, this paper requires students to consider the history of the societies which have made up the British Isles over an extended period of time. It aims to encourage appreciation of the underlying continuities as well as the discontinuities within each period, and to explore the relation between political, gender, economic, social and cultural developments in determining the paths followed by the societies of Britain, severally and together:

History of the British Isles 1	300-1100
History of the British Isles 2	1000-1330
History of the British Isles 3	1330-1550
History of the British Isles 4	1500-1700
History of the British Isles 5	1688-1848
History of the British Isles 6	1830-1951

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

<https://canvas.ox.ac.uk/courses/22237/modules/items/289669>

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

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

1.3 Paper 2: A History Optional Subject, or Approaches to History, or Historiography: Tacitus to Weber.

ONE selected from:

a) ONE of the Optional Subjects as specified for History Prelims

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

1. Theories of the State (Aristotle, Hobbes, Rousseau, Marx).

2. The Age of Bede c.660-c.740.
3. Early Gothic France c.1100-c.1150.
4. The Mongols.
5. Conquest and Frontiers: England and the Celtic Peoples 1150-1220.
(Suspended for 2020-21)
6. English Chivalry and the French Wars c.1330-c.1400.
7. Crime and Punishment in England, c.1280-c.1450
8. Nature and Art in the Renaissance.
9. Witch-craft and Witch-hunting in Early Modern Europe.
10. Making England Protestant, 1558-1642.
11. Conquest and Colonization: Spain and America in the Sixteenth Century.
12. Revolution and Empire in France 1789-1815.
13. Women, Gender and the Nation: Britain, 1789-1825.
14. The Romance of the People: The Folk Revival from 1760 to 1914.
15. Haiti and Louisiana: The Problem of Revolution in the Age of Slavery
16. Imperial Republic: The United States and Global Imperialism, 1867-1914
17. The New Woman in Britain and Ireland, c. 1880-1920.
18. The Rise and Crises of European Socialisms: 1883-1921.
19. 1919: Remaking the World.
20. Viewing Communism: Cinema and Everyday Life in Eastern Europe, 1944-89
21. Radicalism in Britain, 1965-1975
22. The World of Homer and Hesiod, *as specified for Preliminary Examination in Ancient and Modern History.*
23. Augustan Rome, *as specified for Preliminary Examination in Ancient and Modern History.*
24. Industrialization in Britain and France 1750-1870, (*History and Economics only*)

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

<https://canvas.ox.ac.uk/courses/22237/modules/items/289671>

Teaching: Faculty lectures or classes in first half of Trinity Term; 6 tutorials, held over Trinity Term.

- b) **Approaches to History:** studying the use by historians of the techniques of related disciplines, such as archaeology, economics or sociology. Sections include Anthropology and History; Archaeology and History; Art and History; Economics and History; Gender and History; Sociology and History.
- c) **Historiography: Tacitus to Weber:** examining the practice of history writing through the writings of individual historians from the classical period to the early twentieth century. Texts by Tacitus, Augustine, Machiavelli, Gibbon, Ranke, Macaulay, Weber.

Teaching: 7 classes or tutorials, held over one or two terms.

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

For further information about individual papers go to:

<https://canvas.ox.ac.uk/courses/22237/modules/items/289673>

<https://canvas.ox.ac.uk/courses/22237/modules/items/289672>

1.4 Paper 3: Introduction to English Language and Literature

This compulsory paper is intended to introduce you to English language and literature as a discipline, and to a variety of approaches to reading texts. It will introduce you to formal study of the English language, with particular reference to its historical development, its use as a literary medium, and the role of cultural and social factors on its development and use. The paper will also acquaint you with a wide range of theoretical issues and reading skills, but in doing so seeks to encourage you to think for yourself and to exercise critical scrutiny.

The English Faculty Library's Guide to Prelims 1: <http://ox.libguides.com/english-prelims-paper-1> contains direct links to an invaluable range of online and bibliographic resources. Many of these are essential for work on the language section of the paper.

There is a course of 16 core lectures which run weekly through Michaelmas and Hilary terms. The lectures in Michaelmas Term will cover topics relating to literature, and those in Hilary Term will cover language.

Colleges will normally supplement these by eight college classes spread over those two terms, and by four tutorials. This college teaching will give you the opportunity to practise written work for your portfolio examination.

NOTE: College tutors will not necessarily base classes and tutorials on the weekly lecture topics and the further reading that accompanies them. The lectures are designed to introduce topics and to suggest approaches to them. Your college work will supplement and challenge what you have learnt in lectures. You will be expected to make connections between and around the lecture topics, and you will want to think about how studying for this paper informs and enriches your first year work as a whole.

Assessment

Assessment for this paper will be by portfolio. The examination paper, consisting of a section on language and a section on literature, will be released by the Faculty on Monday of week 4 of Trinity Term. Your portfolio will consist of two pieces of written work of between 1,500 and 2,000 words each (including footnotes but excluding bibliography). The portfolio must be submitted online on Wednesday of week 6, Trinity Term.

You are required to choose one question from each of the two sections. Questions in the language section require an answer in the form of a commentary. This commentary is based on texts that you choose for yourself. You should be careful to select textual material that

meets the precise terms of the question you have chosen to answer. **Copies of the texts or passages used must be included as an appendix to the portfolio, and the combined length of all texts you have chosen must not exceed 70 lines in total.** Texts or passages should be clearly annotated with line numbers (e.g. every five lines); it is fine to do so by hand. You should also list a line length for each text as well as a total line length for all appended material.

Questions in the literature section ask you to bring together the disciplinary perspectives of history and English and require an answer in the form of an essay.

You must avoid duplicating material used in this paper when answering other papers, ie. if writing on a text or extract from a text under this paper, you may not write on the same text under any other Prelims paper. In addition, you are not permitted to duplicate material between the two sections of the portfolio.

More details about each of the papers can be found on Canvas at:

<https://canvas.ox.ac.uk/courses/2393/pages/find-out-more-about-introduction-to-english-language-and-literature>

1.5 Paper 4

One of the following:

- (a) *Literature in English 650 – 1350* (as specified in the regulations for the Preliminary Examination in English Language and Literature, subject 2).
- (b) *Literature in English 1830 – 1910* (as specified in the regulations for the Preliminary Examination in English Language and Literature, subject 3).
- (c) *Literature in English 1910 – present day* (as specified in the regulations for the Preliminary Examination in English Language and Literature, subject 4).

Details of these papers on Canvas: <https://canvas.ox.ac.uk/courses/30422>

Teaching: 7 classes or tutorials, held over one or two terms.

Assessment: An online, open book examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

2 Teaching and Learning

2.1 Induction

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

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

2.2 Teaching Formats

2.2.1 Tutorials

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

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

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

British Isles History	7 tutorials
Optional Subject	6 tutorials
Approaches/Historiography	7 tutorials
Revision	1 tutorial

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

2.2.2 Lectures

The programme of teaching will be supported by regular lectures provided by the Faculty, which run throughout the academic year. The History and English lecture lists are published at the start of each term and can be accessed on Oxford Historians Hub and on WebLearn:

<https://ohh.web.ox.ac.uk/termly-lecture-list>

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

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

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 Canvas). Such handouts should not be expected to provide a written summary of the entire lecture and are not a substitute for a student's own lecture notes.

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

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

2.2.3 Classes

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

2.2.4 Recommended Patterns of Teaching

For History Papers in the Preliminary Examination:

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] History of the British Isles –1-6	MT	16		7		16 lectures and 7 tutorials for each of the six papers (tutorials can be in either MT or TT)
	HT					
	TT					
[2 a] Optional Subjects 1-21	MT					All Optional Subjects are taught in weeks 1-6 of Trinity Term, except for Augustan Rome, which is taught in Hilary Term. Faculty lectures or classes in first half of Trinity Term and six tutorials.
	HT					
	TT	6 -	12	6		
[2 b] Approaches to History	MT & HT	24		7	7	Lectures take place in MT; also taught via 7 classes OR tutorials, which can take place in MT or HT or across the two terms.
	TT					
[2 c] Historiography, Tacitus to Weber	MT & HT	7		7	7	Lectures take place in MT from weeks 1-7; also taught via 7 classes OR tutorials, which can take place in MT or HT or across the two terms.
	TT					
	HT					

For English Papers in the Preliminary Examination:

Paper	English Faculty		College		Comments
	Lectures	Classes	Tutorials	Classes	
					<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>
[3.] Introduction to English Language and Literature	16			6	There is a course of 16 compulsory core lectures in the Examination Schools which run weekly through Michaelmas and Hilary terms. The six interdisciplinary classes are also spread over those two terms. There are also two classes providing feedback on your written work, one in Hilary and one in Trinity.
[4 a] Early Medieval Literature, c. 650 – 1350			6	12	
[4 b] Literature in English 1830 – 1910			6	4	
[4 c] Literature in English 1910 – present day			6	4	

2.3 Skills and Development

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

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

- acquire a knowledge and understanding of humanity in past societies and of historical processes, characterised by both range and depth, and increasing conceptual sophistication;

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

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

2.3.1 Reading and Note-taking

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

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

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

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

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

(For information on Libraries and Bibliographies, see below, 6.5 IT for the first-year historian & 6.5 IT for the first-year historian.)

2.3.2 Thinking

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

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

2.3.3 Essay-writing

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

You should have thought out your argument before you start writing, and may have a fairly detailed plan. This will enable you to concentrate, while writing, on how well you are

expressing yourself (the 'rhetoric' element of the medieval curriculum). A history essay should be clearly written and grammatically correct. While you will need to deploy appropriate concepts and technical terms, you should avoid unnecessary jargon. The words should be yours, not a series of quotations from historians (or, worse, unacknowledged sentences or phrases from your reading). If the prose is also fluent, even elegant, then your argument will be the more persuasive.

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

2.3.4 Discussion

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

2.3.5 Plagiarism and Good Academic Practice

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

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

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

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

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

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

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

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

2.3.6 Revision

In advance of collections (practice exams) and the exams themselves, you will revise each paper you have studied. Revision is much more a process of thinking than of learning. Success in exams rests on the same basis as successful essay-writing, that is, above all

providing a direct answer to the question, which is, in addition, as coherent, broad, well-informed and perhaps creative as you can make it. Revising therefore involves thinking through answers to the possible questions which may be asked on a topic, partly by use of essay-plans. (You can search for past questions on OXAM, the University's archive of past papers on Weblearn: <https://weblearn.ox.ac.uk/portal/site/:oxam>.) You will need to learn some facts, but only in conjunction with the possible points and arguments they will be used to make. Colleges may provide you with further guidance on revision at the appropriate times in the year.

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

https://canvas.ox.ac.uk/courses/22237/pages/examiners-reports-prelims?module_item_id=265888

2.3.7 Languages for Historians

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

In the Third Year several Special Subjects are based on texts and documents in one or more foreign languages and can only be taken by students with an adequate reading knowledge of the language(s) in question. A number of Further Subjects also require knowledge of languages, though the extent of that requirement varies with the particular courses. See the course descriptions of particular Special and Further Subjects in the Second/Third Year Handbook, which you will find on Canvas. 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, Italian, Russian and Spanish for historians in their second year, especially those considering doing the special subjects on C20 Russia or Germany for Finals. Details of these will be circulated to undergraduates at the end of their first year through their College Tutors.

For those who wish to learn a new language, or improve their existing language skills, the University Language Centre offers students the following options:

1. Taught classes through the Languages for All pathways in Arabic, Dutch, French, German, Modern Greek, Italian, Japanese, Mandarin, Portuguese, Russian and Spanish. Currently all language classes are expected to be delivered online via Canvas.
2. Materials for independent study: available in some 200 languages.

Please note that at the time of writing the Language Centre building is closed and the materials in the library are not available.

For further information on language courses or updates on the use of the Library, please check the Language Centre website: <https://www.lang.ox.ac.uk/language-courses>.

For specific queries please contact admin@lang.ox.ac.uk.

2.3.8 Further Skills Training and Development

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

2.4 Feedback

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

2.4.1 Essays

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

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

2.4.2 Tutorials and Classes

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

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

2.4.3 Termly Reports

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

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

2.4.4 Practice Exams: ‘Collections’

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

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

2.5 The Finals Course

After passing the Preliminary Examination you will proceed in the second and third years to the Final Honour School. You will study one further Outline paper in British Isles History and may choose to study an additional paper in European and World History (the latter now divided into 18 papers, and including papers in the History of the United States and global history); 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 Canvas, and is updated annually.

3 Assessment: The Preliminary Examination

3.1 General

Assessment in 2020-21

Because social distancing measures make it impossible to hold invigilated in-person exams this academic year, the History and English Faculties have agreed the following replacement for the three-hour exams that are the normal assessment for several of our papers. In 2020-21 most three-hour invigilated in-person exams will be replaced by open-book, open-web exams. English papers will have an 8-hour submission window (9-5), and History papers are likely to have a 4-hour submission window, to write essays within the word range of 1200 to 2000 words. There will be no marks taken off for under or over-length scripts, but examiners will not read beyond 2000 words, and it should be noted that essays of under 1200 words are unlikely to be able to display at the highest level the qualities assessed by the marking criteria. Typed or handwritten scripts will be allowed.

This time span is designed to include the download and reading of the exam paper, the writing of the essays, and the normal break, refreshment and rest periods one would take in a working day. The purpose of the exercise is to produce three 'exam-length' essays, of the kind that could have been written in an exam hall in three hours, while establishing that the open-book, open-web exam includes allowance for time to consult notes and texts, to marshal resources, and to manage the technical aspects of the task without excessive time pressure.

The format of the examinations this year was agreed following consultation with teaching staff, students, the Student Registry, and the Disability Advisory Service. Students who believe they may require adjustments to the examination on the basis of disability should consult their Disability Advisory Service contact or their college advisor to discuss their situation. While we expect most students to be resident in Oxford for their exams, further information will be provided for any students taking exams in different time zones.

Arrangements for assessments may be subject to change and updates will be circulated. Forms of assessment for each paper will be circulated by the end of Michaelmas Term.

The formal ('summative') assessment of the first-year History and English course, the Preliminary Examination (or 'Prelims') takes place at the end of the year. Most papers require answers to three questions, which are normally essays.

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

Prelims is examined by a Board of Examiners nominated from among the members of the History Faculty and the Faculty of English Language and Literature; 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 Prelims, and include the criteria and marking-scales by which exams are assessed. They may be found on Canvas.

The criteria by which exam answers in English papers are assessed are as follows:

Engagement	<ul style="list-style-type: none"> - incisiveness of engagement with the question; - depth and sophistication of comprehension of issues and implications of the question; - relevant awareness of literary history and theory and critical traditions; - directness of answer to the question; - grasp and handling of critical materials.
Argument	<ul style="list-style-type: none"> - coherence of argument; - analytical clarity and power; - intellectually incisive argument and sophistication of conceptualization; - independence of argument; - quality of critical analysis of text in the service of argument.
Information	<ul style="list-style-type: none"> - relevance of deployment of information; - depth, precision and detail of evidence cited; - accuracy of facts; - relevant knowledge of primary texts.
Organisation & Presentation	<ul style="list-style-type: none"> - clarity and coherence of structure; - clarity, fluency and elegance of prose; - correctness of grammar, spelling, and punctuation.

The criteria by which exam answers in History papers are assessed are as follows:

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

These criteria inform the following mark-bands:

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

		perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
FHS: II.2 Prelim:Pass	50-59	Scripts must show evidence of some solid competence in expounding evidence and analysis. But they will be marred weakness under one or more criteria: failure to discuss the question directly, irrelevant citing of information, factual error, narrowness in the range of issues addressed or evidence adduced, shortage of detailed evidence, or poor organization and presentation, including incorrect prose. They may be characterized by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.
FHS: III Prelim:Pass	40-49	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.
FHS: Pass Prelim:Fail (Retake)	30-39	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.
FHS: Fail	<30	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

Criteria for Portfolio Essays

These criteria will be used in marking portfolio essays in History and English Preliminary public examinations:

Engagement	<ul style="list-style-type: none"> - identification and clear delineation of a subject, appropriate to a 1,500-2,000 word essay; - close attention to the terms of the set theme or question; - for the commentary essay, appropriateness of choice of passages for commentary and the imagination and initiative shown in that choice; - awareness of relevant linguistic, theoretical and critical methods and traditions; - precise and appropriate deployment of linguistic terminology as appropriate;
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	<ul style="list-style-type: none"> - depth and sophistication of comprehension of and engagement with issues; - grasp and handling of linguistic, theoretical and critical materials.
Argument	<ul style="list-style-type: none"> - coherence of argument; - analytical clarity and power; intellectually incisive argument and sophistication of conceptualization; - independence of argument; - quality of linguistic, theoretical or critical analysis (as appropriate) of text in the service of argument.
Information	<ul style="list-style-type: none"> - use of primary texts; - relevance of information deployed; - depth, precision, detail and accuracy of evidence cited; - relevant knowledge of primary texts.
Organisation & Presentation	<ul style="list-style-type: none"> - clarity and coherence of structure; - clarity, fluency and elegance of prose; - correctness of grammar, spelling, and punctuation; - correctness of apparatus and form of footnotes and bibliography.

Mark descriptors:

Numerical Marks	Category	Criteria: Examination scripts	Criteria: Portfolio Essays
86+	Distinction	Outstanding work of marked independence and sophistication.	Work of a very high standard, excellent handling of scholarly apparatus, wide-ranging research, command of a wide range of primary and secondary material. Excellent choice of subject and handling of arguments to suit the limits of a 1,500-2,000-word essay.

80-85	Distinction	Scripts will excel across the range of criteria.	Essays will excel across the range of the criteria.
75-79	Distinction	Scripts will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for some combination of sophisticated engagement with the issues, incisiveness of argument and critical analysis, and quality of knowledge, as well as being presented clearly and coherently. Truly outstanding features may compensate for mere high-competence elsewhere.	Essays will excel in more than one area, and be at least highly competent in other respects. That is, they must be excellent for some combination of the quality of choice and delineation of an appropriate subject, incisiveness of argument and critical analysis, quality of primary evidence, textual and otherwise, on display, as well as being presented clearly and coherently. Truly outstanding features may compensate for mere high-competence elsewhere.
70-74	Distinction	Scripts will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.	Essays will be at least very highly competent across the board, and probably excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.
65-69	Pass	Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly, and offering a coherent argument substantiated with accurate and relevant evidence, the	Essays will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, identifying a clear subject and offering a coherent argument based on accurate primary evidence and textual analysis, the whole being

		whole being clearly-presented. Nevertheless, additional strengths (for instance, the sophistication of the arguments, or the quality of literary analysis) may compensate for other weaknesses.	clearly-presented. Nevertheless, additional strengths (for instance, the sophistication of the arguments, or the quality of literary, linguistic or other analysis) may compensate for other weaknesses.
60-64	Pass	Scripts will be competent and should manifest the essential features described above, in that they must offer relevant, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.	Essays will be competent and should manifest the essential features described above, but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.
50-59	Pass	Scripts must show evidence of some solid competence in expounding information and analysis. But they will be marred by a failure on one criterion or another: failure to discuss the question directly, irrelevant citing of information, factual error, lack of detail, or poor organization and presentation, including incorrect prose.	Essays must show evidence of some solid competence in research and analysis, but they will be marred by a failure on one criterion or another: failure to offer a clear argument, lack of research and primary evidence or irrelevance in its deployment, or poor organization and presentation, including incorrect prose and inadequate apparatus.
40-49	Pass	Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of	Essays will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to identify a

		the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.	subject, to deploy evidence found in research, or to offer some coherent analysis towards an argument. But such qualities will not be displayed at a high level or consistently, and will be marred by irrelevance, incoherence, error and poor organization and presentation.
30-39	Fail (Retake)	Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.	Essays will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria, and will not be based on any meaningful research. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation; and they may be very brief.
Less than or equal to 29	Fail (Retake)	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.	Essays will fail to exhibit any of the required qualities.

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

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

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

Penalties for non-attendance

Failure to take 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. In this case, the candidate may sit the examination/s missed in September for the first time – this does not count as a re-sit. Candidates who have been given a mark below 40 for any examination/s will have to re-sit it/them in September. The mark for any resit of the assessment will be capped at a pass.

Overlap

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

3.3 Practicalities

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

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

Timetable: Prelims will be held in the 9th week of Trinity Term, 21-25 June 2021. The detailed timetable will be issued by week 4 of that term.

For more details on exam timetables, see:

www.ox.ac.uk/students/academic/exams/timetables.

Dress: When attending this examination you must wear academic dress, as specified in the Examination Regulations (i.e., subfusc, gown and mortar board). (In 2020-21 this only applies to in-person invigilated exams.)

Conduct: A full account of how to sit the examination and the relevant regulations is at: www.ox.ac.uk/students/academic/exams/guidance (Guidance for Open Book exams in 2020-21 will be issued later.)

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/2020-21/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 Monday 26 July 2021 (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

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

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

https://canvas.ox.ac.uk/courses/22237/pages/examiners-reports-prelims?module_item_id=265888

(NB There are no reports for Prelims 2020 as the exams were cancelled due to the pandemic.)

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

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

In your second and third years you will proceed to the Final Honour School. Finals includes further periods of history in outline, but also more specialist papers based on source-material, a compulsory interdisciplinary bridge paper and the opportunity to write your own research dissertation. See Canvas for the Finals Handbook.

3.5 Old English and Early Middle English character protocol for timed exams

Where students are using a word processor in a timed exam, it is recommended to represent Old English and Early Middle English characters as follows:

Ð or ð (eth)	dh
þ or þ (thorn)	th
Æ or æ (ash)	ae
ȝ (yogh)	3

For portfolios and dissertations (as opposed to timed exams) the Faculty expects the correct characters to be used rather than the exam protocol, which is intended to aid rapid typing. Students choosing to use the Old English or Early Middle English characters rather than the conventions in an exam will not be penalised.

4 Student Representation and Feedback

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

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

4.1 Feedback and Evaluation

4.1.1 Faculty Feedback: Lecture Questionnaires

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

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

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

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

https://canvas.ox.ac.uk/courses/22237/pages/course-and-paper-feedback?module_item_id=265890

Questionnaires should be completed for all lecture courses and classes. The form can be accessed whenever you wish during the term or at the end of the lecture course; it can thus

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

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

4.1.2 University Feedback

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: [here](#). Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at www.unistats.com.

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

4.2 Representation

4.2.1 The Undergraduate Historians’ Assembly

The Undergraduate Historians’ Assembly (UHA) is made up of one or two representatives from each college; the elections are organized by the outgoing representatives in consultation with their JCR Presidents. A list of the college representatives to the Assembly is posted on The Oxford Historians Hub (<http://ohh.web.ox.ac.uk/student-representation>). Issues raised by any history undergraduate are put by the representatives to the termly meetings of the Assembly.

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

4.2.2 The Undergraduate Joint Consultative Committee

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

Composition:

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

Terms of reference:

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

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

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

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



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

4.2.3 Faculty Committees

There are student representatives on the following Faculty committees:

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

The Joint Standing Committee for History and English meets once a term.

The administration of English lies with the Board of the Faculty of English Language and Literature and that of History with the Board of the Faculty of History. These bodies are elected, like the other Faculty Boards in the University, by and from members of their associated Faculties. The Faculty Boards meet twice each term. Matters relating specifically to the Joint School of History and English are dealt with by the Joint Standing Committee for History and English which is made up of Senior Members of the Faculty of English Language and Literature and the Faculty of History. The Chair of the Joint Standing Committee for 2019-20 is Professor Paulina Kewes (Jesus College). The Joint Standing Committee meets every term on Wednesday of Week 4. The Committee has two student representatives; new student representatives will be elected in Michaelmas Term before the next meeting. All HENG students will be informed of the name and college of the new student representative by email.

4.2.4 The Humanities Division

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

5 Student Life and Support

5.1 Expectations

5.1.2 Expectations of Study and Student workload

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, Freedom of Speech

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.

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.

Students should note the University's statement on the importance of the Freedom of Speech at <https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech>. Not only does the University embrace these principles, it is also legally obliged to uphold them (<https://compliance.admin.ox.ac.uk/prevent/legal-context>).

Consent Matters

Consent Matters is an online programme offering initial consent training for all new and returning students. It is an interactive course that helps students build their understanding of consent, respect, boundaries and positive intervention.

The module is [now available via the Oxford Students website](#). All students will be able to access the programme in advance of arriving at Oxford and without needing an SSO or University email address.

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. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish." University of Oxford [Equality Policy](#)

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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: edu.web.ox.ac.uk or 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: edu.web.ox.ac.uk/harassment-advice

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0

[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 organising disability-related study support. For more information visit: 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

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

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

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: 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

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. 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), by telephone ([01865 2]70300) or by calling in person at their offices (3 Worcester Street); you do not need to have been referred. The office of the Service is open Monday to Friday from 9.15 am to 5.15 pm throughout the year (and later if you already have an appointment), except for short periods in the vacations which are publicized on their website well in advance.

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

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

5.3.2 Administrative Support

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

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

5.3.3 Academic Support

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

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

5.4 Complaints and Appeals

5.4.1 Overview

The University, the Humanities Division and the History and English faculties all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, 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) is often the simplest way to achieve a satisfactory resolution, though we recognise that this is not always appropriate.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those 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/department's committees.

5.4.2 Complaints

If your concern or complaint relates to teaching or other provision made by the Faculty of English, then you should raise it with Director of Undergraduate Studies (Dr Marion Turner). Complaints about departmental facilities should be made to the Departmental administrator (Ms Sadie Slater).

If your concern or complaint relates to teaching or other provision made by the Faculty of History, then you should raise it with the Chair of the Undergraduate Studies Committee and Director of Undergraduate Studies, Dr Amanda Power. Complaints about departmental facilities should be made to the Undergraduate Officer (Dr Andrea Hopkins).

If you feel unable to approach one of those individuals, you may contact the Head of the English Faculty (Professor Ros Ballaster) or the Chair of the History Faculty Board (Professor John Watts). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

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 an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

5.5 Guidelines for Students with Disabilities

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

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

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

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

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



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

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

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

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

5.6 University Policies and Regulations

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

6 Facilities and Contacts

6.1 Useful Faculty Contacts

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

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

Dr Andrea Hopkins	Undergraduate Officer	(6)15020
Ms Isabelle Moriceau	Examinations Officer	(6)15017
Ms Alexandra Vickers	Assistant Undergraduate Officer	(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.

The Director of Undergraduate Studies in History for 2019-20 is Dr Amanda Power (amanda.power@history.ox.ac.uk).

Faculty of English Language and Literature, St Cross Building, Manor Road, Oxford OX1 3UL

Lis Allen	Academic Administration Officer	(2)71540
Andy Davice	Academic Administrator & Disability Coordinator	(2)71930
Angie Johnson	Undergraduate Exams Officer	(2)81191

For general enquiries, the best email address to use is

undergrad@ell.ox.ac.uk

The Director of Undergraduate Studies in English Language and Literature for 2020-21 is Dr Rebecca Beasley, Rebecca.beasley@ell.ox.ac.uk

The Chair of the Joint School of History and English for 2020-21 is

Professor Paulina Kewes, Paulina.kewes@ell.ox.ac.uk

Disability Contacts

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

Students can also contact the Secretary to the Disability Working Group, Dr Cheryl Birdseye (cheryl.birdseye@history.ox.ac.uk).

Andy Davice, Academic Administrator for English, is the Disability Co-ordinator for students at the Faculty (andy.davice@ell.ox.ac.uk).

Harassment Advisors

The History Faculty Harassment Advisors are:

Dr Conrad Leyser (contrad.leyser@history.ox.ac.uk)

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

The English Faculty Harassment Advisors are:

Dr Stefano-Maria Evangelista, stefano-maria.evangelista@trinity.ox.ac.uk

Professor Laura Marcus, laura.marcus@ell.ox.ac.uk

The English Faculty Equality and Diversity Officer is:

Dr Nicholas Perkins, Director of Diversity and Equality, nicholas.perkins@st-hughs.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: reception@history.ox.ac.uk 01865 615000

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

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

Bodleian History Librarian: isabel.holowaty@bodleian.ox.ac.uk 01865 277294

Other useful English Faculty contacts

Reception and enquiries: english.office@ell.ox.ac.uk 01865 271055

English Faculty Library: efl-enquiries@bodleian.ox.ac.uk 01865 271050

The Librarian: helen.scott@bodleian.ox.ac.uk 01865 271051

Other useful contacts

Bodleian Main Desk – reader.services@bodleian.ox.ac.uk	(2)77000
Oxford University Computing Services – enquiries@oucs.ox.ac.uk	(2)73200
Oxford Student Union – enquiries@ousu.org	(2)88452
University Counselling Service – reception@counserv.ox.ac.uk	(2)70300

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 <https://www.ox.ac.uk/visitors/map?wssl=1>

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 been refurbished to improve accessibility for disabled students, with an access ramp at the front of the building, and the library and café 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

History Faculty

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

During term, the History Faculty Librarian will hold drop-in surgeries in the Common Room at least once a week. (These may have to be held virtually in Michaelmas Term.)

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

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

English Faculty

History and English undergraduates are warmly welcome to use the facilities of the English Faculty at the St Cross Building, Manor Road. The English Faculty Office is located in the St Cross Building, beneath the Library. During term-time (including week 0 and week 9) the office is open every weekday from 9.00 to 5.30 (4.30 on Fridays). In the vacations, the office is open 9.00 to 5.00 (4.30 on Fridays). You can also call the office on 01865 271 055 or e-mail english.office@ell.ox.ac.uk.

6.3 Libraries and Online Resources

IMPORTANT: For up to date information about opening hours and changes to library services to keep our community safe and well in response to the COVID-19 pandemic, please consult the Library website for the latest information: [Bodleian Libraries: service updates](#)

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).

We are prioritising the purchase of ebooks where possible for items on reading lists.

To search for books and journals, use Oxford's discovery tool via 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>

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

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

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

6.3.1 The Bodleian History Faculty Library (HFL)

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

Housed in the Radcliffe Camera of the Bodleian Library, the History Faculty Library (HFL) is the main library used by undergraduates reading for the Honour School of History and

associated joint schools in the University, as well as undergraduates in the Department of History of Art.

The HFL collections comprise over 85,000 volumes of predominantly British and European History from the late Roman period to c. 1989. It includes History of the Byzantine Empire, History of Russia and the former Soviet Union, History of America, India, and History of Australia and New Zealand, and, in the context of global history, there is growing coverage of the History of North and South America and the West Indies, and Sub-Saharan Africa. The library also holds important works on Historiography, the History of Science, the History of Art, and some Palaeography.

Reference copies of Set Texts for Optional, Further and Special Subjects are shelved in the Upper Camera, close to the staff office.

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 at:](#)

<http://blogs.bodleian.ox.ac.uk/history/>. You can also follow them on Twitter at @HFLOxford

Feedback and Library student reps

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

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

6.3.2. The Bodleian Library (BOD)

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

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

reading rooms and Bodleian Library books which are kept in the Library’s remote store. The Bodleian’s huge collections are particularly useful for work on Further and Special Subjects and they offer rich resources for the thesis in your second year (although you may need to complete a permission form to consult or reproduce some categories of material).

Finding books, journals, etc. in Oxford libraries

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

Digitised Set texts and other readings for courses are uploaded on the [HFL WebLearn site](#).

These are in the process of being moved to the new Oxford Reading List Online platform – links are listed on the relevant page for each paper on Canvas along with the reading list.

Opening hours (RadCam & BOD)

IMPORTANT: Due to social distancing requirements, all visits to the library need to be pre-booked. We are operating reduced seating capacity for all Bodleian Libraries – please plan ahead and make the most of your time in the library for accessing print resources which cannot be borrowed. For more information and to book a visit:

<https://www.bodleian.ox.ac.uk/using/reading-rooms>

Term	Mon-Fri	9:30am-9pm
(note: Encaenia, Wed 9 th week of Trinity Term: closed 9am-2pm)	Sat	10am-4pm
	Sun	12pm-6pm (including the first Sunday of Long Vacation vacation)
Vacation	Mon-Fri	9:30am-7pm
Christmas and Easter Vacation	Sat	10am-6pm
	Sun	CLOSED
Long Vacation	Sat	10am-4pm
	Sun	CLOSED

Contacts

Bodleian History Librarian	Ms Isabel Holowaty	isabel.holowaty@bodleian.ox.ac.uk	01865 277294
HFL librarian-in-charge	Rachel D’Arcy Brown	rachel.darcy-brown@bodleian.ox.ac.uk	01865 277264

HFL enquiries	Email:	library.history@bodleian.ox.ac.uk	01865 277262
	Online chat:	http://www.bodleian.ox.ac.uk/history/about/contact	

6.3.3. The 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 EFL holds over 107,000 items, including subscriptions to around 60 current print journals and substantial audio-visual collections, 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.

To book a visit to the library:

<https://www.bodleian.ox.ac.uk/using/reading-rooms>

Opening hours:

Term (weeks 0-9) 9am-7pm (Mon.-Fri.)

10am-1pm (Sat.)

Vacation 9am-5pm (Mon.-Fri.)

Closed on Saturdays

Enquiries: efl-enquiries@bodleian.ox.ac.uk

Contact: Helen Scott, English and Film Studies Subject Librarian
 (helen.scott@bodleian.ox.ac.uk)

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

<https://www.bodleian.ox.ac.uk/subjects-and-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 of 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 the first-year historian

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

Most students will already be familiar with electronic mail and word processing, but for those who are not, the IT Learning Centre (13 Banbury Road; tel: 01865 273200 (option 2); e-mail: courses@it.ox.ac.uk) runs courses on elementary word-processing, electronic mail for beginners, and computing for the terrified: <http://help.it.ox.ac.uk/courses/index>

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

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

Students should find all the relevant information on Canvas, the Faculty's Virtual Learning Environment (VLE), including links to Handbooks and the current Lecture List and bibliographies for the majority of courses on the syllabus. For some subjects, there are also



links to electronic versions of set texts.

<https://canvas.ox.ac.uk/courses/22237>

The History 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:

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

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). She can arrange short courses for small groups at your request, although you may find these more useful in your second year when you will be embarking on independent research for your undergraduate thesis. The Faculty is also developing its own section in the University's VLE, <https://canvas.ox.ac.uk> and students are encouraged to use this facility.

The attention of undergraduates is drawn to the Oxford University Computer Usage Rules and Etiquette, available on the University website at <http://www.it.ox.ac.uk/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/>).

7. Finding information about your course and opportunities at Oxford

7.1 Canvas

Canvas is the Faculty of History's Virtual Learning Environment (VLE). This holds all information regarding your teaching and learning materials for your course. Including:

- Handbooks
- Information on course structure
- Examinations
- Handouts and presentations for specific papers
- Lecture recordings

You can find all this information here: <https://canvas.ox.ac.uk/courses/22237>

A guide on how to use Canvas can be found in the appendix.

7.2 The Oxford Historians Hub (OHH)

Alongside Canvas, the Faculty runs The Oxford Historian Hub, an intranet for students which offers opportunities outside of the central teaching and learning environment. This includes:

- Funding Opportunities
- Jobs, internships, volunteer opportunities
- Calls for Papers, Workshops and other events
- Information about student representation in the Faculty
- Student Welfare

You can find all this information here: <https://ohh.web.ox.ac.uk/home>

7.3 Oxtalks

A full list of all research seminars and public events of interest to the Faculty of History can be found on Oxtalks: [https://talks.ox.ac.uk/user/lists/id/113e161c-7675-4ac4-aa56-
ebe1644ced31/](https://talks.ox.ac.uk/user/lists/id/113e161c-7675-4ac4-aa56-ebe1644ced31/). This list includes events from outside of the Faculty itself, but considered to be of interest.

A reminder of this site is sent out each Friday within term time so that you are made aware of everything around Oxford that you might be interested in attending. If you hear of an event which is not being advertised on the site, let the Faculty Communications Team know at comms@history.ox.ac.uk.

Please note: this list **NOT** the same as the Lecture List, which tells you all of the core lectures for your courses you are taking within your degree. That list can be found here: <https://ohh.web.ox.ac.uk/termly-lecture-list>

APPENDIX 1: Examination Regulations

Preliminary Examination in History and English, 2020-21

A

1. The Preliminary Examination in 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.

2. The Chairs of the Examiners for the Preliminary Examination in History and of the Examiners for the Preliminary Examination in English Language and Literature shall consult together and designate such of their number as may be required for the examination for the Preliminary Examination in History and English, whereupon the number of examiners shall be deemed to be complete.

3. Lists of the papers available in this examination will be published in the fourth week of the Hilary Term prior to candidates beginning their studies for the examination.

B

Each candidate shall offer four papers as set out below. The papers will be of three hours' duration, except where otherwise specified. The Examiners shall publish the names of candidates who have satisfied them in the whole of the examination, or in papers 1 and 2 only, or in papers 3 and 4 only.

1. The History of the British Isles: any one of the periods specified for the Preliminary Examination in History.

2. One of the following, as specified for the Preliminary Examination in History:

(a) One of the Optional Subjects

(b) Approaches to History

(c) Historiography: Tacitus to Weber

3. Introduction to English Language and Literature.

The paper will be examined by a portfolio of work, comprising one commentary answer and one discursive essay, of not fewer than 1,500 and not more than 2,000 words each. Footnotes will be included in the total word count, but bibliographies do not count towards the limit. The list of questions for this paper will be divided into Section A (Language) and B (Literature) and will be published on Monday of the fourth week of the Trinity Term of the first year. Candidates must select one question from Section A and one question from Section B.

Questions in Section A (Language) invite candidates to make their own selection of texts or passages of texts for commentary, in accordance with the terms of the particular question chosen. Copies of the texts or passages used must be included as an appendix to the portfolio. The combined length of all texts or passages chosen must not exceed 70 lines. The texts or passages used will not count towards the word limit for the commentary answer.

Two typed copies of the portfolio must be delivered to the Chair of the Examiners for the Preliminary Examination in English Language and Literature, Examination Schools, High Street, by noon on Wednesday of the sixth week of the same Trinity Term. A certificate, signed by the candidate to the effect that each answer is the candidate's own work, and that the candidate has read the Faculty guidelines on plagiarism, must be presented together with each portfolio.

Following the publication of themes for this subject on Monday of the fourth week of Trinity Term, the candidate must neither discuss his or her choice of themes nor the method of handling them with any tutor. Every portfolio must be the work of the candidate alone, but he or she may discuss with his or her tutor the subjects and approach to the essays up until the stated publication date of the portfolio themes.

Portfolios previously submitted for the First Public Examination in English Language and Literature may be resubmitted. No answer will be accepted that has already been submitted, wholly or substantially, for a final honour school or any other degree of this University, or degree of any other institution.

Work deemed to be either too short or of excessive length may be penalised.

Candidates must avoid duplicating material used in this paper when answering other papers. In addition, candidates are not permitted to duplicate material between Section A and Section B of the portfolio.

4. *One of the following:*

(a) *Literature in English 650 – 1350* (as specified in the regulations for the Preliminary Examination in English Language and Literature, subject 2).

(b) *Literature in English 1830 – 1910* (as specified in the regulations for the Preliminary Examination in English Language and Literature, subject 3).

(c) *Literature in English 1910 – present day* (as specified in the regulations for the Preliminary Examination in English Language and Literature, subject 4).

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

APPENDIX 2: Detailed Course Descriptions for English papers

1.4 Paper Information: English Papers

Every candidate offers two English papers, one compulsory, the other involving a choice from three alternatives. The compulsory paper is An Introduction to Language and Literature. The second paper must be chosen from three Literature papers: Early Medieval Literature, c. 650-1350, Literature in English 1830-1910, and Literature in English, 1910 – present day (details below). More details about each of the papers can be found in the *English Language and Literature Prelims Handbook*, and on Canvas at:

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

Paper 3 (An Introduction to English Language and Literature)

This paper is intended to introduce you to English language and literature as a discipline, and to a variety of approaches to reading texts. It will introduce you to formal study of the English language, with particular reference to its historical development, its use as a literary medium, and the role of cultural and social factors on its development and use. The paper will also acquaint you with a wide range of theoretical issues and reading skills, but in doing so seeks to encourage you to think for yourself and to exercise critical scrutiny.

The English Faculty Library's Guide to Prelims 1: <http://ox.libguides.com/english-prelims-paper-1> contains direct links to an invaluable range of online and bibliographic resources. Many of these are essential for work on the language section of the paper.

There is a course of 16 core lectures which run weekly through Michaelmas and Hilary terms. The lectures in Michaelmas Term will cover topics relating to **literature**, and those in Hilary Term will cover **language**.

Colleges will normally supplement these by eight college classes spread over those two terms, and by four tutorials. This college teaching will give you the opportunity to practise written work for your portfolio examination.

NOTE: College tutors will not necessarily base classes and tutorials on the weekly lecture topics and the further reading that accompanies them. The lectures are designed to introduce topics and to suggest approaches to them. Your college work will supplement and challenge what you have learnt in lectures. You will be expected to make connections between and around the lecture topics, and you will want to think about how studying for this paper informs and enriches your first year work as a whole.

Literature. History and English students will attend centrally taught interdisciplinary classes for the core teaching of the section on Literature; these will introduce you to some of the key methodological issues and debates involved in an interdisciplinary approach. You should check the English Faculty Lecture List for timing of these classes, with the majority taking place in Michaelmas Term; the convenors for this section of

the paper will also email you with details of reading and presentations. Written work will be set centrally, along with work for presentations and class discussion.

Students will also find it useful to attend the 8 Faculty lectures for Literature which will be provided for single honour students in Hilary term. In addition, you are also encouraged to attend the college classes and tutorials provided for the single honour school.

Language. History and English students will study Language in Hilary term along with single honours English students. They should attend the eight core lectures for Language which are provided by the English faculty. They should also attend college tutorials and classes. Written work for Language will be set by individual colleges.

NOTE: College tutors will not necessarily base classes and tutorials on the weekly lecture topics and the further reading that accompanies them. The lectures are designed to introduce topics and to suggest approaches to them. Your college work will supplement and challenge what you have learnt in lectures. You will be expected to make connections between and around the lecture topics, and you will want to think about how studying for this paper informs and enriches your first year work as a whole.

In Trinity Term, opportunities to consolidate work on Language will normally be provided by your college. Additional classes on Literature will be provided centrally, to aid with revision and preparation for your portfolio submission.

Assessment

Assessment for this paper will be by portfolio. The examination paper, consisting of a section on Language and a section on Literature, will be released by the Faculty on Monday of week 4 of Trinity Term. Your portfolio will consist of two pieces of written work of between 1,500 and 2,000 words each (including footnotes but excluding bibliography). The portfolio must be submitted online on Wednesday of week 6, Trinity Term.

You are required to choose one question from each of the two sections. Questions in section A require an answer in the form of a commentary. This commentary is based on texts that you choose for yourself. You should be careful to select textual material that meets the precise terms of the question you have chosen to answer. **Copies of**

the texts or passages used must be included as an appendix to the portfolio, and the combined length of all texts you have chosen must not exceed 70 lines in total.

Questions in the literature section ask you to bring together the disciplinary perspectives of history and English and require an answer in the form of an essay.

You must avoid duplicating material used in this paper when answering other papers, ie. if writing on a text or extract from a text under this paper, you may not write on the same text under any other Prelims paper. In addition, you are not permitted to duplicate material between the two sections of the portfolio.

Paper 4

ONE selected from:

a) *Early Medieval Literature, c. 650 - 1350*

This paper introduces literatures characterized by astonishing invention and innovation. In 650 Britain and Ireland comprised numerous competing kingdoms. Christianity, introduced to England in the late sixth century by missionaries from the Roman and Celtic Churches, was assuming a dominant religious and cultural influence. Languages and cultures mingled and clashed, including early English dialects, Irish, Welsh, Pictish, Old Norse, Byzantine, and varieties of Latin. This is the time of the earliest extant English poem ascribed to a named author, Cædmon, yet the seventh century also produced, in Bede, the finest scholar in Europe at the time; in Aldhelm one of the most talented of poets (he wrote in Latin); and at Canterbury the best school in northern Europe, run by an abbot born in North Africa and an archbishop from Tarsus (in what is now south-east Turkey).

By 1350 England was a powerful nation with imperial ambitions, embroiled in wars with Scotland and France, but also ravaged by the Black Death of 1348. King Edward III and his court chroniclers and poets drew upon an extensive cultural and literary heritage, in which history and fiction blended, consciously emulating the legendary King Arthur, holding tournaments and festivals in celebration of court, knighthood and chivalry. And around the middle of the whole period comes the Norman Conquest of 1066 and the subsequent colonization of England and, in time, Wales and parts of Ireland. The Norman castles and cathedrals still prominent in many towns are only one kind of material legacy from 650–1350, in which the development of literacy, manuscript production, the legal system, schools and universities including Oxford gave huge scope for artistic and literary creativity.

The Norman Conquest changed English language and literature profoundly, and helps mark a shift between what we call Old English (to c.1100) and Early Middle English (c.1100 to c.1300 or so). However, it was one of numerous moments of political and demographic change, starting with Germanic migration before this period begins, and including Viking and Danish raiders, settlers and rulers, religious and mercantile travellers, and a significant community of Jews, who became subject to persecution and were eventually expelled in the late thirteenth century. At the same time, successive attempts to capture and control contested holy sites such as Jerusalem fed the development of religious and racial, including

racist, ideologies. Throughout this period, questions of identity and belonging are probed across a vast range of literary forms: lyric and epic; debate and dialogue; riddles; secular and saintly biographies; fable and vision; sermons and sagas; history and romance.

In the 8 hour online, open book examination you will write two essays, and will be able to choose between writing a critical commentary on a passage of either Old or Early Middle English. The passages set will be taken from the following recommended texts.

i. Old English (All in Bruce Mitchell and Fred C. Robinson, *A Guide to Old English* (Oxford, 2012), 8th edition.)

- *The Dream of the Rood*
- *The Battle of Maldon*
- *The Wanderer*
- an extract from *Beowulf* ('Beowulf's fight with Grendel', lines 702–897)

ii. Early Middle English

- *The Owl and the Nightingale*, an extract (in John Burrow and Thorlac Turville-Petre, *A Book of Middle English*, 3rd edn (Oxford, 2005), lines 1–390)
- *Lazamon's Brut*, an extract (in W.R.J. Barron and S.C. Weinberg, *Layamon's Arthur* (Exeter, 2001), lines 13971–14297)
- *Havelok*, an extract (in Ronald B. Herzman, Graham Drake, and Eve Salisbury, *Four Romances of England* (Kalamazoo, 1999), lines 2512–2855)
- *Ancrene Wisse*, an extract (in Robert Hasenfratz, *Ancrene Wisse* (Kalamazoo, 2000) Part 7, lines 1–194).

(Annotated editions of all of these texts and extracts are available on Canvas)

On the examination paper candidates will be able to choose from a total of four commentary passages each year (two Old English and two Early Middle English). You will be expected to comment on aspects of content and style and to show that you have a good understanding of either Old or Early Middle English as a literary language.

The essay questions will tend to be based on topics rather than individual authors. You can answer them with reference to either Old or Early Middle English literature, or by comparative consideration of the two. You are expected to focus closely on the recommended texts (Old and/or Early Middle English) in your work for this paper as a whole, but there is also scope to read beyond the recommended texts and to work more broadly on some of the major preoccupations of the literature of the period c. 650–1350. You may write an essay on the text on which you also write a commentary, but if you do so you must not repeat material. You must show substantial knowledge of at least THREE texts across the two essays. You may write on texts in languages other than English (e.g. Latin,

Anglo-Norman, Old Norse) for up to one third of this paper (e.g. all of one essay, or a portion of both essays). However, you are required to show substantial knowledge of Old English and/or Early Middle English language in BOTH Section A and Section B of the paper.

b) Literature in English 1830 – 1910

This paper examines literature in English from roughly 1830 to 1910, though you are permitted to look at material earlier and later than these boundaries in order to make sense of any particular writer's development. The essay questions in the examination tend to be based on topics, rather than authors. This gives you the opportunity to write across a range of authors, focusing on some of the major preoccupations, both thematic and stylistic, of the period. Alternatively, you may choose to focus each of your examination answers on the work of only one or two authors. Issues that you might choose to cover could include (for example) the development of realism, responses to industrialism, women's writing, concepts of identity and selfhood, guilt and transgression, memory and uses of the past, verbal and metrical experimentation, attitudes towards nation, race and Empire, decadence, the roots of modernism, symbolism, science, religion, class, domesticity, writing for children and the treatment of childhood, romance, popular fiction, melodrama, the social problem play, drama and identity, theatre and performance issues, the relationship between literature and art. These are only some of the possible topics that might legitimately be studied for this paper; there is no set list of texts or topics you are expected to cover.

Among the authors you might consider studying are the following: Arnold, Braddon, the Brontës, Elizabeth Barrett Browning, Robert Browning, Carlyle, Carroll, Clough, Wilkie Collins, Conrad, Dickens, Emily Dickinson, Frederick Douglass, George Eliot, Emerson, Margaret Fuller, Elizabeth Gaskell, George Gissing, Hardy, Nathaniel Hawthorne, Hopkins, Harriet Jacobs, Henry James, Melville, Meredith, John Stuart Mill, Newman, Pater, Patmore, Charlotte Perkins Gilman, Poe, Christina Rossetti, Ruskin, Olive Schreiner, Shaw, R. L. Stevenson, Swinburne, Harriet Beecher Stowe, Tennyson, Thackeray, Thoreau, Twain, H. G. Wells, Wharton, Whitman, and Oscar Wilde. However, you may also choose to study groups of writers or particular genres, such as spasmodic poetry, Gothic, the dramatic monologue, elegy, and so on.

Candidates are encouraged to read widely within the period. You may discuss any literature written in the English language: there are no exclusions based on the author's citizenship, country of origin, or residence. **Structure of the examination**

This paper is examined by an 8 hour online, open book exam. Students will be expected to answer three essay questions, and to show substantial knowledge of the

work of at least three authors. Do not repeat material. You should NOT write more than one essay substantially on the same author.

c) *Literature in English 1910 – present day*

This paper examines 20th and 21st century literature. The essay questions in the examination tend to be based on topics, rather than authors. This gives you the opportunity to write across a range of authors, focusing on some of the major thematic and stylistic preoccupations of the period. Alternatively you may choose to focus each of your examination answers on the work of only one or two authors.

Issues that you might choose to cover would include (for example) modernism, post-modernism, ideas of literary language, postcolonialism, literary experimentalism, primitivism, national (and other) identities, popular culture, concepts of literary value, journalism, gender, intertextuality, literature and other art forms, technology, innovations in modern theatre, war literature, and representations of the city.

Among the authors you might consider studying are Achebe, Atwood, Auden, James Baldwin, Djuna Barnes, Beckett, Bishop, Bowen, Kamau Brathwaite, Caryl Churchill, Coetzee, Conrad, DeLillo, Duffy, T. S. Eliot, William Faulkner, Forster, Friel, Greene, Heaney, Hemingway, Hill, Langston Hughes, Ted Hughes, Joyce, Larkin, Lawrence, Lessing, Mamet, Mansfield, Miller, Toni Morrison, Muldoon, Nabokov, Naipaul, Ondaatje, Orwell, Osborne, Pinter, Plath, the poets of the two World Wars, Pound, Roth, Rushdie, Shaw, Soyinka, Stein, Stoppard, Dylan Thomas, Walcott, Waugh, Tennessee Williams, Woolf, and Yeats.

Candidates are encouraged to read widely within the period. You may discuss any literature written in the English language: there are no exclusions based on the author's citizenship, country of origin, or residence.

Structure of the examination

This paper is examined by an 8 hour online, open book exam. Students will be expected to answer three essay questions, and to show substantial knowledge of the work of at least three authors. Do not repeat material. You should NOT write more than one essay substantially on the same author.

APPENDIX 3: Guidance on presentation, referencing and formatting of portfolio essays

3.1 Presentation and word limits of portfolio essays

Portfolio essays will be submitted online. The body of your essays should be one and a half or double-spaced.

Short quotations of a sentence or less should not be set in a paragraph by themselves. Longer quotations should be set in a separate paragraph, indented and single-spaced. Don't indent the first line of the first paragraph, or the first paragraph of a new section of the essays. Indent all subsequent paragraphs. Please remember to number the pages of your essays.

Copies of the texts or passages used must be included as an appendix to the portfolio, and the combined length of all texts you have chosen must not exceed 70 lines in total.

The word limits stated for portfolio essays include footnotes but exclude bibliographies and appendices, and the title of the essay/dissertation. Images, tables and figures are permitted where they may usefully illustrate the argument, and may be included without having to make a special request.

Further information will be available in the Prelims Examination Circular to Candidates, which is usually distributed in Hilary Term.

3.2 References and Bibliography – English Faculty Guidelines

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.

3.2.1 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)

3.2.2 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.

3.2.3 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).

2. 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.

3.2.4 Citing the OED

OED Online (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 citing the OED may be found on the English Faculty Weblearn site.

3.2.5 Citation of Objects in Written Work

Illustrations may be gathered in one place at the end of the work, or, if you prefer, incorporated with the text. The latter arrangement is more complex to achieve, and only recommended if you feel it will enhance your argument. Captions within the text, and ‘List of Illustrations’ at the end of the essay, should contain the same information but captions should minimally include the following:

- artist/architect/maker /manufacturer (e.g. Meissen)
- title of work/name of building/object description (e.g. teapot)
- date of production (date range or century acceptable)

- present location
- brief reference for the source of the illustration

The 'List of Illustrations' should include the following information, in the recommended order:

- artist/architect/maker
- title of work/name of building/object description
- size (metric)
- medium (e.g. engraving; ceramic; textile; mixed media)
- date of production
- present location
- brief reference for the source of the illustration (e.g., your own photograph, a museum photograph, copied from a book or the internet – if the last, give URL as you would for written work).

You should illustrate your paper or thesis carefully since good illustrations can be vital to supporting your arguments. Wherever possible, you should use good quality, high resolution illustrations of images, objects or buildings discussed at any length in the text. Illustrations can be in black and white; colour illustrations are only necessary if used to support a specifically 'colour-related' point in your argument or discussion. Captions can simply be numbered sequentially as Fig. 1, Fig. 2, etc., since the reader will be able to refer to the 'List of Illustrations' for the full information. Make sure you refer to your illustrations at appropriate points in your text and argument, with the relevant figure number in brackets, thus: (Fig. 10)."

Captions and lists of illustrations do not count as part of the overall word limit; neither do illustrations themselves.

3.2.6 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 4: Planning Ahead - Pathways for History and English FHS

There are so many permutations that attempting to represent them all in tabular form would be very difficult, and in fact highly confusing. It is easier to describe which are the fixed teaching-points and where there is flexibility.

All students take the Bridge paper, British Isles History and the interdisciplinary dissertation, plus two English papers taken from the same course (I or II). They may then either take a History Special Subject (which counts as two papers), or any two from: a further English paper (from the same course as the previous two); History Further Subject; European & World History.

The History papers divide into those which are fixed in their teaching-term, and those for which there is flexibility. All the English papers are taught at specific times: each student's pathway is therefore going to depend critically on which two or three English papers they choose. Hence the crazy number of possible combinations, which not only makes it hard to tabulate with any clarity, but also means that each student's timetable is going to be different and will need to be constructed individually in consultation with their tutor.

Some combinations simply won't work in terms of timetabling the teaching. So the main aim of these guidelines is to highlight those impossible combinations, as well as some other difficult ones.

(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 2nd 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.

All the English papers are taught in specific terms, as follows:

MT2	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.5a Material Text II.6 SO

Flexible Papers

HBI, History of the British Isles: compulsory for HENG; must be completed in 2nd year: essays due 9th week TT2; normally taught in MT2, but also TT2, and in practice there is even more flexibility within the 2nd year.

EWH, European and World History: optional; normally taught in TT2 but could be studied in MT2, TT2 or MT3, or spread.

IMPOSSIBLE COMBINATIONS

- A The ***History Special Subject*** is not compatible with any paper which is taught in MT3, viz. ***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 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.
- C 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.
- D 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.

APPENDIX 5: Canvas

The Canvas virtual learning environment

The Canvas VLE is designed to give you a high quality, collaborative learning experience in line with what you would expect from studying at Oxford.

Depending on how your course has set it up, you can use Canvas to:

- access your reading lists, course descriptions, specimen papers
- lecture handouts
- access your course materials, including lecture recordings where available
- calendars (lecture times, venues, etc.)
- start discussions and collaborate with other students or academics

Accessing Canvas

- Go to www.canvas.ox.ac.uk (please use Google Chrome or Firefox for the best experience)
- Select 'Oxford Users' and enter your Single Sign-On details.
- You can also find your Canvas course on the History website: <https://www.history.ox.ac.uk/information-about-your-course>

How to navigate Canvas

Your dashboard when you log into Canvas will show the Programme and papers in which you are enrolled. When you first log in, this will only show your programme.

Your programme page will start with a link to the lecture list, information on period/geographical requirements and a link to the Oxford Historians Hub.

As you scroll down the page you will see information about Prelims (a link to the handbook, links to further information about paper options, examination and assessment information and feedback) and FHS (again with a link to the handbooks, links to further information about paper options, examination and assessment information and feedback).

At the end of the page you will find a section called 'Can't find what you're looking for?' which will help you to find specific bits of information that you might have struggled to find.

Help using Canvas

You will find Canvas easy and intuitive to use, so extensive training isn't required. We have prepared a number of resources to help you get up and running.

These include:

