



**HISTORY AT OXFORD**



**THE  
HANDBOOK**

**FOR THE FINAL HONOUR SCHOOL  
OF  
HISTORY**

**2018-20**

**Board of the Faculty of History**

This handbook applies to students starting the Final Honour School course in History in Michaelmas term 2018, for examination in Trinity term 2020. The information in this handbook may be different for students starting in other years. The Final Honour School of History is a two-year course run by the Faculty of History.

The course consists of seven papers. The formal Examination Regulations may be found at <http://www.admin.ox.ac.uk/examregs/2018-19/hschoofhist/studentview/>

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

The information in this handbook is accurate as at 2 October 2018; however it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://www.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Version	Details	Date
Version 1.0	2018-20 handbook published	02/10/2018
Version 1.1	Revised 2018-20 handbook published	20/12/2018

Other useful links:

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

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

For useful contacts in the Faculty, see section 6.

## Contents

<b>Introductory Welcome to History FHS Handbook .....</b>	<b>6</b>
<b>1 Course Content and Structure.....</b>	<b>8</b>
1.1 Overview .....	8
1.1.1. <i>Restrictions to your choice of papers</i> .....	9
<b>Preliminary Examination in History.....</b>	<b>10</b>
<b>Final Honour School of History.....</b>	<b>11</b>
1.1.2 <i>Study Timetable</i> .....	15
1.2 Course Aims .....	16
1.3: Course Structure and Description.....	16
1.3.1: <i>History of the British Isles</i> .....	16
1.3.2: <i>European and World History</i> .....	18
1.3.3: <i>Further Subject</i> .....	19
1.3.4: <i>Special Subject</i> .....	21
1.3.5 <i>Disciplines of History</i> .....	24
1.3.6: <i>Compulsory Thesis</i> .....	27
1.4 Research and Thesis.....	28
1.4.1 <i>Timetable</i> .....	28
1.4.2: <i>Supervision</i> .....	30
1.4.3 <i>Framing a Topic</i> .....	31
1.4.4 <i>Research and Planning</i> .....	32
1.4.5 <i>Writing</i> .....	33
1.4.6: <i>Presentation and Referencing</i> .....	34
1.4.7 <i>Formalities</i> .....	34
<b>2 Teaching and Learning.....</b>	<b>36</b>
2.1 Teaching Formats.....	36
2.1.1 <i>Tutorials</i> .....	36
2.1.2 <i>Lectures</i> .....	37
2.1.3 <i>Classes</i> .....	38
2.1.4: <i>Bibliographies</i> .....	39
2.1.5: <i>Administration</i> .....	39
2.2 Skills and Development.....	41
2.2.1 <i>Plagiarism and Good Academic Practice</i> .....	41

2.2.2	<i>Languages for Historians</i> .....	45
2.3	Feedback .....	46
2.3.1	<i>Essays</i> .....	46
2.3.2	<i>Tutorials and Classes</i> .....	46
2.3.3	<i>Termly Reports</i> .....	47
2.3.4	<i>Practice Exams: 'Collections'</i> .....	47
<b>3</b>	<b>Assessment: The Final Honour School</b> .....	<b>48</b>
3.1	General .....	48
3.2	Examination Conventions .....	48
3.3	Practicalities .....	52
3.4	After the Exam .....	52
<b>4</b>	<b>Student Representation and Feedback</b> .....	<b>56</b>
4.1	Feedback and Evaluation .....	56
4.1.1	<i>Faculty Feedback: Lecture Questionnaires</i> .....	56
4.1.2	<i>University Feedback</i> .....	57
4.2	Representation .....	57
4.2.1	<i>The Undergraduate Historians' Assembly</i> .....	57
4.2.2	<i>The Undergraduate Joint Consultative Committee</i> .....	58
4.2.3	<i>Faculty Committees</i> .....	59
4.2.4	<i>The Humanities Division</i> .....	59
<b>5</b>	<b>Student Life and Support</b> .....	<b>60</b>
5.1	Expectations .....	60
5.1.2	<i>Expectations of Study and Student Workload</i> .....	60
5.1.2	<i>Expectations of Behaviour: Harassment and Bullying</i> .....	60
5.1.3	<i>Equality and Diversity at Oxford</i> .....	61
5.1.4	<i>Skills and Employability</i> .....	62
5.2	History Societies .....	62
5.3	Sources of Support .....	63
5.3.1	<i>Personal and Pastoral Support (see also 5.1.3)</i> .....	63
5.3.2	<i>Administrative Support</i> .....	63
5.3.3	<i>Academic Support</i> .....	63
5.4	Complaints and Appeals .....	64
5.4.1	<i>Overview</i> .....	64

5.4.2 Complaints .....	64
5.4.3 Academic Appeals .....	64
5.5 Guidelines for Students with Disabilities .....	65
5.6 University Policies and Regulations .....	66
<b>6 Facilities and Contacts .....</b>	<b>67</b>
6.1 Useful Faculty Contacts.....	67
6.2 Buildings, Locations and Accessibility .....	68
6.2.1 Social Spaces and Facilities .....	68
6.3 Libraries and Online Resources.....	68
6.3.1 The Bodleian History Faculty Library (HFL) .....	69
<i>The History Librarian (isabel.holowaty@bodleian.ox.ac.uk) welcomes feedback from all students regarding the services and collections in the HFL. The HFL Librarian-in-Charge (rachel.darcy-brown@bodleian.ox.ac.uk) attends the Faculty’s termly UJCC meetings. A comments book is also located in the Lower Camera Reading Room. Furthermore, the Co-Presidents of the Historians’ Assembly are also the student reps on the Committee of Library Provision and Strategy (CLIPS) in History which meets termly. ....</i>	<i>69</i>
6.3.2. The Bodleian Library (BOD).....	69
6.3.3. Bodleian Social Science Library .....	70
6.3.4. College Libraries .....	71
6.3.5. Specialized University Libraries.....	71
6.4 Museums.....	72
6.5 IT for second and third-year historians.....	72
<b>APPENDIX 1: Examination Regulations.....</b>	<b>74</b>
A .....	74
B .....	75
B .....	<b>Error! Bookmark not defined.</b>
<b>APPENDIX 2: Faculty Members and their areas of study.....</b>	<b>82</b>
Ancient History.....	82
Medieval History.....	82
Early Modern History (the British Isles and Europe) .....	84
Modern History (the British Isles, Europe, Russia) .....	85
Modern History: Africa, Asia, Latin America.....	86
History of the United States.....	87
History of Science, Medicine and Technology .....	87



Economic and Social History .....	87
History of Art.....	88
<b>APPENDIX 3: Tariff of Penalties for Inadequacies in History Examinations and Submitted Work.....</b>	<b>89</b>
<b>APPENDIX 4: Guidelines for producing a Synopsis for a Compulsory Thesis.....</b>	<b>93</b>
<b>APPENDIX 5: Guidelines for writing Special Subject Gobbets papers.....</b>	<b>94</b>
<b>APPENDIX 6: Recommended Pattern of Teaching .....</b>	<b>98</b>
<b>Appendix 7 .....</b>	<b>Error! Bookmark not defined.</b>

## Introductory Welcome to History FHS Handbook

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

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

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

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



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

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

Dr Hannah Smith (Director of Undergraduate Studies)

## 1 Course Content and Structure

### 1.1 Overview

The second and third years of studying history will present you with challenges different from those of the first year, and should be still more demanding and absorbing. You will continue to study 'outline' papers, taught through lectures and regular tutorials which require you to read both widely and deeply, to write essays that answer the question set, and to engage actively in discussion. But both the nature and the teaching of your courses will diversify. 'Disciplines of History' is almost entirely taught in college classes, while the document-based Further Subject may be your first encounter with Faculty classes; in both you will learn to give formal class presentations and to play a constructive role in larger group discussion. In the second year you will also start to design your thesis-project, a piece of independent historical research of your own. Third-year work is therefore dominated by detailed work with primary sources, whether through the set-source-intensive Special Subjects or the thesis which you will research and write in the final Hilary Term. Yet this range of historical experience will also inform broader thinking about the nature of historical writing which will inform further preparation for Disciplines of History.

In the next two years you will therefore be expected to extend your range as a historian, to enhance the subtlety of your thinking and to sharpen and polish your writing. In the second year, when the final examination may seem a deceptively distant prospect, you should be prepared to experiment intellectually, in your choice of papers and in the way that you approach different types of historical question. In the third year, with Finals imminent, you will find that the creative opportunities as well as the demands of the course are at their highest. Those who have made good and imaginative use of the second year will profit most from the opportunities of the third.

As in the first year, it is important to dedicate time in each vacation to consolidate the previous term's work, in preparation for college collections, and also to begin work on your next paper. In the Long Vacation after the second year you will need both to do some of your thesis-research and read through the texts prescribed for your Special Subject.

Assessment also diversifies in History Finals. There are four three-hour exams sat at the end of the course, but also three sets of written work submitted over the course of Final Honours School. European and World History and the Further Subject adopt the standard format of three essays in three hours, in the latter case with the requirement to answer on both source-focused and more thematic questions; Disciplines of History asks for two essays in that time, and the first paper of the Special Subject requires twelve commentaries on set-text passages (or 'gobbets') to be written in the exam.

The History of the British Isles will be assessed by the submission of three essays of no more than 2,000 words each, written in nine days in response to a question-paper published at the end of Trinity Term of the second year. The Special Subject is also assessed by an extended essay of no more than 6,000 words submitted by Friday of Week 0 in Hilary Term of the third year and the 12,000-word thesis by Friday of Week 8 of Hilary Term. It is also

possible to write an optional additional thesis, meaning that your lowest mark in Finals would be disregarded in your classification.

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

**i Period Requirement:** you are required to take at least one of the four **British Isles and European and World History** papers taken across both the Preliminary and the Final Honour School from each of three chronological groups: early (papers up to 1409); middle (papers from 1330 to 1715); and late (papers from 1685 onwards). You will have ticked two of these boxes in Prelims, and must therefore cover the final base, leaving you with a free choice for your fourth paper, and enabling you to take a Theme paper instead of a fourth Period paper if you want to. *This rule can only be satisfied by the British Isles and European and World History Outline period papers, not by Further and Special Subjects or your thesis. Theme papers do not count towards the period requirement.*

Note that those who took a course other than main-school History at Prelims need to take Outline papers from two different groups; any Outline papers they took in Prelims (e.g. in a History Joint School) can count towards satisfying this requirement. See the Regulations (Appendix 1) for details.

The Period Outline papers fall into the three groups as follows (see chart below for details of titles and groups) – note that Theme papers do not count towards the chronological requirement:

#### 1. Early

Prelims: BIP 1, 300-1100; BIP 2, 1000-1300; EWP 1, 370-900; EWP 2, 1000-1300;

Finals: BIF 1, 300-1100; BIF 2, 1000-1330; EWF 1, 250-650; EWF 2, 600-1000; EWF 3, 900-1300; EWF 4, 500-1500.

#### 2. Middle

Prelims: BIP 3, 1330-1550; BIP 4, 1500-1700; EWP 3, 1400-1650;

Finals: BIF 3, 1330-1550; BIF 4, 1500-1700; EWF 5, 1300-1525; EWF 6, 1500-1700; EWF 7, 1450-1800.

#### 3. Late

Prelims: BIP 5, 1688-1848; BIP 6, 1830-1951; EWP 4, 1815-1914

Finals: BIF 5, 1685-1830; BIF 6, 1815-1924; BIF 7, 1900-present; EWF 8, 1680-1848; EWF 9, 1763-1898; EWF 10, 1830-1914; EWF 11, 1750-1930; EWF 12, since 1863; EWF 13, 1914-1989; EWF 14, 1930-2003;

**Please note that History of the British Isles 1330-1550 counts as a MIDDLE paper and not an EARLY one.**

**ii Geographical Requirement:** The Board will categorise in its regulations all its papers in the Preliminary Examination and the Honour School as covering British Isles, European or World history. Candidates who take both examinations must offer at least two papers in European History and at least one paper in World History from amongst the following subjects: the European and World History papers; the Optional Subjects in the Preliminary Examination; and the Further and Special Subjects in the Final Honour School.

This means that students need to select two European history papers and one World history paper over the course of their three year degree, and these choices are not confined to Outline papers. The following chart shows which category each paper falls into.

Where a paper has two or three geographical badges, you may choose which **one** to apply for the sake of fulfilling the geographical requirement: you may only apply one badge per paper.

#### Chart of Period groups and Location groups

Periods:	1: Early	2: Middle	3: Late
Location:	A: British & Irish	B: European	C: Asian, African, American, Global & Transnational

#### Preliminary Examination in History

No	Paper Title	Period	Location
<b>[1]</b>	<b><i>History of the British Isles</i></b>		
BIP1	1 The British Isles, 300-1100	1	A
BIP2	2 The British Isles, 1000-1330	1	A
BIP3	3 The British Isles, 1330-1550	2	A
BIP4	4 The British Isles, 1500-1700	2	A
BIP5	5 The British Isles, 1688-1848	3	A
BIP6	6 The British Isles, 1830-1951	3	A
<b>[2]</b>	<b><i>European and World History</i></b>		
EWP1	Transformation of the Ancient World, 370-900	1	B, C
EWP2	Medieval Christendom & its Neighbours, 1000-1300	1	B, C
EWP3	Renaissance, Recovery & Reform, 1400-1650	2	B
EWP4	Society, Nation and Empire, 1815-1914	3	B
<b>[3]</b>	<b><i>Optional Subjects</i></b>		
OS1	Theories of the State: Aristotle, Hobbes, Rousseau, Marx		B
OS2	The Age of Bede, c.600-c.740		A
OS3	Early Gothic France, c.1100-c.1150		B
OS4	Conquest and Frontiers: England and the Celtic Peoples, 1150-1220		A
OS5	English Chivalry and the French Wars, c.1330-c.1400		A
OS6	Crime and Punishment in England, c.1280-c.1450		A

OS7	Nature and Art in the Renaissance	A, B
OS8	Witch-craft and Witch-hunting in Early Modern Europe	A, B
OS9	Making England Protestant, 1558-1642	A
OS10	Conquest and Colonization: Spain and America in the Sixteenth Century	C
OS11	Revolution and Empire in France, 1789-1815	B
OS12	Women, Gender and the Nation: Britain, 1789-1825	A
OS13	The Romance of the People: The Folk Revival, 1760-1914	A, B
OS14	Haiti and Louisiana: The Problem of Revolution in an Age of Slavery	C
OS15	New Women in Britain and Ireland, c.1880-1920	A
OS16	The Rise and Crises of European Socialisms, 1883-1921	B
OS17	1919: Remaking the World	B, C
OS18	Radicalism in Britain, 1965-1975	A
OS19	The World of Homer and Hesiod	B
OS20	Augustan Rome	B
OS21	Industrialization in Britain and France, 1750-1870	A, B

<b>[4]</b>	<b>Paper 4</b>
App	Approaches to History
Hogy	Historiography: Tacitus to Weber
Quant	Quantification in History
FT1	Foreign Text : Herodotus
FT2	Foreign Text : Einhard and Asser
FT3	Foreign Text : Tocqueville
FT4	Foreign Text : Meinecke and Kehr
FT5	Foreign Text : Machiavelli
FT6	Foreign Text : Vicens-Vives
FT7	Foreign Text : Trotsky

### Final Honour School of History

No	Paper Title	Period	Location
<b>[1]</b>	<b><i>History of the British Isles</i></b>		
BIF1	The Early Medieval British Isles, 300-1100	1	A
BIF2	The British Isles in the Central Middle Ages, 1000-1330	1	A
BIF3	The Late Medieval British Isles, 1330-1550	2	A
BIF4	Reformations and Revolutions, 1500-1700	2	A
BIF5	Liberty, Commerce and Power, 1685-1830	3	A
BIF6	Power, Politics and the People, 1815-1924	3	A
BIF7	Changing Identities, 1900-present	3	A
BITa	Theme: Bodies of Feeling: Gender and Sexual Identity since c.1500		A
BITb	Theme: The Making and Unmaking of the United Kingdom, 1603-present		A

<b>[2]</b>	<b><i>European and World History</i></b>	<b>Period</b>	<b>Location</b>
EWF1	The World of Late Antiquity, 250-650	1	B, C
EWF2	The Early Medieval World, 600-1000	1	B, C
EWF3	The Central Middle Ages, 900-1300	1	B, C
EWF4	The Global Middle Ages, 500-1500	1	C
EWF5	The Late Medieval World, 1300-1525	2	B, C
EWF6	Early Modern Europe, 1500-1700	2	B
EWF7	Eurasian Empires, 1450-1800	2	C
EWF8	Enlightenments and Revolutions: Europe 1680-1848	3	B
EWF9	From Independence to Empire: America 1763-1898	3	C
EWF10	A Liberal Epoch? Europe 1830-1914	3	B
EWF11	Imperial and Global History, 1750-1930	3	C
EWF12	The Making of Modern America since 1863	3	C
EWF13	Europe Divided, 1914-1989	3	B
EWF14	The Global Twentieth Century, 1930-2003	3	C
EWTa	Theme: Masculinity and its Discontents, 200-2000		B, C
EWTb	Theme: Technology and Culture in a Global Context, 1000-1700		B, C
EWTc	Theme: Waging War in Eurasia, 1200-1945		B, C
EWTd	Theme: Catholicism in the Making of the Modern World, 1545-1970		B, C

<b>[3]</b>	<b><i>Further Subjects</i></b>	<b>Location</b>
FS1	Anglo-Saxon Archaeology, c.600-750: Society and Economy in the Early Christian Period	A
FS2	The Near East in the Age of Justinian and Muhammad, 527-c.700	B, C
FS3	The Carolingian Renaissance	B
FS4	The Crusades, c.1095-1291	B, C
FS5	Culture and Society in Early Renaissance Italy, 1290-1348	B
FS6	Flanders and Italy in the Quattrocento, 1420-1480	B
FS7	The Wars of the Roses, c.1450-c.1500	A
FS8	Women, Gender and Print Culture in Reformation England, c.1530-1640	A
FS9	Literature and Politics in Early Modern England	A
FS10	The Iberian Global Century, 1550-1650	B, C
FS11	Writing in the Early Modern Period, 1550-1750	A, B, C
FS12	Court Culture and Art in Early Modern Europe, 1580-1700	B
FS13	War and Society in Britain and Europe, c.1650-1815	A, B
FS14	The Metropolitan Crucible: London, 1685-1815	A
FS15	The First Industrial Revolution, 1700-1870	A
FS16	Medicine, Empire, and Improvement, 1720-1820	A, C
FS17	The Age of Jefferson, 1774-1826	C
FS18	Culture and Society in France from Voltaire to Balzac	B
FS19	Nationalism in Western Europe, c.1799-1890	B
FS20	Intellect and Culture in Victorian Britain	A
FS21	The Authority of Nature: Race, Heredity and Crime, 1800-1940	A, B, C

FS22	The Middle East in the Age of Empire, 1830-1971	C
FS23	Imperialism and Nationalism: Sub-Saharan Africa, 1830-1980	C
FS24	Imperialism and Nationalism: Maritime South-East Asia, 1830-1975	C
FS25	Modern Japan, 1868-1972	C
FS26	The Development of the World Economy since 1800	C
FS27	Nationalism, Politics and Culture in Ireland, c.1870-1921	A
FS28	A Global War, 1914-1919	B, C
FS29	China since 1900	C
FS30	The Soviet Union, 1924-1941	B
FS31	Culture, Politics and Identity in Cold War Europe, 1945-1968	B
FS32	Britain at the Movies: Film and National Identity since 1914	A
FS33	Scholastic and Humanist Political Thought	A, B
FS34	The Science of Society, 1650-1800	A, B
FS35	Political Theory and Social Science, c.1780-1920	A, B, C
FS36	Postcolonial Historiography: Writing the (Indian) Nation	C
FS37	Modern Mexico, 1876-1994	C

<b>[4,5]</b>	<b>Special Subjects</b>	<b>Location</b>
SS1	St Augustine and the Last Days of Rome, 370-430	B, C
SS2	Francia in the Age of Clovis and Gregory of Tours	B
SS3	Byzantium in the Age of Constantine Porphyrogenitus, 913-959	C
SS4	The Norman Conquest of England	A
SS5	The Peasants' Revolt of 1381	A
SS6	Joan of Arc and her Age, 1419-1435	B
SS7	Painting and Culture in Ming China	C
SS8	Politics, Art and Culture in the Italian Renaissance, Venice and Florence	B
SS9	The Peasants' War of 1525	B
SS10	The Trial of the Tudor State: Politics, Religion and Society, 1540-1560	A
SS11	The Crisis of the Reformation: Britain, France and the Netherlands, 1560-1610	A, B
SS12	The Dutch Golden Age, 1600-1700	B
SS13	The Thirty Years' War	B
SS14	The Scientific Movement in the Seventeenth Century	A, B
SS15	Revolution and Republic, 1647-1658	A
SS16	English Architecture, 1660-1720	A
SS17	Imperial Crisis and Reform, 1774-1784	A
SS18	Becoming a Citizen, c.1860-1902	A
SS19	Slavery and the Crisis of the Union, 1854-1865	C
SS20	Art and its Public in France, 1815-1867	B
SS21	Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights	C
SS22	Terror and Forced Labour in Stalin's Russia	B, C
SS23	From Gandhi to the Green Revolution: India, Independence and Modernity, 1939-1969	C
SS24	Nazi Germany, a racial order, 1933-1945	B
SS25	France from the Popular Front to the Liberation, 1936-1944	B

SS26	War and Reconstruction: Ideas, Politics and Social Change, 1939-1945	A
SS27	Britain from the Bomb to the Beatles: Gender, Class, and Social Change, 1945-1967	A
SS28	The Northern Ireland Troubles, 1965-1985	A
SS29	Britain in the Seventies	A
SS30	Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000	B, C
SS31	Revolutions of 1989	B

iii. Here is a list of **illegal combinations of outline papers** between Prelims and Finals:

***British Isles:***

BIP1 The British Isles, 300-1100

with BIF1 The Early Medieval British Isles, 300-1100

BIP2 The British Isles, 1000-1330

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

BIP3 The British Isles, 1330-1550

with BIF3 The Late Medieval British Isles, 1330-1550

BIP4 The British Isles, 1500-1700

with BIF4 Reformations and Revolutions, 1500-1700

BIP5 The British Isles, 1688-1848

with BIF5 Liberty, Commerce and Power, 1685-1830

BIP6 The British Isles, 1830-1951

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

***European and World:***

EWP1 370-900 The Transformation of the Ancient World

with EWF1 The World of Late Antiquity, 250-650

or EWF2 The Early Medieval World, 600-1000

EWP2 1000-1300 Medieval Christendom and its Neighbours

with EWF3 The Central Middle Ages, 900-1300

EWP3 1400-1650 Renaissance, Recovery, and Reform

with EWF5 The Late Medieval World, 1300-1525

or EWF6 Early Modern Europe, 1500-1700

EWP4 1815-1914 Society, Nation, and Empire

and EWF10 A Liberal Epoch? 1830-1914

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

**v Overlap:** While you are encouraged to cross-fertilize between different papers so as to enhance your historical thinking, there are some slight limits on the use you can make of material derived from one paper in answering questions in others. Furthermore, your thesis cannot be primarily based on the same sources as your Further or Special Subject. See below [3.2 Examination Conventions, ‘Overlap’, for precise detail on this point.](#)

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

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

### 1.1.2 Study Timetable

Here is an approximate guide to which papers you will be studying in which term throughout your second and third years:

	Year 2	Year 3
MT	British Isles or European and World History	Special Subject
HT	Further Subject	Thesis
TT	British Isles or European and World History	Revision and Exams

NB: Colleges vary in the timetable on which they teach Disciplines; most offer considerable preparation in the second year, with some additional teaching in the third. Classes and/or tutorials will be available over at least two out of the six terms.

For the full recommended teaching grid, see [Appendix 6.](#)

## 1.2 Course Aims

The programme aims to enable its students to:

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

## 1.3: Course Structure and Description

### 1.3.1: *History of the British Isles*

1. The Early Medieval British Isles, 300-1100
2. The British Isles in the Central Middle Ages, 1000-1300
3. The Late Medieval British Isles, 1330-1550
4. Reformations and Revolutions, 1500-1700
5. Liberty, Commerce and Power, 1685-1830
6. Power, Politics and the People, 1815-1924
7. Changing identities, 1900-present

Theme a: Bodies of Feeling: Gender and Sexual Identity since c.1500

Theme b: The Making and Unmaking of the United Kingdom, 1603-present

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

<https://weblearn.ox.ac.uk/portal/site/:humdiv:history:undergrad:fhs-yrs-2-3:bhi/tool/c6f4969b-efc2-4a06-baa5-7428be2a8589>

The **History of the British Isles** will be familiar from Prelims. You are not permitted to take the same period, and the paper will be different in a number of different ways. Above all, it will be assessed by a take-away examination at the end of Trinity Term of the second year. You will have nine days to write three 2,000-word essays from a paper of around thirty questions.

This format will give you some freedom to follow your own interests in the period. In the knowledge that there will be a wide range of questions, and time to do some extra reading,

you will be able to probe the history of different societies in the British Isles, and to prioritise political, intellectual, social, cultural or economic history as you choose. Indeed, Finals British History has always demanded greater depth, in terms of closer engagement with specific issues in the period, of reading in monographic literature and perhaps in primary sources too, and of greater historiographical awareness. You therefore have some scope to shape your own course and can take the initiative in discussing with your tutor what you wish to cover during the term.

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

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

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

The question-papers will be published on Wednesday of 8th week of Trinity Term (19 June 2019). A Word document of the three completed essays must be submitted electronically by 12 noon on Friday of 9<sup>th</sup> week of Trinity Term (28 June 2019).

Content and scope of the essays: Candidates are encouraged to follow their interests into any part of the history of the British Isles in this period: this includes the history of England, Wales, Scotland and Ireland, and of other territories in so far as they are specifically connected with the History of Britain. Across the three essays candidates are also encouraged to display some breadth of knowledge both thematically and chronologically.

Referencing: The essays will be referenced via:

- i) a bibliography of works consulted in their preparation, using the Faculty's *Guide to Referencing and Citation*, found on Weblearn;
- ii) references to quotations and specific evidence, and to specific ideas and arguments advanced by historians; commonly accepted information and ideas should not be referenced;
- iii) such references will be in parentheses in the text: cite the name of the author of the work cited in the bibliography and a page-number: viz.: (Davies, 321). If more than one work of an author is listed in the bibliography, a date should be used, (Davies 2005, 123), and if necessary a letter to distinguish between different works

of the same date: (Davies 2005a, 456). Authors with the same surname may be distinguished by [an] initial[s]: (RRDavies, 78).

**Format:** Your essays must be submitted in English, apart from quotations and recognized technical formulae. Select an easily readable font, such as Times New Roman, Arial or Calibri. Font size 12pt is preferred, but a minimum font size 11pt is recommended for text and 10pt for footnotes.

There is no need to provide a coversheet or table of contents. But, do make sure you include:

- i) the **question** and **question number** at the beginning of each essay.
- ii) your **candidate number**.

**Electronic submission:** The submission will be done electronically through the Assignment pages in WebLearn.

Step One: Convert your essays into a single Word document, named with your candidate number and the number/date range of the paper (i.e. 200189 HBI 4 1500-1700).

Step Two: You have the option to review your essays for plagiarism through Turnitin.

Step Three: Upload your pdf file to the Weblearn Assignments page for your paper.

Step Four: Once you are ready to submit, upload the final pdf version of your essay and click Submit.

### **1.3.2: European and World History**

1. The World of Late Antiquity, 250-650
2. The Early Medieval World, 600-1000
3. The Central Middle Ages, 900-1300
4. The Global Middle Ages, 500-1500
5. The Late Medieval World, 1300-1525
6. Early Modern Europe, 1500-1700
7. Eurasian Empires, 1450-1800
8. Enlightenments and Revolutions: Europe 1680-1848
9. From Independence to Empire: America 1763-1898
10. A Liberal Epoch? Europe 1830-1914
11. Imperial and Global History, 1750-1930
12. The Making of Modern America since 1863
13. Europe Divided, 1914-1989
14. The Global Twentieth Century, 1930-2003

European and World History is divided into fourteen periods, which cover the whole of European history and its engagement with the non-European world from the fall of Rome until 1973, with additional papers in American and global history. You can study times and

places not covered in the Preliminary year, and periods are studied in greater depth, requiring you to examine the distinctive features of individual societies as well as to grasp broad themes. There are in addition four Theme papers:

- Theme a: Masculinity and its Discontents, 200-2000
- Theme b: Technology and Culture in a Global Context, 1000-1700
- Theme c: Waging War in Eurasia, 1200-1945
- Theme d: Catholicism in the Making of the Modern World, 1545-1970

Theme papers pursue the development of a theme across chronological boundaries.

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

Course information for each of the European and World History options available can be found at:

<https://weblearn.ox.ac.uk/portal/site:/humdiv:history:undergrad:fhs-yrs-2-3/tool/f6c074c6-52fc-495d-84cf-3505c9f27563>

**Teaching:** 8-16 lectures, usually in Trinity Term; 8 tutorials in either Michaelmas or Trinity Term, for most of which an essay or some other output such as a presentation will be required

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

### **1.3.3: Further Subject**

Further Subjects to be taught in Hilary Term 2019 (unless listed as suspended) are:

1. Anglo-Saxon Archaeology c.600-750: Society and Economy in the Early Christian period
2. The Near East in the Age of Justinian and Muhammad, 527-c.700
3. The Carolingian Renaissance
4. The Crusades, c. 1095-1291
5. Culture and Society in Early Renaissance Italy, 1290-1348
6. Flanders and Italy in the Quattrocento, 1420-80
7. The Wars of the Roses, c.1450-c.1500
8. Women, Gender and Print Culture in Reformation England, c.1530-1640
9. Literature and Politics in Early Modern England
10. The Iberian Global Century, 1550-1650
11. Writing in the Early Modern Period, 1550-1750
12. Court Culture and Art in Early Modern England 1580-1700

13. War and Society in Britain and Europe, c.1650-1815
14. The Metropolitan Crucible, London 1685-1815
15. The First Industrial Revolution, 1700-1870 (*suspended for 2018-19*)
16. Medicine, Empire, and Improvement, 1720-1820
17. The Age of Jefferson, 1774-1826
18. Culture and Society in France from Voltaire to Balzac (*suspended for 2018-19*)
19. Nationalism in Western Europe, 1799-1890
20. Intellect and Culture in Victorian Britain
21. The Authority of Nature: Race, Heredity and Crime, 1800-1940
22. The Middle East in the Age of Empire, 1830-1971
23. Imperialism and Nationalism: Sub-Saharan Africa, 1830-1980
24. Imperialism and Nationalism: Maritime South-East Asia, 1830-1975 (*suspended for 2018-19*)
25. Modern Japan, 1868-1972
26. The Development of the World Economy since 1800
27. Nationalism, Politics and Culture in Ireland, c.1870-1921
28. A Global War, 1914-20
29. China since 1900
30. The Soviet Union, 1924-41
31. Culture, Politics and Identity in Cold War Europe, 1945-68
32. Britain at the Movies: Film and National Identity since 1914
33. Scholastic and Humanist Political Thought
34. The Science of Society, 1650-1800
35. Political Theory and Social Science c.1780-1920
36. Post-Colonial Historiography: Writing the Indian Nation
37. Modern Mexico, 1876-1994

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

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

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

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

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

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

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

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

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

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

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

#### **1.3.4: Special Subject**

The Special Subjects to be taught in Michaelmas Term 2018 (unless listed as suspended) are:

1. St Augustine and the Last Days of Rome, 370-430 (*suspended for 2018-19*)
2. Francia in the Age of Clovis and Gregory of Tours (*suspended for 2018-19*)
3. Byzantium in the Age of Constantine Porphyrogenitus, 913-959
4. The Norman Conquest of England
5. The Peasants’ Revolt of 1381
6. Joan of Arc and her Age, 1419-35
7. Painting and Culture in Ming China
8. Politics, Art and Culture in the Italian Renaissance: Venice and Florence
9. The Peasants’ War of 1525 (*suspended for 2018-19*)
10. The Trial of the Tudor State: Politics, Religion and Society, 1540-1560
11. The Crisis of the Reformation: Britain, France and the Netherlands 1560-1610
12. Art and Culture in the Dutch Golden Age, 1600-1700

13. The Thirty Years' War
14. The Scientific Movement in the Seventeenth Century
15. Revolution and Republic, 1647-58
16. English Architecture, 1660-1720
17. Imperial Crisis and Reform, 1774-84
18. Becoming a Citizen, c.1860-1902
19. Slavery and the Crisis of the Union, 1854-65
20. Art and its Public in France, 1815-67 (*suspended for 2018-19*)
21. Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights
22. Terror and Forced Labour in Stalin's Russia
23. From Gandhi to the Green Revolution: India, Independence and Modernity 1939-69
24. Nazi Germany, a racial order, 1933-45
25. France from the Popular Front to the Liberation, 1936-44
26. War and Reconstruction: Ideas, Politics and Social Change, 1939-45
27. Britain from the Bomb to the Beatles: Gender, Class, and Social Change, 1945-1967
28. The Northern Ireland Troubles, 1965-85
29. Britain in the Seventies
30. Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000 (*suspended for 2018-19*)
31. Revolutions of 1989

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

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

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

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

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

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

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

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

For further information about individual papers go to:

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

### **1.3.5 Disciplines of History**

Disciplines of History, the general paper in Finals, has one broad and two specific aims. It is in part a mechanism for drawing together all your work over three years and reflecting on it from different perspectives. To this extent it functions partly as a revision tool which will widen and deepen your understanding of all your individual papers. Specifically, you learn the art of historical comparison, so that material from different societies becomes mutually illuminating; and you add a layer of comprehension to the reading you have done throughout the course by contextualizing it in the history and theory of historical writing. The rules of overlap are suspended for this paper so as to encourage you to draw on all the historical work you have done. The paper is divided into two sections.

#### **Making Historical Comparisons**

On the face of it, Comparative History might seem to have a universalizing function, to highlight features of human experience which seem constant and unchanging over long periods and in very different societies. On closer inspection, however, it is hard not to discern differences between societies even in what might seem to be basic human experiences. Comparison therefore offers a tool for thinking about why societies differ, especially when in many ways they appear similar: differences become the more noticeable against the background of many similarities.

Preparation for this section is more a matter of technique than of new information. You can draw upon all the history you have done in order to think comparatively – hence the value of Comparative History for revision, which is why some CH teaching may happen in the final Trinity Term. Of course, once you have started thinking your way through a comparison, you may realize that you need more information, which you can then acquire in a focused and targeted manner. Comparison also exposes the differences between historiographies: issues which you find addressed on one society do not appear in the literature on another, similar one. Thus comparison generates new questions which can deepen our understanding and might lead to new research.

The art of comparison lies in identifying both the similar features in the societies being compared and the variable factors which produce differences. Choosing your examples is therefore crucial. The societies or polities chosen must have sufficient similarities for their differences to be explicable through comparison. That said, even societies far apart in place or time may have enough similarities in some particular respects for comparison of their differences to be viable: but you will need to demonstrate these similarities in order to set up the analysis. It may be simpler to compare two societies that are closer to each other, whether different polities in the same period, or the same society in successive periods. In these cases the similarities are more obvious (not least in the former case if the societies are in contact), which may highlight more clearly where they differ: this then provides a secure basis for identifying the variable factors which cause these differences. Note that two principal subjects of comparison (societies or polities) are perfectly adequate. The basis of good comparison is a good knowledge of the cases involved. Adducing more than two or three cases makes precise and careful comparison difficult, if not impossible, and results instead in a general impressionistic haze.

There will be 22 questions in this section. The following list suggests a range of subject areas which the examiners might address. However, no specific topic is guaranteed to come up in any particular paper.

The Arts: Visual, Drama, Music  
Orality & Literacy, Education  
Crime, Punishment, The Law, Judicial Systems  
Family, Marriage & Household  
Gender & Sexuality  
Body & Disabilities  
Religion, Belief, Conversion, Persecution, Toleration  
Ritual, Custom, Myths  
Class & Status  
Slavery, Serfdom, Underclasses  
Globalisation & Development  
Markets & Consumerism  
Environment, Urbanisation, Town & Country  
Identities, National, Ethnic, Geographical  
Political Ideas & Ideologies  
State-Building, Government, Bureaucracy  
Revolutions, Régime Change, Riots  
Empires, Centre-periphery  
Diplomacy & International Relations  
Science, Technology & Medicine  
Migration & Diaspora  
Ethnic Violence & Genocide

### **Making Historical Arguments**

The second section of the paper is historiographical. It requires you to reflect upon the question 'how do historians make history?' This question can be approached both from below – how are sources used in historical writing? – and from above – what views have historians held about the way in which history should be approached? Indeed these angles can be considered together, given that particular approaches to history often privilege particular sources. The focus of this section is therefore on the great variety of ways in which history has been and is written, in terms of different subject-matter, sources, genre, motivation and historical context. The writing of history must itself be historicized, over as much as two-and-a-half millennia. (First-year Historiography and Foreign Texts may come in useful here.) Moreover the influences on history from other disciplines and theories will feature significantly, especially in more recent history: first-year Approaches can be developed in this context.

You will receive some specific teaching so as to learn more about different schools of history – their historical context, interests, methods, influences, forms and sources. But it is essential that as well as reading *about* these approaches you read examples of them; exam-

essays that offer generalised reproduction of textbook accounts of (say) the *Annales* school or 'whig' history will score poorly. Moreover, the real aim is to sensitize you to the kinds of influences which have shaped all the historical writing you have encountered through the course. By the end of three years you will, after all, have read many many books and articles, and this, as with the first section, will therefore provide much of the material for thinking about this section of the paper. And again, this will feed back into your specific papers by increasing the sophistication of your awareness of why historians write as they do. You will also develop your ability to integrate sources into historiographical analysis as you deepen your contact with them through the Further and Special Subjects and your thesis.

There will be 28 questions in this section. The following list suggests a range of subject areas which the examiners might address. However, no specific topic is guaranteed to come up in any particular paper. A specimen paper is available on the faculty web-site.

- Material Culture & Archaeology
- Space & Place
- Environmental History
- Marxism
- Economic & Quantitative History
- Social History & History of Everyday Life
- Historical Anthropology & Microhistory
- Cultural History
- Literature in History
- Gender & the Body
- History of Sexuality
- History of Emotions
- History of Science, Medicine & Technology
- Race & Postcolonialism
- Visual Sources & Methods
- Memory & Tradition
- Oral History
- The Self
- Intellectual History
- Religious Historiography
- Political History & Political Culture
- Global & International History
- Atlantic History & European History
- National Traditions
- Public History
- The Classical Tradition
- Genres of Historical Writing
- Archives

*The standard rules against overlap do not apply to either section of Disciplines of History. You may use any work you have done, including in your thesis, as sources for your arguments in the examination.*

**Teaching:** The Faculty will provide lectures on both sections of the paper, in the Hilary and Trinity terms. Colleges will offer a maximum of ten teaching sessions. Most of these will be classes but colleges may offer a maximum of two conventional tutorials. Colleges all have their own timetables for Disciplines teaching across the two years; different tutors have developed different teaching programmes which best reflect their strengths and convey the most benefit to their own students.

**Assessment:** A 3-hour written examination takes place at the end of the Trinity Term of year 3. Candidates must answer two questions, one from each section of the paper. The paper accounts for one seventh of the overall mark.

### **1.3.6: Compulsory Thesis**

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

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

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

In addition any undergraduate may choose to submit a further, **Optional Additional Thesis**, on another subject of choice (restricted only by not overlapping in any substantive way with the compulsory thesis). The protocols governing this are the same as for the compulsory thesis, except that it is due by Friday of 0<sup>th</sup> week of the final Trinity Term.

The advantage of writing an extra thesis is that your lowest mark in Finals is disregarded: you are classified on the top seven of the eight marks you will have generated (provided that no mark is below 50). Those who are concerned about their performance in exams may find this a tempting option. On the other hand, the optional thesis must be written in your own time, largely in the vacations. Consideration must therefore be given to the effect on your other work: you are better served by producing one excellent rather than two mediocre theses, and you may end up using up valuable revision time in the Easter vacation before Finals.

## 1.4 Research and Thesis

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

### 1.4.1 Timetable

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

2<sup>nd</sup> year, Hilary Term: Attend Faculty Lecture, Framing an Undergraduate Thesis.

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

Trinity Term:

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

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

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

3<sup>rd</sup> year, Michaelmas Term: apart from the two moments below, *you should not assume that you will be able to make any progress with your thesis between early October and mid-January, given the demands of the Special Subject, which counts for two out of seven of your Finals marks.*

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

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

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

The thesis requires commitment, and a very high level of personal motivation and organization. The burden of time-management and effective working falls on you. The eight weeks of Hilary Term are not a long time for this exercise, which is why it is essential to have

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

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

#### **1.4.2: Supervision**

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

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

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

From FHS 2019, the supervisor of the thesis will also be the second marker.

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

### **1.4.3 Framing a Topic**

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

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

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

It can be impressive to investigate unpublished sources, especially if they are in difficult languages and inaccessible forms such as virtually illegible handwriting. It is not necessary, however, to use unpublished material. Not only are examiners aware that not all students

will be able to travel to far-off archives or read non-English sources, but, more importantly, it is primarily the use that is made of evidence in the light of the questions asked of it that will determine the quality of the thesis. There are many kinds of published materials available, including non-verbal sources, and increasingly so with digitization; and translations of sources also help to open up access to cultures which might otherwise be inaccessible.

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

#### **Grants to support travel for the purposes of research**

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

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

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

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

Candidates should apply in writing to: The Secretary to the Inter-faculty Committee for the History of Art, History Faculty, Old Boys' High School, George Street, Oxford OX1 2RL no later than **Thursday 14 March 2019**.

#### **1.4.4 Research and Planning**

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

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

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

#### **1.4.5 Writing**

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

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

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

asked and hypotheses to be tested. Indeed, you may want to do this yourself in master's or even doctoral research.

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

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

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

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

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

#### **1.4.6: Presentation and Referencing**

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

Guidance on Presentation and Format:

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

Guidance on Referencing and Citations:

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

#### **1.4.7 Formalities**

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

Overlap: 1. Your thesis must not be substantially based on the same sources as are set for your Further or Special Subject. 2. In answering questions on other papers in Finals you

should not make substantial use of the material submitted in your thesis, with the exception of Disciplines of History.

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

- Translations: when passages are quoted in a language other than English and an English translation provided, only the original quotation and not the translation should be counted towards the word limit.
- Appendices: where you want to include some of your research material (e.g. tables, or short texts that are fundamental to the argument) without it counting towards the word-limit, you need specific permission from the Chair of Examiners. Requests should be made in good time, addressed to the Chair of Examiners via the History Undergraduate Office ([undergraduate.office@history.ox.ac.uk](mailto:undergraduate.office@history.ox.ac.uk)). Please include a brief description of the content of the proposed appendix together with rationale for its inclusion, and some indication of size in word length.
- Editions: a thesis may take the form of a critical edition of a text, in which case the regulations on word length in the Regulations VI 10, sections iii and x, apply (see Appendix 1 below).

**Format:** All theses must be uploaded as a single Word file that includes title page, essays and bibliography. The main text should be double-spaced, footnotes and bibliography single spaced. Candidates should pay attention to the word-limit, as they will be penalized for exceeding it. Theses should have a title page, showing the title, candidate number, (but **NOT** name or college) the word-count of the thesis, and the referencing style used. The words in the title page and in the bibliography **do not** count towards the total word count, but everything else does, including footnotes. Candidates must **NOT** write their name **ANYWHERE** on the thesis. Thesis documents should be named in accordance with these conventions: Candidate number.course.paper number, (course is either HIST, AMH, HECO, HENG, HML or HPOL; the paper number for the main school History thesis is A10771S1).

**Deadline:** All candidates must submit the Word document of their thesis, via WebLearn, in accordance with the instructions that will be provided, not later than noon on Friday of Eighth Week of the Hilary Term of their final year. If you have reason for breaching this deadline you should apply through your college Senior Tutor to the Proctors; they will decide on the length of any extension in consultation with the Chair of the Examiners.

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

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

#### 1.4.8 Research Integrity

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review. More information can be found at the [Research Ethics website](#) and an online training course can be accessed on [Weblearn](#)

## 2 Teaching and Learning

### 2.1 Teaching Formats

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

#### 2.1.1 Tutorials

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

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

While the tutorial is a flexible institution to which tutors' approaches vary, it is not designed for the imparting of information. A knowledge of the facts relevant to the topic, a grasp of its historiography, and an understanding of the issues involved must be acquired beforehand through reading, attendance at lectures, thinking and writing. The tutorial will then deepen this understanding through discussion of the problems central to the topic. Students are encouraged to raise questions and difficulties about historical interpretations and the evidence which underpins them. While the tutor will naturally be concerned to

ensure that each student has a well-grounded understanding of the topic, the key aims are to foster critical thinking, to deepen analysis, and to develop the ability to argue coherently but also flexibly, and with a nuanced sense of the subtleties of historical interpretation.

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

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

British Isles History	8 tutorials
European and World History	8 tutorials
Thesis	5 hours
Further Subject	12 contact sessions, typically 6 university classes and 6 tutorials
Special Subject	8 university classes and 4-6 tutorials
Disciplines of History	10 teaching-sessions of which 2 may be tutorials

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

You may also have a revision tutorial in the final Trinity Term for European and World History. Show initiative in using this for what you need for revision, especially for thinking through possible arguments you will make in the exam: tutors will not expect to have to set the agenda, still less to answer a series of detailed factual questions. Further Subjects may offer a Faculty revision class to their students, but not a 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.

### **2.1.2 Lectures**

The programme of teaching will be supported by regular lectures provided by the Faculty, which run throughout the academic year. Note that lecture-courses will not necessarily be held in the term in which you study the paper in tutorials. The lecture list is published at the start of each term and can be accessed on the first page of WebLearn:

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

Finals lectures will often operate at a higher level than those at Prelims. They may not aim to provide a broad conspectus to the topic or even spend much time introducing it. Rather they may open up fresh aspects of a paper or address more specific problems in the historiography. These may be areas which the lecturers are working on in their own research, and Finals lectures therefore bring you closer to the research-active academic culture of a Faculty whose members have thought through their own interpretation of historical issues. In consequence it should not be assumed that lectures intended for the Final Honour School will serve up a subject on a plate, ready for straightforward regurgitation to examiners.

Above all, lectures are not a good vehicle for passing on large amounts of detail, and they are *never* a substitute for reading. Most lecturers will distribute handouts containing illustrative material, useful data and suggestions for further reading (and some of these are uploaded to WebLearn). Such handouts should not be expected to provide a written summary of the entire lecture and are not a substitute for a student's own lecture notes.

You are of course welcome to attend the lecture courses provided for the British Isles and European and World History papers for Prelims. In fact students are entitled to attend most of the lectures in History and many in other subjects too, and are encouraged to explore beyond the courses they are taking.

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

### **2.1.3 Classes**

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

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

It is common although not universal for convenors to employ student presentations, by individuals or groups, at the beginning or at various points through the class. In Further- and Special-Subject classes, these may well centre on interpretation of the sources. While presenting a polished essay-style presentation can be very beneficial to the whole group,

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

Successful classes thus require careful preparation, a willingness to ask questions, attentive and purposeful listening, and the ability to refine and defend an argument in the light of discussion. They therefore develop further a range of skills: presenting material in an engaging, coherent manner; an understanding of how individuals interact in groups; the playing of a variety of roles within the group (leading, supporting, challenging, ice-breaking; some convenors may use student chairs to direct the discussion); working collaboratively with others.

#### **2.1.4: Bibliographies**

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

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

Nevertheless you should feel free to use your own initiative and to supplement bibliographies by a willingness to be adventurous in discovering additional books and articles. Do not assume that any of the Faculty Reading Lists, however apparently voluminous, include everything published, even in recent years, on a particular subject. It is particularly important to be aware of this when compiling bibliographies and amassing reading for your thesis and your Special Subject extended essay. In getting beyond the Faculty Reading Lists, on-line bibliographic resources are particularly useful: for more details of these see below, [6.5 IT for second and third-year historians](#) (page 61 below).

#### **2.1.5: Administration**

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

- The course handbooks



- Bibliographies
- Further and Special Subject ballots
- Submission deadlines
- Submission certificates for extended essays and theses
- Lecture and class questionnaires
- Amendments to the Lecture List
- Examiners' reports and past exam papers

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

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

## 2.2 Skills and Development

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

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

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

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

### 2.2.1 Plagiarism and Good Academic Practice

#### Definition

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

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

#### Explanation

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

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

## Guidance

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

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

Secondly, in work where you are required to provide footnotes, you must reference all the information which is not common knowledge and all ideas and arguments which are not specifically your own. The key maxim is that the reader must be able to see and to track down where you saw the information or argument. You will deploy information taken from secondary material commonly in tutorial essays, often in your extended essay, and to some extent in your thesis, for context. You should try to reference where it came from as closely as possible. Arguments may not always be footnotable to specific pages, but you should not footnote too loosely, for instance citing a whole book without specific pages as the location for an argument.

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

---

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

### **Note-Taking**

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

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

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

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

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

For instructions on forms of referencing, see 1.4.4 above.

### **Penalties**

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

The Proctors on Plagiarism:

All undergraduate and graduate students must carefully read regulations 3, 4, 5 and 6 in the Proctors' Disciplinary Regulations for University Examinations below. These make it clear that you must always indicate to the examiners when you have drawn on the work of

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

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

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

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

### **Conduct in Examinations**

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

1. These regulations are made by the Proctors in the exercise of their powers under section 22 of Statute IX and are designated by Council as disciplinary regulations under section 2 (2) (b) of Statute XI.

2. In these regulations: (1) 'examination' includes where the context so permits the submission and assessment of a thesis, dissertation, essay, Transfer of Status materials, Confirmation of Status materials, or other coursework which is not undertaken in formal examination conditions but is a requirement for, counts towards or constitutes the work for a degree or other academic award; and (2) 'examination room' means any room designated by the Academic Registrar and Secretary of Faculties (now the Deputy Registrar) or his or her deputy or approved by the Proctors as a place for one or more candidates to take an examination.

3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.
4. No candidate shall present for an examination as his or her own work any part or the substance of any part of another person's work.
5. In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person's work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.
6. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the Examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by a candidate is citable, he or she shall reference it clearly.

### **2.2.2 Languages for Historians**

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

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

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

Without foreign languages, therefore, a student's choice of subjects in the Final History School will be restricted.

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

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

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

1. Taught Classes in general language, in French (7 stages – academic 3 stages), German (7 stages, academic 3 stages), Italian (7 stages – academic 2 stages), Spanish (6 stages – reading 1 stage), Russian (5 stages – academic 1 stage) and Modern Greek (4 stages). Classes in Mandarin (6 stages), Portuguese (2 stages), Japanese (5 stages) and Dutch (1 stage) are also offered.

2. Materials for Private Study: available in almost 140 languages; facilities for viewing live TV by satellite in 14 different languages, including French, German, Italian and Spanish.

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

### **2.3 Feedback**

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

#### **2.3.1 Essays**

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

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

#### **2.3.2 Tutorials and Classes**

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

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

### **2.3.3 Termly Reports**

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

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

### **2.3.4 Practice Exams: 'Collections'**

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

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

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

### 3 Assessment: The Final Honour School

#### 3.1 General

The formal ('summative') assessment of the Honour School of History, the Final Honour School (or 'Finals') takes place at the end of the third year. For most students, four papers will be assessed by unseen three-hour written examination in Trinity Term of year 3, and three papers by written submissions between the end of Trinity Term of the second year and Hilary Term of the third. The European and World History and Further Subject papers require answers to three questions, which are normally essays. Disciplines of History requires answers to two questions in three hours, and the Special Subjects Gobbet papers require commentary on a total of 12 extracts from set texts, chosen from 24.

Each paper is weighted equally in the overall assessment. This means that the Special Subject counts for two of the seven elements in the final mark.

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

#### 3.2 Examination Conventions

The *Examination Conventions* set out the formal procedures for the examination of the FHS, and include the criteria and marking-scales by which exams are assessed. They may be found [here](#) on WebLearn.

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

These criteria inform the following mark-bands:

<b>FHS: I</b>  <b>Prelim: Distinction</b>	<b>86-100</b>	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.
	<b>80-85</b>	Scripts will excel against each of the four criteria.
	<b>75-79</b>	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.
	<b>70-74</b>	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.
<b>FHS: II.1</b>  <b>Prelim: Pass</b>	<b>65-69</b>	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.
	<b>60-64</b>	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.
<b>FHS: II.2</b>  <b>Prelim: Pass</b>	<b>50-59</b>	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.

<b>FHS: III Prelim: Pass</b>	<b>40-49</b>	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.
<b>FHS: Pass Prelim: Fail (Retake)</b>	<b>30-39</b>	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.
<b>FHS: Fail</b>	<b>&lt;30</b>	Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

There are special criteria for the Thesis and Extended Essay, for Disciplines of History, Further Subjects, History of the British Isles and for Special Subject gobbets papers. Please refer to the Examining Conventions on WebLearn:

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

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

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

Before finally confirming its classifications, the Examining Board may take such steps as it considers appropriate to reconsider the cases of candidates whose marks are very close to a borderline, or in some way anomalous, and to satisfy themselves that the candidates

concerned are correctly classified in accordance with the criteria specified in these Conventions.

### Overlap

Candidates are encouraged to develop an integrated understanding of the history they have studied while at Oxford, and to make connections between material in different papers. There are only two formal restraints on this general desirability of cross-fertilizing between courses, in the Regulations B6.9:

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

Clause 'i' should NOT be taken to mean that a Thesis cannot be written within the field of the British Isles paper on which the candidate submitted essays in the second year. Of course candidates should not repeat substantially the same material in the Thesis as in the essays (see further below on repetition); but the different scope of Outline essays and Theses in any case make this unlikely.

Clause 'ii' is self-explanatory: the Thesis MUST be based on sources largely different from those set for the Further or Special Subject that the candidate is taking. This does not preclude using some of the same sources, but the majority of them must be different.

More generally candidates should not *actually repeat* material between different assessments: writing out the same information and ideas extensively reduces the extent to which you can impress the examiners with the breadth of your knowledge and understanding. But you are encouraged to allude to material from elsewhere which will deepen and enrich your arguments.

In Disciplines of History candidates may use whatever material they have to make their case; but again they would be unwise to write out too extensively material and ideas already expounded elsewhere in the various assessments. Equally, however, they can summarize and allude to material used elsewhere in order to enrich their arguments.

### Penalties for non-attendance

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

### 3.3 Practicalities

**Exam entry:** You enter yourself for your FHS papers online, via Student Self Service. In the first half of Michaelmas Term of year 3 you will receive an email invitation to login in order to complete your examination entry by 17:00 on Friday of week 2 of Michaelmas Term in your third year. For papers that are examined in year 2 (i.e. History of the British Isles papers, and the two Further Subjects that are examined by extended essay), you must make your exam entries by Friday 25 January 2019. You are able to log back in and change your choices within the examination entry window as many times as you wish, up to the deadline. Entries that are completed late will be subject to a late entry fee.

For more information, see: [www.ox.ac.uk/students/academic/exams](http://www.ox.ac.uk/students/academic/exams) and [www.ox.ac.uk/students/selfservice](http://www.ox.ac.uk/students/selfservice)

**Timetable:** Final exams will be held in weeks 5 and 6 of Trinity Term, 27 May to 7 June 2019 and 25 May to 5 June 2020. The detailed timetable will be issued by week 1 of that term.

For more detail on exam timetables, see: [www.ox.ac.uk/students/academic/exams/timetables](http://www.ox.ac.uk/students/academic/exams/timetables).

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

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

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

See also the University's Regulations for the Conduct of University Examinations: <http://www.admin.ox.ac.uk/examregs/2018-19/rftcofunivexam/>

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

### 3.4 After the Exam

**Queries:** If you are unhappy with an aspect of your assessment you may make a complaint or appeal via your college. See <https://www.ox.ac.uk/students/academic/complaints?wssl=1>

**Results:** The Examiners expect to finalize the results by 15 July 2019/13 July 2020 (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

**Examiners' Reports:** The FHS Board of Examiners produces a report on the exams every year, which after approval by the various Faculty committees is published on WebLearn in

Hilary Term. The Examiners reports can be accessed here:

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

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

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

Prizes awarded for work submitted in the Final Honour Schools:

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

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

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

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

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

Gibbs Prize for History	£600	Highest average mark overall in main school
Proxime accessit	£300	Next highest average mark in main school
Gibbs Prize for a Joint School	£450	Highest average mark in history papers out of joint schools
Proxime accessit	£300	Next highest average mark in joint schools
Gibbs Prize in History of Art	£350	Highest average mark in History of Art

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

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

**The Kirk-Greene Prize in Modern African History:** for the best performance in the area of Modern African History in the Honour School of History and the associated Joint Schools. Value: £250.

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

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

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

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

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

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

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

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

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

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

**The Curzon Memorial Prize:** for an essay on some aspect of Indian life or history. Value: about £1000. Maximum length: 12,500 words. Awarded every three years. Next award 2021.

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

Nominated by the FHS History Board of Examiners.

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

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

their graduation. Further details can be found at <http://www.wuhmo.ox.ac.uk/about-the-unit/prizes.html>.

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

Essays, which must be typewritten and which must not exceed 15,000 words in length (including footnotes, appendices, and bibliographies), should be sent under sealed cover to the Secretary, Board of the Faculty of History, Old Boys' High School, George Street, Oxford, OX1 2RL, not later than end of February 2019. The author shall conceal their name and distinguish their composition by what motto they please, sending at the same time their name sealed under another cover with the motto inscribed on it. Candidates are required to certify, when submitting their essays, that they have not already been submitted in whole or in partial fulfilment of the requirements for a degree of any other university.

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

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

**Cecil Roth Memorial Prize for Italian Studies:** A prize will be awarded, if there is a candidate of sufficient merit, in Trinity Term 2019 for an essay on an approved subject within the field of Italian art, history, or literature of the period from the end of the Roman Empire in the west until the end of the eighteenth century; it is recommended that the length of essay should not exceed 10,000 words. The value of the prize is £50. Applicants must be members of the University reading for a Final Honour School who, on 31<sup>st</sup> March, will not have exceeded four years from the date of their matriculation.

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

Essays must be written in English and be typed in double-spacing on one side only of A4 paper. The deadline for submission of essays is not later than **Friday Week 4 of Trinity Term**).

## 4 Student Representation and Feedback

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

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

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

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

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

#### **4.1.2 University Feedback**

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public [here](#).

Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at [www.unistats.com](http://www.unistats.com).

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

## **4.2 Representation**

### **4.2.1 The Undergraduate Historians’ Assembly**

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

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

#### **4.2.2 The Undergraduate Joint Consultative Committee**

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

Composition:

- i. the Chair and Vice-Chair of the Faculty Board (*ex officio*);
- ii. four other members of the board's Undergraduate Studies Committee;
- iii. six undergraduates elected by a college of electors, known as the Assembly, composed of the two members of each college elected annually by the undergraduates reading History, History and Modern Languages, History and Economics, and 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 organizes events, such as the freshers' tea party, and the women's Finals forum.



#### **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  
Undergraduate Joint Consultative Committee  
Undergraduate Studies Committee  
Faculty Meeting  
Faculty Board

#### **4.2.4 The Humanities Division**

Student representatives sitting on the Divisional Board are selected through a process organized 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **5.2 History Societies**

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

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

## 5.3 Sources of Support

### **5.3.1 Personal and Pastoral Support (see also 5.1.3)**

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

The University Counselling Service assists students who are experiencing psychological stress (<http://www.ox.ac.uk/students/welfare/counselling>). Appointments can be made by email ([counselling@admin.ox.ac.uk](mailto:counselling@admin.ox.ac.uk)), by telephone ([01865 2]70300) or by calling in person at their offices (3 Worcester Street); you do not need to have been referred. The office of the Service is open Monday to Friday from 9.00 am to 5.00 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](http://www.ox.ac.uk/students/welfare)), including in relation to mental and physical health and disability.

### **5.3.2 Administrative Support**

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

For further details, see below, 6.1 Useful Faculty Contacts.

### **5.3.3 Academic Support**

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

The History Faculty's Undergraduate Office administers the Final Honour School course, and will be the source of many emails to you. 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 Faculty all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

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

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

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

### 5.4.2 Complaints

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

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage

(<https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>), the Student Handbook ([www.admin.ox.ac.uk/proctors/info/pam](http://www.admin.ox.ac.uk/proctors/info/pam)) and the relevant Council regulations ([www.admin.ox.ac.uk/statutes/regulations/247-062.shtml](http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml))

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

### 5.4.3 Academic Appeals

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

For undergraduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in

this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

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

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors' webpage

(<https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>), the Student Handbook ([www.admin.ox.ac.uk/proctors/info/pam](http://www.admin.ox.ac.uk/proctors/info/pam)) and the relevant Council regulations ([www.admin.ox.ac.uk/statutes/regulations/247-062.shtml](http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)).

Please remember in connection with all the academic appeals that:

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

### **5.5 Guidelines for Students with Disabilities**

The 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 Useful Faculty Contacts lists contact details for the Faculty's officers with responsibility for disability.

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

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



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

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

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

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

## 5.6 University Policies and Regulations

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

## 6 Facilities and Contacts

### 6.1 Useful Faculty Contacts

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

Dr Andrea Hopkins	Undergraduate Officer	(6)15020
Ms Isabelle Moriceau	Examinations Officer	(6)15017
Ms Alexandra Vickers	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](mailto:undergraduate.office@history.ox.ac.uk).

The Director of Undergraduate Studies in History for 2018-19 is Dr Hannah Smith ([hannah.smith@history.ox.ac.uk](mailto:hannah.smith@history.ox.ac.uk)).

#### Disability Contacts

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

Students can also contact the Secretary to the Disability Working Group, Dr Jeannie Scott ([jeannie.scott@history.ox.ac.uk](mailto:jeannie.scott@history.ox.ac.uk)).

#### Harassment Advisors

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

#### Other Useful History Faculty Contacts

Reception and general enquiries	<a href="mailto:reception@history.ox.ac.uk">reception@history.ox.ac.uk</a>	01865 615000
IT Support	<a href="mailto:itsupport@history.ox.ac.uk">itsupport@history.ox.ac.uk</a>	01865 615031
History Faculty Library	<a href="http://www.bodleian.ox.ac.uk/history/help-for/undergraduates">http://www.bodleian.ox.ac.uk/history/help-for/undergraduates</a>	
The Librarian	<a href="mailto:Isabel.holowaty@bodleian.ox.ac.uk">Isabel.holowaty@bodleian.ox.ac.uk</a>	01865 277294

## 6.2 Buildings, Locations and Accessibility

Places you need to locate are the History Faculty (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/>

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

### 6.2.1 Social Spaces and Facilities

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

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

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

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

History undergraduates are also welcome to use library and common room in the new Social Sciences Centre at Manor Road.

## 6.3 Libraries and Online Resources

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

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

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

### *6.3.1 The Bodleian History Faculty Library (HFL)*

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

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

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

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

#### **Lost a book or can't find it?**

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

#### **Keeping up-to-date**

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

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

#### **Feedback and Library student reps**

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

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

### *6.3.2. The Bodleian Library (BOD)*

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

One of the greatest libraries in the world, this is a national legal deposit library owned by the University. It does not lend books, which must be consulted in the Library reading rooms. There is a large collection of books frequently used by undergraduate historians on

open shelves in the Gallery of the Upper Camera, Radcliffe Camera. History periodicals are kept in the Lower Gladstone Link; source materials and reference works are kept in the Upper Reading Room and Duke Humfrey’s Library of the Old Bodleian Library. Undergraduates may also order books which are kept in the Library’s remote store. The Bodleian’s huge collections are particularly useful for work on Further and Special Subjects and they offer rich resources for the thesis in your second year (although you will need to complete a permission form to consult or reproduce some categories of material).

**Finding books, journals, etc. in Oxford libraries**

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

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

**Opening hours (HFL & BOD)**

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

**Contacts**

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

**6.3.3. Bodleian Social Science Library**

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

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

**Opening hours**

<b>Term</b>	Mon-Fri	9am-10pm
	Sat	10am-6pm

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

**Contacts**

Enquiries	<a href="mailto:ssl@bodleian.ox.ac.uk">ssl@bodleian.ox.ac.uk</a>
Bodleian Social Sciences Librarian	Ms Jo Gardner

**6.3.4. College Libraries**

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

**6.3.5. Specialized University Libraries**

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

**American History:**

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

**African & Commonwealth History:**

The Weston Library, Broad Street

**Chinese History:**

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

**Japanese History:**

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

**History of Art & Classics:**

The Sackler Library, 1 St John's Street (Classics & History of Art)  
Visual Resources Centre, Department of the History of Art, Littlegate House, St Ebbes

**History of Science & Medicine:**

Upper Reading Room, Old Bodleian Library  
  
The Wellcome Unit for the History of Medicine Library, Banbury Road

**Modern European Languages & Enlightenment:**

The Taylor Institution Library (TAY), St Giles

**Philosophy and Theology:**

Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road

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

## 6.4 Museums

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

- i. The Ashmolean Museum 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 second and third-year historians

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

Students should be aware of the extensive range of subscription databases and e-journals offered through [Databases A-Z](#) and [e-Journals A-Z](#) available using your [SSO account](#) via <http://solo.bodleian.ox.ac.uk> on PCs in College Libraries and Computing Rooms, the Bodleian History Faculty Library, and the Bodleian Library. You may also access Oxford e-resources and databases on your own computer. Among the most useful is the Bibliography of British and Irish History which indexes works on the history of Britain, Ireland, and the British Overseas. This database comprises 600,000 records (books, journal articles, and articles in books) searchable by subject matter and time period. Students may find it helpful for supplementing bibliographies on British history provided by tutors or for checking references to articles. Other important networked resources for historians include the Oxford Dictionary of National Biography, Historical Abstracts (summaries of many articles searchable by subject as well as author), full-text newspapers, Early English Books Online, the Bodleian pre-1920 catalogue (for earlier works, and probably particularly useful for those thinking of writing dissertations), and COPAC (the union catalogue of over 100 UK libraries, including the British Library). See <https://libguides.bodleian.ox.ac.uk/history> for guidance to the vast number of resources available. If you want to use subscription resources off campus, login to SOLO/Databases A-Z using your Oxford Single Sign On details.



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

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

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

<https://libguides.bodleian.ox.ac.uk/historyinfoskills/ug> and guides at:  
<https://www.bodleian.ox.ac.uk/history/training/guides>

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

For individual and advanced guidance, contact Rachel D'Arcy Brown, History Faculty Librarian-in-Charge (tel: (2)77264; e-mail: [rachel.darcy-brown@bodleian.ox.ac.uk](mailto:rachel.darcy-brown@bodleian.ox.ac.uk)). She can arrange short courses for small groups at your request. You will find these useful in your second year when you embark on independent research for your undergraduate thesis.

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

## APPENDIX 1: Examination Regulations

### *Honour School of History: for students taking Finals in Trinity Term, 2020*

#### **A**

1. The Honour School of History shall offer both wide diversity in terms of chronology, geography and historical themes, and a range of methodologies encompassing breadth, depth and theoretical awareness. The examination shall include:

- (1) Outline and Theme papers in the History of the British Isles;
- (2) Outline and Theme papers in European & World History;
- (3, 4) Papers in two specialist historical subjects ('Further' and 'Special') studied with reference to primary sources;
- (5) A methodological and historiographical paper;
- (6) A thesis.

2. No candidate shall be admitted to examination in this School unless she or he has either passed or been exempted from the Preliminary Examination or has successfully completed the Foundation Certificate in History at the Department for Continuing Education.

3. The examination shall be under the supervision of the Board of the Faculty of History, which will specify rules and procedures respecting the examination, and will define the lists of specific papers from which candidates will choose within the various subjects described below. These lists will be published by the beginning of Trinity Term prior to candidates beginning their studies for the Honour School.

4. The Board shall issue annually the Handbook for the Honour School of History by Monday of first week of the first Michaelmas Full Term of candidates' work for the Honour School.

5. The Board will categorise each of the papers in the History of the British Isles and European & World History in both the Preliminary Examination and the Honour School as falling into one of three chronological groups: Early, Middle and Late.

Three Outline papers in the History of the British Isles and European & World History offered by a candidate in the Preliminary Examination and the Honour School must be drawn from each of these three periods.

Candidates who have been exempted from the First Public Examination, or have passed the First Public Examination in a course other than History or one of its Joint Schools, and who choose Outline

papers in both the History of the British Isles and European & World History, must draw those papers from two different periods.

Candidates who have passed the Preliminary Examination in one of the History Joint Schools must choose an Outline paper in the History of the British Isles or European & World History so as to cover at least two of the three periods across the two examinations.

Candidates who have passed the Foundation Certificate in History must choose at least one Outline paper in the History of the British Isles or European & World History which differs in its chronological and geographical scope from the Outline papers which they took for the Foundation Certificate. The Board will specify which Outline papers overlap significantly with those in the Foundation Certificate.

6. The Board will categorise every paper in the Preliminary Examination and the Honour School as covering British or European or World history. Candidates who take both examinations must offer at least two papers in European History and at least one paper in World History from amongst the following subjects: the European & World History papers; the Optional Subjects in the Preliminary Examination; and the Further and Special Subjects in the Honour School.

7. Each candidate shall offer six subjects, as follows. Subjects 2, 3, 5 and part of 4 will be assessed by timed written examinations taken in candidates' final Trinity Term. Subjects 1, 6 and part of 4 will be examined by submitted written work subject to procedures described below.

## **B**

B1. History of the British Isles: any one from a list of Outline and Theme papers defined by the Faculty Board. No candidate may offer a period similar to one offered when passing the Preliminary Examination. Illegal combinations will be specified by the Board.

The History of the British Isles is taken to include the history of England, Wales, Scotland and Ireland, and of other territories in so far as they are specifically connected with the History of Britain.

Candidates will be examined by means of three essays of no more than 2,000 words each, under titles from a question paper published by the examiners on the Wednesday of eighth week of the Trinity Term in the year preceding the examination. The essays must be submitted by noon on Friday of ninth week of that term. Detailed procedures governing this process will be published by the Board.

B2. European & World History: any one from a list of Outline and Theme papers defined by the Faculty Board. No candidate may offer a period similar to one offered when passing the Preliminary Examination. Illegal combinations will be specified by the Board.

B3. Further Subject: any one from a list of subjects defined by the Faculty Board, to be studied with reference to primary sources. Illegal combinations of Further and Special Subject will be specified by the Board.

B4. Special Subjects: any one from a list of subjects defined by the Faculty Board, to be studied with reference to primary sources.

Candidates will be examined in two ways: a timed paper comprising compulsory passages for comment; and an extended essay of no more than 6,000 words under a title from a question paper published by the examiners on the Friday of fourth week of the Michaelmas Term in the year of examination. The extended essay must be submitted by noon on the Friday before the beginning of Hilary Full Term in the year of examination. Procedures governing this process will be published by the Board.

B5. Disciplines of History

Candidates will be expected to answer two examination questions selected from a paper divided into two sections. One question must be answered from each section. The sections are:

1. Making Historical Comparisons;
2. Making Historical Arguments.

B6. A Thesis from Original Research

1. Candidates must submit a thesis as part of the fulfilment of their final examination.
2. Theses shall normally be written during the Hilary Term of the final year. All theses must be submitted not later than noon on Friday of eighth week of the Hilary Term of the final year.
3. A candidate may submit
  - (a) any essay or part of any essay which the candidate has submitted or intends to submit for any university essay prize; or
  - (b) any other work.
4. The provisos in sub-clause 3 above shall not debar any candidate from submitting work based on a previous submission towards the requirements for a degree of any other university provided that:
  - (i) the work is substantially new;
  - (ii) the candidate also submits both the original work itself and a statement specifying the extent of what is new. The examiners shall have sole authority to decide in every case whether proviso (i) to this clause has been met.
5. Every candidate must submit the title proposed together with a typed synopsis of the thesis topic and proposed method of investigation (no more than 250 words) and the written approval of their College History Tutor to the Chair of the Examiners for

the Honour School of History, the History Faculty, George Street, Oxford, not earlier than the beginning of Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than the Friday of sixth week of Michaelmas Term in the final year. If no notification is received from the Chair of Examiners by the first Monday of Hilary Full Term of the final year, the title shall be deemed to be approved. Any subsequent changes to title require formal application to the Chair of Examiners by the Friday of Week 4 of the Hilary Term of the final year and subsequent approval.

6. Theses should normally include an investigation of relevant printed or unprinted primary historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation. Candidates shall be expected to have had a formal meeting or meetings with their College History Tutor, and, if necessary, an additional meeting or meetings with a specialised thesis adviser in the Trinity Term of their second year, as well as a second formal meeting or meetings with their thesis adviser in the Michaelmas Term of their final year, prior to submitting the title of their thesis. While writing the thesis, candidates are permitted to have further advisory sessions at which bibliographical, structural, and other problems can be discussed. The total time spent in all meetings with the College History Tutor and/or the specialised thesis adviser must not exceed five hours. A first draft of the thesis may be commented on, but not corrected in matters of detail and presentation, by the thesis adviser.

7. No thesis shall exceed 12,000 words in length (including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the Chair of Examiners, appendices), except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in sub-clause 10, sections iii and x, below, apply. The thesis should conform to the standards of academic presentation prescribed in the course handbook. Failure to conform to such standards may incur penalties as outlined in the course handbook.

8. All candidates must submit two copies of their thesis, addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford, not later than noon on Friday of eighth week of the Hilary Term of the year in which they are presenting themselves for examination. The University's regulations on Late Submission of Work will apply. Every candidate shall present a certificate, signed by him or herself, in a separate envelope bearing the candidate's examination number, addressed to the Chair of Examiners. The certificate (forms are available from the History Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or

examination, (c) that it does not exceed 12,000 words in length, except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in sub-clause 10, sections iii and x, below, apply, (d) that no more than five hours have been spent in preparatory or advisory meetings between the candidate and his or her College History Tutor or thesis adviser, and (e) that only the first draft of the thesis has been seen by the thesis adviser. Candidates delivering theses will be required to complete a receipt form, which will only be accepted as proof of receipt if it is countersigned by a member of the Examination Schools staff.

9. Candidates shall not answer in any other paper, with the exception of Disciplines of History (regulation B5), questions which fall very largely within the scope of their thesis. Candidates should not choose a thesis that substantially reworks material studied in the Further or Special Subjects, and should demonstrate familiarity with and use of substantially different and additional primary sources.

10. As an alternative route to fulfilling the requirement for the compulsory thesis, or to submitting an optional one, a candidate may prepare an edition of a short historical text with appropriate textual apparatus, historical annotation and introduction. This exercise, which is different in kind from the writing of a normal dissertation, is governed by the following additional regulations:

i. The original work selected for editing may be a narrative, literary, or archival text of any kind, and may be of any period and in any language. It must be susceptible to historical analysis and commentary, and of a kind that requires the application of editorial and historical skills and techniques, including linguistic and palaeographical skills where appropriate.

ii. The choice of text must be approved by the submission to the Chair of the FHS in History, with the support of a supervisor, of a 250-word outline of the text and its context, and specifying its length. This submission must be made by Friday of the fourth week of the Michaelmas Term of the candidate's final year, but candidates are advised to seek permission well before this. The Chair must consult appropriate colleagues before approving the project: they will need to be satisfied that it provides scope for displaying appropriate levels of knowledge and expertise.

iii. The length of the chosen text will depend upon the linguistic and technical challenges which it poses, and the scope it offers for historical analysis and commentary; the advice of the supervisor will be essential. A complex text in a difficult language may only run to a few thousand words. The absolute maxima are 15,000 words for a non-English text, and 30,000 for one in English; but these are not norms or targets. An extract from a longer text is

permissible, so long as the selection is rationally justified, and the extract can stand on its own for purposes of historical commentary.

iv. A text in a language other than English must be accompanied by an English translation.

v. The examiners must be provided with a facsimile of no less than 30 per cent of the text in its primary manuscript or printed form. Where there are several versions, the most important should be chosen.

vi. A textual introduction should state how many versions (whether manuscript or printed) there are to the text, how they relate to each other, and what editorial principles have been employed.

vii. A textual apparatus should list variant readings, emendations and textual problems in accordance with normal editorial practice.

viii. Historical notes to the text should comment as appropriate on people, places, events and other references, and should draw out points of wider historical interest.

ix. A historical introduction should discuss the immediate context of the work, including its author or the record-creating system that produced it, and should explain its wider historical context and significance.

x. The textual and historical introductions and the historical notes should not exceed 8,000 words (for an English text) or 6,000 (for a translated one).

xi. The dissertation should be arranged and bound in the following order: historical introduction; textual introduction; text, with textual notes (keyed to the text in the sequence a, b, c, etc.) at the foot of the page; historical notes (keyed to the text in the sequence 1, 2, 3, etc.) on separate pages; sample facsimile.

#### B7. An Optional Additional Thesis

1. Any candidate may offer an optional additional thesis.
2. Regulation B6, sub-clause 3 above applies.
3. Regulation B6, sub-clause 4 above applies.
4. Every candidate intending to offer an optional thesis except as defined in regulation B6 sub-clause 3(a) above must submit the title proposed together with the written approval of a thesis adviser or College History Tutor to the Chair of the Examiners for the Honour School of History, the History Faculty, George Street, Oxford, not earlier

than the beginning of Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than Friday of the first week of the following Hilary Full Term. The Chair shall decide whether or not to approve the title, consulting the Faculty Board if so desired, and shall advise the candidate as soon as possible.

5. Optional additional theses should normally include an investigation of relevant printed or unprinted historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's College History Tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation (which should conform to the standards of academic presentation described in the course handbook). The College History Tutor or thesis adviser may comment on the first draft.

6. No optional additional thesis shall exceed 12,000 words in length (including footnotes but excluding bibliographies), except in the case that a candidate is submitting a thesis as a critical edition of a text, in which case the regulations on word length in regulation B6 sub-clause 10, sections iii and x, above, apply. All theses must be typed or word-processed in double spacing on one side of A4 paper with the notes and references at the foot of each page, with a left-hand margin of one-and-a-half inches and all other margins of at least one inch.

7. Candidates must submit two copies of their theses, addressed to the Chair of Examiners, Honour School of History, Examination Schools, High Street, Oxford, not later than noon on Monday of first week of the Trinity Term of the year in which they are presenting themselves for examination. Every candidate shall present a certificate signed by him or herself and by a College History Tutor or thesis adviser, in a separate envelope bearing the candidate's examination number, addressed to the Chair of Examiners. The certificate (forms are available from the Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that it does not exceed 12,000 words in length.

8. Candidates shall not answer in any other paper, with the exception of Disciplines of History (regulation B5), questions which fall very largely within the scope of their optional additional thesis.

9. Candidates may submit an optional additional thesis in the form of an edition of a short historical text with accompanying scholarly apparatus, in which case the requirements detailed in regulation B6 sub-clause 10, above, apply.



10. The Final Honour School Examiners will arrive at a formal degree result for candidates who submit an Optional Additional Thesis by inclusion of the 7 highest marks awarded for the 8 papers submitted, except that the mark awarded for the Optional Additional Thesis may not substitute for a mark lower than 50. Thus, the papers to be included are determined by the following procedures:

(i) In the event that the Optional Additional Thesis is awarded a mark below 50, it will be disregarded and the formal degree result will be determined solely by the marks awarded for the compulsory papers.

(ii) In the event that the Optional Additional Thesis is awarded a mark of 50 or above, the paper awarded the lowest mark of 50 or above (which may be the Optional Additional Thesis) will be disregarded. All other papers awarded a mark of 50 or above, and all papers awarded a mark below 50 will be included.

## APPENDIX 2: Faculty Members and their areas of study

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

### 2018-2019

#### Ancient History

**Dr Edward Bispham**, Brasenose College. Roman Republican History.

**Dr Anna Clark**, Christ Church. Republican Rome, Roman Topography.

**Dr Katherine Clarke**, St Hilda's College. Roman History; ancient geographers.

**Dr Charles Crowther**, The Queen's College. Epigraphy.

**Dr Beate Dignas**, Somerville College. Greek History.

**Dr Sam Gartland**, Corpus Christi College. Greek History.

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

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

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

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

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

**Professor Teresa Morgan**, Oriel College. Classical and Hellenistic History; Hellenistic and Roman Egypt; ancient education.

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

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

**Dr Josephine Quinn**, Worcester College. Hellenistic and Roman History, North Africa, colonialism.

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

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

#### Medieval History

**Dr Rowena Archer**, Brasenose College and Christ Church, later medieval European history

**Professor Stephen Baxter**, St Peter's College. Anglo-Saxon England Domesday Book and the Norman Conquest Early Medieval Europe.

**Professor John Blair**, The Queen's College. Medieval history and archaeology. (On leave Hilary and Trinity, 2018-19)

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

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

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

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

**Dr Helen Gittos**, Balliol and Brasenose Colleges. Early Medieval History.

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

**Professor Helena F. Hamerow**, St Cross College. Early medieval archaeology, especially of north-west Europe.

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

**Dr Marek Jankowiak**, Corpus Christi College. Byzantine History.

**Dr Matthew Kempshall**, Wadham College. Late Medieval History

**Dr Conrad Leyser**, Worcester College. Late Antique and early medieval Europe. (On leave 2018-19)

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

**Dr Lucy Parker**, Worcester College. Early Medieval History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Early Modern History (the British Isles and Europe)

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

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

**Dr Michael Depreter**, Harris Manchester College. 14<sup>th</sup> to 16<sup>th</sup> century European state-building.

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

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

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

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

**Dr John-Paul Ghobrial**, Balliol College. Early modern Europe and its contacts with the wider world. (On leave 2018-19)

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

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

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

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

**Dr Sarah Mortimer**, Christ Church. Early Modern History of the British Isles.

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

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

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

**Dr Miles Pattenden**, Wolfson College. History of war.

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

**Dr Hannah Smith**, St Hilda's College. Early modern and eighteenth-century Britain; monarchy; the military; gender and sexuality.

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

**Professor Giora Sternberg**, Hertford College. Early modern Europe, particularly France.

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

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

**Dr Roisin Watson**, Balliol College. History of early modern Europe.

**Professor Peter H. Wilson**, (Chichele Professor of the History of War) All Souls College. Early modern military history, particularly in Germany. (On leave 2018-19)

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

## Modern History (the British Isles, Europe, Russia)

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

**Professor Patricia M. Clavin**, Jesus College. Twentieth-century European history; international relations and economics between the wars.

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

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

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

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

**Professor Jane Garnett**, Wadham College. Modern world history, especially nineteenth-century intellectual, religious and cultural history. (On leave 2018-19)

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

**Mr Peter R. Ghosh**, St Anne's College. English politics in the era of Gladstone and Disraeli; British and European historiography from the Enlightenment to the present. (On leave 2018-19)

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

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

**Dr Abigail Green**, Brasenose College. Nineteenth and twentieth-century Germany and Britain. The Press and the dissemination of news. (On leave Michaelmas and Hilary 2018-19)

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

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

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

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

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

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

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

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

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

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

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

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

**Dr Senia Paseta**, St Hugh's College. Nineteenth- and twentieth-century Ireland and Britain. (On leave Michaelmas and Hilary 2018-19)

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

**Professor Sian Pooley**, Magdalen College. Modern British History.

**Dr David R. Priestland**, St Edmund Hall. Nineteenth- and twentieth-century European history, particularly Russia and the Soviet Union.

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

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

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

**Dr Selina Todd**, St Hilda's College. Late nineteenth- and twentieth-century British History with preference for either gender/cultural or transnational History.

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

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

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

**Professor Faridah Zaman**, Somerville College. The History of Britain in the World since 1750

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

### **Modern History: Africa, Asia, Latin America**

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

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

**Professor Jamie Belich**, Balliol College (Beit Professor of the History of the British Commonwealth). (On leave 2018-19)

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

**Dr Erica Charters**, (Director, Oxford Centre for Global History) Wellcome Unit for the History of Medicine. History of Medicine. (On leave 2018-19)

**Dr Faisal Devji**, St Antony's College South Asian History. (On leave Michaelmas 2018)

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

**Dr Miles Larmer**, St Antony's College. Modern African History. (On leave 2018-19)

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

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

**Professor Richard Reid**, St Cross College. Modern African history.

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

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

**Professor Giuseppe Marcocci**, Exeter College. Latin American history.

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

**Dr Anna-Maria Misra**, Keble College. Nineteenth- and twentieth-century imperialism and the economic development of India.

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

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

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

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

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

## History of the United States

**Dr Nicholas Cole**, Pembroke College. American History.

**Dr Gareth Davies**, St Anne's College. Twentieth-century American history. (On leave 2018-19)

**Professor Pekka Hamalainen**, Rhodes Professor of American history, St Catherine's College. History of Native American peoples, early modern to nineteenth century. (On leave 2018-19)

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

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

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

**Dr Peter Thompson**, St Cross College. American and Caribbean history, c.1600-1800; social history; gender and women's history.

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

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

## History of Science, Medicine and Technology

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

**Dr Erica Charters**, Wellcome Unit for the History of Science. History of Medicine. (On leave 2018-19)

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

**Professor Mark Harrison** (Reader in the History of Medicine), All Souls College. The history of disease and medicine in the British Empire, especially India, and the history of medicine and war. (On leave 2018-19)

**Professor Robert Iliffe**, Linacre College. Professor of the History of Science. (On leave 2018-19)

**Dr John Lidwell-Durnin**, History Faculty. History of Science

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

## Economic and Social History

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

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

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

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

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

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



## History of Art

**Professor John Blakinger**, Worcester College. Terra Visiting Professor in History of American Art.

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

**Professor Hanneke Grootenboer**, History of Art.

Dr Ros Holmes, History of Art. Christ Church.

**Dr Sarah James**, History of Art.

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

**Dr Camille Mathieu**, History of Art.

**Professor Gervase Rosser**, St Catherine's College. The Italian Renaissance, medieval society and religious history. (On leave 2018-19)

**Dr Matthew Walker**, History of Art.

**Dr Hannah Williams**, St Peter's College.

**Professor Alastair Wright**, St John's College.

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

### 1 Overweight, Late and Shortweight Extended Essays and Theses

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

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

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

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

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

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

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

maximum is likely to be inadequate (9000 words for theses, 4500 for essays).

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

## 2 Shortweight Exam Scripts

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

## 3 Failure to comply with rubric

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

## TARIFF FOR DEFICIENCIES IN PRESENTATION AND REFERENCING IN UNDERGRADUATE SUBMITTED WORK

*(Theses, Dissertations, Extended Essays, Course Essays)*

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

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

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

### 1. Presentation Deficiencies:

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

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

## 2. Referencing Deficiencies

### 2.1 Minor:

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

- (1) failure to follow, or inconsistency in following: Faculty guidelines regarding the form of footnote-references and bibliography (e.g. on quotation-marks, italics, commas, dates, volume numbers, roman and arabic numerals, the distinction between articles and books)
  
- (2) occasional references missing; occasional page-numbers missing, or too widely drawn to identify precisely the material cited.

### 2.2 Major:

**For each of the following: -3 mark**

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

For failure to include a bibliography **-5 marks**

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

## 3: Academic Integrity

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

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

Failure to observe these rules will almost certainly be penalised by the Examination Board. Although Examination Boards will deal with all such cases on their merits, you might anticipate a penalty of 10 marks or above where these deficiencies are persistent features of



the piece of work. **If footnotes are entirely lacking (or almost so), the presumption must be that this piece of work will fail (i.e. receive a mark below 40).**

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

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

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

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

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

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

## APPENDIX 5: Guidelines for writing Special Subject Gobbets papers

### APPROACHES TO WRITING GOBBETS

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

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

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

1) **Immediate context.** You should demonstrate familiarity with the document or source from which the extract is drawn. In the case of an image this will involve demonstrating knowledge either of the image itself (a picture, architectural detail or medal), or the larger object (building or painting) **from** which the image may be a detail.

i. The exam paper will frequently give you the basic information about the provenance of the extract ('letter from Paget to Queen Mary, 1 November 1554'; 'prospect of Hatfield House') so reiterating this in your answer will not impress. You should aim to locate the extract or image by demonstrating that you know about the general content of the letter, document or object. You should show with reasonable precision where the specific passage falls within the letter or document, or – if appropriate – how the given image relates to the wider object: which façade of Hatfield House is shown? How does the depicted figure relate to the rest of the painting? It certainly isn't necessary to quote verbatim other sections from the document: knowledge of content is more important than demonstrating photographic memory.

ii. Beyond this specific identification, is the extract representative of the wider document/image, or does it reveal something which is subsidiary to or distinctive from the rest of the text?

iii. In some cases it may be necessary to explain particular words or names within an extract to show that you understand either their technical meaning ('tithe'; 'Free Churches')

or their meaning in this specific context ('Sanhedrin' used in mid-17<sup>th</sup> England). This is especially the case if the extract is in a foreign language and a particular phrase or word is unusual or potentially ambiguous. It is however unnecessary and a waste of time simply to describe what is said or depicted in the extract or the image in your own words: 'In this extract William, Lord Paget is telling Queen Mary that...', etc.

iv. It may also be necessary to explain (briefly) any unusual institutional references either in the text or involved in the authorship. No one would expect you to explain what the House of Commons was, but a document addressed to the Council of the North or written from the Court of Augmentations would be a different matter.

2) **Clarification of the extract.** There are numerous types of document (or images) contained in collections of Special Subject sources, and these will have been written (or depicted) in different styles and will have different purposes and audiences in mind. It is important to identify the type of document from which the extract is taken, and this will raise questions about the intentions of the author(s), the nature of the intended audience, and the relationship of the author to an understanding of any particular bias or argument in the extract.

i. **Formal legislation and constitutional documents** are intended for publication or permanent record, usually a deliberate statement of the outward intentions of an authority and intended for public dissemination. Obvious questions concern the context in which the legislation was promulgated: if the document appears to represent a clear response to a perceived problem, was this reflected in discussion surrounding its formulation? Were there previous drafts of the legislation or earlier attempts to resolve the same issues? Did/could the legislation have the effects intended and if not, why?

ii. **Extracts from speeches or debates.** How, and by who were they recorded? Verbatim or retrospectively? For publication or for private audience (e.g. transcribed for a third party not present at the time)? It may be desirable here, and for other types of extracts listed below, to give brief biographical details of the speaker cited, or the person (if known) who recorded the speech/debate. But it's important to sketch in these details with a light touch. A gobbet does not require a life history of the protagonist, but it may be important to know whether the extract confirms his/her attitudes and whether the insight demonstrated is consistent with what we know of that individual's previous involvement with the issue. In the case of speeches or debates, is the style of the extract (strident, confrontational, reasonable...) what we would expect from our previous knowledge of the protagonist? If, as in many cases with speeches (and sometimes with letters), the style is highly rhetorical, does this go beyond what we would expect in the context, or is this normal by the standards of such contemporary writing?

iii. **Extracts from letters** usually require consideration of both the correspondent and the recipient. Do we know about their previous relationship – are they close friends, colleagues/political allies or enemies? Does the style reinforce either intimacy or formality? Does anything in the biography of the author or recipient, or previous contact between the two, contribute to our understanding of the extract? (e.g. in appreciating a level of bias or partisanship in the account.)

iv. **Extracts from diaries and memoirs.** Are these genuinely private accounts of events, or intended for wider dissemination? If the latter, are they written to conceal, rather than elucidate, the real issues? Was the extract written at the time or years later? Did the author have a purpose in writing this account – e.g. to present a picture of decisive action when other evidence suggested that the protagonist was indecisive or evasive at the time?

v. **Images of paintings, sculptures and buildings.** At what point was the image made, by whom and for whom? It is important to establish whether the image (a sketch, formal drawing or an engraving, for example) is an early draft or plan by the author of the finished object, whether it was a proposal or plan by another person subsequently adapted or borrowed by the author, or indeed whether the image corresponds to an actual object at all. An early sketch or plan may have been substantially modified on the wishes of the patron or by the changing perceptions/aims of the artist. A present-day image of the object will raise questions about later changes from the original.

vi. **Depictions of coins, medals or inscriptions.** Were they minted/written at the time of the events which they depict, and/or by the persons or institutions they celebrate? Are they forgeries, and if so, why were they produced?

3) **Broader Context of the Extract.** The two obvious concerns here are cross-referencing to other sources, and the extent to which the particular passage or image can tell us about certain themes of wider interest in the period.

i. **Cross-referencing** may be to other extracts which you have already discussed in the same paper, or, more usually, to other prescribed documents. Examiners of the gobbet paper are looking for evidence of a comprehensive knowledge of the set texts, and for sensitivity to different accounts and approaches to the same historical issue or event. Without feeling obliged to provide extensive quotations, the ability to demonstrate familiarity with other writings by the same author, to cite other accounts of the same issue which may confirm or contradict this account, other examples of a similar style, or other documents which develop and elaborate upon the theme or the event, are all important in persuading an examiner to award high marks for a gobbet.

ii. Reference to **Wider themes**, while avoiding the dangers of writing a mini-essay, is strongly desirable. In the case of images of buildings, paintings, sculptures, medals or inscriptions it is obviously desirable to discuss the purposes for which they were commissioned or created, what, if anything they were replacing, and whether they fit into a wider pattern of patronage and construction. In the case of documents (and indeed many images) it's worth bearing in mind that examiners are likely to have chosen a particular extract for a purpose, and frequently to illustrate the kind of themes that may have been discussed in classes or essays. An extract may have a specific context, but may also say something important about a larger theme, whether this is social mobility, power in the localities, the influence of patrons on works of art, or factional struggle within totalitarian

regimes. You should certainly show that you recognize the relevance of the extract to these themes.

### **In General:**

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

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

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

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

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

## APPENDIX 6: Recommended Pattern of Teaching

### BA in History Year 2

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] History of the British Isles 1, 2, 3, 4, 5	MT	16		8*		16 lectures in MT and 8 tutorials in either* MT or TT for each of the first five papers, can be flexible for Joint School students.
	HT					
	TT			8*		
[2.] History of the British Isles 6 and 7	MT			8*		16 lectures in TT and 8 tutorials in either* MT or TT for each of the final two papers, can be flexible for Joint School students.
	HT					
	TT	16		8*		
[3.] European and World History 9 and 11, Theme Paper C	MT	16		8*		16 lectures in MT and 8 tutorials in either* MT or TT for these papers, can be flexible for Joint School students.
	HT					
	TT			8*		
[4.] European and World History 4-7, 8 and 10, 12	MT			8*		16 lectures in HT and 8 tutorials in either* MT or TT for these papers, can be flexible for Joint School students.
	HT	16				
	TT			8*		
[5.] European and World History 1-8, 13 and 14	MT			8*		16 lectures in TT and 8 tutorials in either* MT or TT for these papers, can be flexible for Joint School students.
	HT					
	TT	16		8*		
[6.] Further Subjects	MT					Taught via 6 classes and 6 tutorials, which take place in HT. (Some tutors have asked to deliver their subject in 7 classes and 5 tutorials.)
	HT		6	6		
	TT					
[7.] Disciplines of History	MT					Lectures on Disciplines of History take place in HT and TT, and may be attended in either 2 <sup>nd</sup> or 3 <sup>rd</sup> year. <sup>a</sup> The paper is taught in a total of ten sessions, usually (but not necessarily) eight classes and
	HT	8 <sup>a</sup>				
	TT			2 <sup>†</sup>	8 <sup>†</sup>	

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						two tutorials, across years 2 and 3.†
[8.] Compulsory Undergraduate Thesis	MT					Introductory lectures and workshops in HT and TT of year 2; at least one session with college tutor or external supervisor in TT.
	HT	3				
	TT	2		1		

**BA in History Year 3**

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.] Special Subjects 1-31	MT		8	4-6		Submission of Special Subject Extended Essay at start of HT.
	HT					
	TT					
[2.] Compulsory Undergraduate Thesis	MT			4		Maximum of 4 hours advice from supervisor/s during MT and HT. Timing is flexible. Submission at end of HT.
	HT					
	TT					
[3.] Disciplines of History	MT			2+	8+	Lectures may be attended in either 2 <sup>nd</sup> or 3 <sup>rd</sup> year. <sup>a</sup> College teaching in 10 sessions, usually (but not necessarily) 8 classes and 2 tutorials, across years 2 and 3. <sup>†</sup>
	HT	8 <sup>a</sup>				
	TT		6 <sup>a</sup>			
[4.] Revision	MT					One revision class may be offered at some time in TT for the Further Subject, and one revision class or tutorial for both outline papers.
	HT					
	TT		1	1		