

HISTORY AT OXFORD



**THE
HANDBOOK**

**FOR THE FINAL HONOUR SCHOOL
OF
HISTORY AND MODERN LANGUAGES**

2019-22

Board of the Faculty of History

This handbook applies to students starting the Final Honour School course in History and Modern Languages in Michaelmas term 2019, for examination in Trinity term 2022. [The information in this handbook may be different for students starting in other years.]

The course consists of nine papers, plus an oral examination.

The Examination Regulations for this course are available in [APPENDIX 1](#) below, and at:

<http://www.admin.ox.ac.uk/examregs/2019-20/hsohandmodelang/studentview/>

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

The information in this handbook is accurate as at 11 October 2019, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Version	Details	Date
Version 1.0	2019 handbook published	11-Oct-19
Version 1.1	Late Work Tariff corrected in Appendix 3 (1a on page 80)	19-Dec-19

Other useful links:

History Faculty Website	https://www.history.ox.ac.uk
Modern Languages Website	https://www.mod-langs.ox.ac.uk/
Lecture Lists available at	https://ohh.web.ox.ac.uk/termly-lecture-list https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang
History Faculty WebLearn	https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad
Modern Languages WebLearn	https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang
History Faculty Library	http://www.bodleian.ox.ac.uk/history
Modern Languages Library	https://www.bodleian.ox.ac.uk/taylor
Examination Regulations	http://www.admin.ox.ac.uk/examregs/2019-20/hsohandmodelang/studentview/
Oxford Students Website	http://www.ox.ac.uk/students
Student Self Service	https://www.evision.ox.ac.uk/
Guidance for using Self Service	http://www.ox.ac.uk/students/selfservice
This handbook is available on Canvas and the Oxford Historians Hub	https://canvas.ox.ac.uk/courses/17231 https://ohh.web.ox.ac.uk/handbooks

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

For useful contacts in the Faculty, see section 6.

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Introductory Welcome to History and Modern Languages FHS Handbook

Welcome to the Final Honour School of History and Modern Languages. You have probably completed Prelims, and therefore know your way around Oxford and the academic requirements of the History and Modern Languages joint school.

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

Languages and literature have always evolved in historical contexts, and historians often have recourse to literary texts to illuminate a period or culture. In many ways the two disciplines have grown closer together in recent years, with the “historicization” of many literary and linguistic studies, and the so-called “linguistic turn” which has made historians more aware of the problems raised by historical texts, no longer to be seen simply as windows on to historical reality. You will study language and literature on the one hand, and history on the other, along with undergraduates doing the single-honour school in each, but you will be encouraged to explore the connexions and maintain a dialogue between the two sides of the subject.

What follows is the Faculty’s formal Handbook to guide you through the Final Honour School: as well as basic information about facilities and resources and official regulations about courses and examinations, it includes fuller guidance to help you choose amongst the various options, and advice on a range of matters which are new to the course at this stage, such as designing and writing a bridge essay or thesis. You should read this in conjunction with the Modern Languages Undergraduate Course Handbook and the relevant FHS language-specific handbook. 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 that catch your eye now as of particular interest or relevance to you. We hope that you will continue to make the most of the opportunity of reading History and Modern Languages at Oxford, and to enjoy doing so.

Dr Hannah Smith
(Director of Undergraduate Studies, History)

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(Director of Undergraduate Studies, Modern Languages)

1 Course Content and Structure

1.1 Overview

The course is divided into two parts, a first year examined by a Preliminary Examination, and a second and final year, divided by a year spent abroad, examined by a Final Examination.

Final Examination

1. One period of European & World History as specified for the Honour School of History.
2. A Bridge Essay of between 8,000 and 10,000 words on an interdisciplinary topic, designed to draw together interests and develop skills from both sides of the course.
3. and 4. Two language papers (Honour School of Modern Languages Paper I and Honour School of Modern Languages Paper II A and B).
5. A period of literature (Honour School of Modern Languages, one of Papers VI, VII or VIII).
6. A Modern Languages paper in Linguistics (IV, V), Early Texts (IX), Modern Prescribed Authors (X, XI), or a Special Subject (XII).
- 7, 8, 9. *Either* a) a Special Subject as specified for the Honour School of History (two papers, paper (b) of which is an extended essay) and one of items (b), (i), (ii), (iii) or (iv) below.
Or (b) any three of the following four items:
 - (i) Any period of The History of the British Isles as specified for the Honour School of History;
 - (ii) A Further Subject as specified for the Honour School of History;
 - (iii) Any one of the papers IV, V, IX, X, XI, XII not already offered, as specified for the Honour School of Modern Languages;
 - (iv) An Extended Essay as specified for the Honour School of Modern Languages *or* a thesis based on original research as specified in Regulation VI for the Honour School of History.

[Candidates studying Celtic should note that the balance between European & World History and British History papers required is reversed: please see regulations.]
10. An Oral examination. Candidates will be required to attend for an oral examination in the language they offer. A candidate failing to appear for the oral examination, without good cause shown, will be deemed to have withdrawn from the whole examination.

In the oral examination candidates will be required to show in the language they offer competence in the following:
 - (i) comprehension of a passage or passages of text
 - (ii) a short discourse
 - (iii) conversation. Reading aloud may be required of candidates as a further test of their pronunciation.

The basic elements of the syllabus are set out in the **Examination Regulations**, available online at <http://www.admin.ox.ac.uk/examregs/2019-20/hsohandmodelang/studentview/>.

New regulations are also printed in the University Gazette (<http://www.ox.ac.uk/gazette/>). The current Regulations are in [7. Finding](#) information about your course and opportunities at Oxford

7.1 Canvas

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

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

You can find all this information here: <https://canvas.ox.ac.uk/courses/17231>

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

7.2 The Oxford Historians Hub (OHH)

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

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

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

7.3 Oxtalks

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

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

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

APPENDIX 1: Examination Regulations of this handbook.

Choice of Papers

As with all courses, the framework of the syllabus is set, but there is a good deal of room for you to combine options in the best way possible for your interests and expertise.

You may choose, for example, to shift the **balance** of your subjects towards history or towards your modern language. This can be done most easily in the final year, when you may choose, for example, to do a Special Subject in History together with another paper in History, or to do a paper in the History of the British Isles, a History Further Subject, and an Extended Essay in the language or another Modern Languages paper.

You should, of course, pay some regard to overlap and to **load**. Seven papers are taken in the main History School, nine and an oral examination in the main Modern Languages School. In the Joint School there are nine papers and an oral examination. Since the History Special Subject counts as two papers, it makes some sense to take it as a final-year option, independent of the fact that it is the high-point of the History course, an in-depth study based on a critical reading of primary sources. You should note that the History Special Subject's second paper is examined by an extended essay that is submitted at the beginning of Hilary Term of your final year. Modern Languages Special Subjects are normally taught in the Hilary Term of the final year. You will need to plan so that you are also able to submit your Bridge Essay, by mid-day on Tuesday of ninth week of Hilary Term.

There is also a strong case to be made for designing your course to ensure some sort of **linkage** between your history and literature papers. Some students simply enjoy the freedom to combine a medieval historical paper with a very modern literature paper, or vice versa. Too much overlap is in fact discouraged by the Regulations because it is felt to be unduly narrowing. You are allowed in the Final Examination, for instance, to offer the Modern Languages Early Texts in Italian as well as the History Further Subject, *Culture and Society in Early Renaissance Italy, 1290-1348*, but if you do offer both papers you may not answer on Dante in the History Further Subject paper. Neither may you make the same text or texts by an author studied for both a Modern Languages and a History paper, for example Zola, the principal subject of answers in both papers. This is not the same as building connections between the two halves of the course, which is to be encouraged. It enables you to explore the relationship between literature, culture and history within a specific context. For example, you may want to combine a study of Golden Age Spanish writers with the equivalent period of European and World History. Studying literature and history in the same period should also give you ideas and material for the Bridge Paper essay which you will be writing.

1.1.1 Possible restrictions on your choice of papers

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

- i. **History: Capping of 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. Special Subjects applications are currently processed at the start of Trinity Term of the final year.
- ii. **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](#).
- iii. Your European & World History paper in Finals must not overlap with the one you took in Prelims. Here is a list of the **illegal combinations**:

EWP1 The Transformation of the Ancient World, 370-900
 with EWF1 The World of Late Antiquity, 250-650
 or EWF2 The Early Medieval World, 600-1000

EWP2 Medieval Christendom and its Neighbours, 1000-1300
 with EWF3 The Central Middle Ages, 900-1300

EWP3 Renaissance, Recovery, and Reform, 1400-1650
 with EWF5 The Late Medieval World, 1300-1525
 or EWF6 Early Modern Europe, 1500-1700

EWP4 Society, Nation, and Empire, 1815-1914
 and EWF10 The European Century, 1820-1925
- iv. You may not choose both the History Further Subject on The Soviet Union and the History Special Subject Terror and Forced Labour in Stalin's Russia.
- v. You may choose both the both the History Further Subject *Culture and Society in Early Renaissance Italy 1290-1348* and the Modern Languages Early Texts paper in Italian. Where candidates offer both the Further Subject and Early Texts papers, they may not answer on Dante in the Further Subject paper.
- vi. Candidates offering a paper from the Honour School of Modern Languages and a paper from the Honour School of History, both of which involve the study of the same author or authors, may not make the same text or texts the principal subject of an answer in both the papers. The same regulation applies to the use of material in the Bridge essay and any other papers.

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

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

1.1.2 Recommended Pattern of Teaching for the Final Honour School

Modern Languages Papers in joint schools with Modern Languages

Paper	Comments on kind of teaching, provider, amount and timing
Oral Examination – compulsory in all languages	This is taught in typically weekly oral classes throughout the second year and final year, organised by colleges for French and German and by the Faculty for other languages. (Note that for EMEL students 'second' year means 'third' year)
Papers I and II are compulsory language papers in all languages	They are taught in typically two classes a week throughout the second and final year, organised typically by colleges for French and German and by the Faculty for other languages.
Papers IV and V are optional Linguistics papers, though compulsory for those reading a Modern Language and Linguistics	They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second or final years.
Papers VI, VII and VIII are period of literature papers. Typically at least one of these papers is a requirement in each language offered.	They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second or final years.
Paper IX is a typically optional medieval texts paper.	They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second or final years, except that in Italian this paper is taught in MT of the final year.
Papers X and XI are typically prescribed author papers and optional	They are taught in lectures and typically 8 tutorials. Lectures are provided across the terms every year, though tutorials may be in any term in the second or final years.
Paper XII Optional Special Subjects	These are taught 5-8 classes or tutorials (depending on examining method: A typically 8, B 5-8, C 5) in HT term of the final year, except for certain subjects by special arrangement. The classes and tutorials are the

	responsibility of colleges, though the organisation may be done centrally.
Paper XIII General Linguistics	Only available to candidates offering certain combinations and compulsory for those taking a language and linguistics. Taught in lectures across the year, and 8 college tutorials, 4 typically taken in second year, 4 in final year.
Paper XIV Extended Essay	This is an optional extra for most students, though in certain joint schools may be offered as a compulsory paper. Title is approved at start of final year. Preparatory work is done during year abroad and the essay completed for the end of HT of final year. Students have individual contact with supervisor: first to discuss ideas, approach and bibliography; and then for comments on first draft.

Recommended patterns of teaching for History papers in year 2:

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] History of the British Isles 1, 2, 3, 4, 5, 6 and 7, and Theme papers A and B	MT	16		8*		8-16 lectures usually in MT and 8 tutorials in either* MT or TT. In TT, there will be 4 lectures for BIF 1–6, and 8 for BIF 7; NB tutorial teaching can be flexible for joint school students.
	HT					
	TT			8*		
[2.] European & 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*		
[3.] 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*		
[4.] 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*		
[5.] 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.] Bridge Essay	HT		4			Bridge Essay classes every two weeks in HT; one hour of advice from supervisor in TT
	TT			1		
[8.] Optional Thesis	MT					
	HT	3				

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
	TT	2		1		Introductory lectures and workshops in HT and TT of year 2; at least one session with college tutor or external supervisor in TT.

Recommended patterns of teaching for History papers in year 4:

Paper	Term	Dept/ Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Special Subjects 1-31	MT		8	6		8 Classes and 6 tutorials for each Special Subject, all taught in MT. Submission of Special Subject Extended Essay at start of HT.
	HT					
	TT					
[2.] Optional Thesis	MT			4		Maximum of 4 hours advice from supervisor/s during MT and HT. Timing is flexible. Submission at start of TT.
	HT					
	TT					
[3. Bridge Essay	MT					Students may have up to a total of five hours of advice from their supervisors, usually one in TT of year 2 and 4 in MT and HT of year 4. Submission Tuesday of week 9 HT.
	HT			4		
	TT					
[4.] Revision	MT					One revision class may be offered at some time in TT for the Further Subject, and one revision class or tutorial for EWF outline papers.
	HT					
	TT		1	1		

1.1.3 Study Timetable

HML Finalists take, alongside their language-work (nos 3-4 in the Regulations: see the list on p.6)

- 1 a paper in European & World History [EWF] (either a period paper or a theme paper)
- 2 a Bridge essay
- 5-6 one period and one more specialist literature paper
- 7-8-9 three additional papers:
 - a. *either* a Special Subject in History [SS] (which counts for two papers)
& another paper or thesis/essay in either History or ML, i.e. one of the following
 - b. *or three* of the following:
 - i a paper in the History of the British Isles [BIF] (either a period or a theme)
 - ii a Further Subject in History [FS]
 - iii an additional paper from 6 above (but not a 2nd paper XII)
 - iv (x) an Extended Essay in Literature or (y) a Thesis in History.

This produces a large number of possible combinations. The two pathways at 7-8-9 a and b each produce four formal possibilities, with additional permutations dictated by (i) whether a paper XII is included in the whole roster (whether at no.6 or 7-8-9.b.iii) and (ii) whether the 7-8-9.iv paper is a History Thesis or a ML Extended Essay, which affects the balance of the degree as a whole. The factors and narratives below provide the parameters which will guide the timetabling of students' choices. Each student, however, will need to talk through their own pathway and timetabling carefully with their History and ML tutors.

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

Papers with no or limited flexibility

- The History Special Subject (7-8-9.a) **must** be taken in MT4; it counts double, and involves an Extended Essay due at the start of HT4; it is therefore not practical to timetable any other teaching for this term.
- ML paper XIs (6 or 7-8-9.b.iii) are nearly all taught in HT4, with a few exceptions.
- The History Further Subject (7-8-9.b.ii) must be taken in HT, normally HT2 but possibly HT4; teaching is quite intense and it would be possible to study a maximum of half of one other paper alongside it; it is therefore hardly compatible with a ML paper XII.
- The History of the British Isles (7-8-9.b.i) must be taken in the 2nd year, because it is examined by submitted essays in 8th & 9th week of TT2. It can generally be taught flexibly across the year, however.
- A few other ML papers are more fixed in their teaching-time, e.g. Italian IX, MT4.
(Note also that the Bridge essay, ML Extended Essay and History thesis are submitted at the end of HT4)

Flexible Papers

- The period-papers in Literature (5: ML VI-VII-VIII) and the Outline papers in History (1 EWF & 7-8-9.b.i BIF) can usually be taught at different times, and split across terms. While all these would normally be studied in the second year, it is possible to split them across the second and fourth years, except for BIF.
- Theses and Extended Essays can also be worked on with some flexibility, although most of the work for them is ideally done in the fourth year when students are more mature.

Further Constraints

- One potential difficulty is imbalance in subjects: a student might end up with a second year almost all on one side, and a fourth year all on the other. It is desirable to try to find ways round this where it occurs – although in some cases students may have deliberately chosen their portfolio of papers to maximize one side of the school.
- While some papers normally taken in the second year can be taught in the fourth, the reverse is less true: History SSs, ML paper XIIs and either a History Thesis or ML Extended Essay are all fourth-year papers, and it would thus make for a crowded fourth year to choose them all.

A Combinations involving a History Special Subject (7-8-9.a)

The History SS, studied in MT4, can be paired with, in effect, any one of five options under menu 7-8-9.b. These are mostly flexible in their teaching-time and can be distributed through the second year (BIF), or even split across the second and fourth years (ML no.5, some no.6s, as well as EWF). The papers that are fixed to particular terms are generally compatible with the History SS.

- 1 If the other paper is the History FS (b.ii), it would be taken in HT2.
- 2 If a ML paper XII is chosen (at no.6 or 7-8-9.b.iii), it would be studied in HT4.
- 3 If a History Thesis or ML Extended Essay is chosen (7-8-9.b.iv) this would be worked on in HT4. There are two provisos to this:
 - a if a ML paper XII has been chosen under no.6, this creates the crowded-fourth-year scenario, in which the History SS and ML paper XII would occupy the teaching weeks in MT4 & HT4, and the Thesis or Essay would have to be fitted around it. This could be mitigated by doing work on the Thesis or Extended Essay in the year abroad: but students would have to be prepared to do most of the work at that stage.
 - b if a History Thesis is chosen alongside the History SS, and no ML paper XII is chosen, the fourth year would be History-heavy, with the ML side represented only by language-work and (partially) the Bridge paper.

B Combinations without a History Special Subject (7-8-9.b)

This involves choosing three of the four (in fact five) options under 7-8-9.b. The timetabling of almost all these combinations is technically unproblematic. However, pathways which do not involve a History Thesis risk a History-heavy second year, when BIF must be completed and when the History FS is normally taught, and an almost History-free fourth year with only half the Bridge paper on that side. This can be mitigated by moving some or all EWF teaching into the fourth year, but each specific portfolio of options will dictate how much space there is in that final year.

B.I Combinations without ML paper XII

If no paper XII is selected, under either no.6 or 7-8-9.b.iii, then there is considerable flexibility. The only fixed points are that BIF must be completed in the second year, and that the History FS must be taken in HT2 or HT4. If a ML Extended Essay is chosen (b.iv.x) rather than a History Thesis (b.iv.y), then – in order to ensure some History representation in the fourth year – either EWF can be studied in MT4 (with the Extended Essay in HT4), or, more likely, the History FS could be taken in HT4 (and the Extended Essay in MT4).

B.II Combinations with ML paper XII (at 6 or 7-8-9.b.iii)

If a paper XII is chosen, whether under no.6 or as a third ML paper at 7-8-9.b.iii, most of the available options are taught in HT4. (The few exceptions to this change the picture and will need to be carefully thought through with tutors.) There are seven possible permutations, with varying degrees of timetabling challenge.

1 BIF (i), History FS (ii) and ML paper XII (iii):

The fixed points are the History FS in HT2 and ML paper XII in HT4. The other papers can be taught flexibly in the other terms. In order to ensure History representation in the fourth year, the EWF paper should be wholly or partly taught in MT4.

2a BIF (i), History FS (ii) and ML Extended Essay (iv.x)

(with ML paper XII chosen under no.6).

The fixed points are the History FS in HT2 and ML paper XII in HT4. The ML Extended Essay would normally then be studied in MT4, but this makes for a ML-heavy fourth year. To mitigate this half of the EWF tutorials could be done in MT4.

2b BIF (i), History FS (ii) and History Thesis (iv.y)

(with ML paper XII chosen under no.6).

This is straightforward, with the Outline and Period papers taught flexibly across MT2 & TT2, the History FS in HT2, the History Thesis in MT4 and paper XII in HT4.

3a BIF (i), ML paper XII (iii) and ML Extended Essay (iv.x)

The only fixed point is paper XII in HT4. The Extended Essay would then naturally be studied in MT4. This is a ML-heavy option and students choosing it may not mind having no History in the fourth year. However, to achieve some, half of the EWF tutorials could be taken in MT4.

3b BIF (i), ML paper XII (iii) and History Thesis (iv.y)

This is unproblematic, with the Outline and Period papers taught flexibly across the second year, the History Thesis in MT4 and paper XII in HT4.

4a History FS (ii), ML paper XII (iii) & ML Extended Essay (iv.x):

The fixed points are the History FS in HT2 and ML paper XII in HT4. The ML Extended Essay would normally then be studied in MT4, but this makes for a ML-heavy fourth year. To mitigate this half of the EWF tutorials could be done in MT4.

4b History FS (ii), additional ML paper XII (iii) & History Thesis (iv.y):

This is straightforward, with the Outline and Period papers taught flexibly across MT2 & TT2, the History FS in HT2, the History Thesis in MT4 and paper XII in HT4.

1.2 Course Aims

The programme aims to enable its students to:

- acquire a knowledge and understanding of humanity in past societies and of historical processes, characterised by both range and depth, and increasing conceptual sophistication;
- engage and enhance their critical and analytical skills to identify and analyse key concepts
- approach the past through the work of a wide variety of historians, using a range of intellectual tools; and thus appreciate how History as a subject itself has developed in different societies;
- learn the technical skills of historical investigation and exposition, above all how primary evidence is employed in historical argument;
- enhance a range of intellectual skills, such as independent critical thinking, forensic analysis, imagination and creativity;
- develop their ability to present their own critical understanding of the issues studied to tutors and peers, and to engage in dialogue with them;
- learn or develop languages, or numerical and statistical 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 *Modern Languages Papers*

Details of Modern Languages papers that can be taken in the FHS can be found on Weblearn in the relevant FHS language-specific handbook:

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

1.3.2 *European & World History (including Theme Papers)*

European & 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 c.2000, 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:

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. The European Century, 1820-1925
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

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

- a. Theme a: Masculinity and its Discontents, 200-2000
- b. Theme b: Global Networks of Innovation, 1000-1700: China, Islam and the Rise of the West
- c. Theme c: Waging War in Eurasia, 1200-1945
- d. Theme d: Catholicism in the Making of the Modern World, 1545-1970

Whereas outline papers encourage you to study one period in depth, Theme papers challenge you to study an issue or problem in depth across chronological and geographical boundaries. You will be able to explore how a theme (such as gender and sexuality, technology, religion and war) manifests itself in different ways across time and space, and how it has been approached by historians who have very different skills and interests.

Where European & 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 & World History options available can be found at:
<https://canvas.ox.ac.uk/courses/17231/modules/items/294678>

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

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

1.3.3 History of the British Isles (including Theme Papers)

The **History of the British Isles** outline papers will be assessed by a take-away examination at the end of Trinity Term of the second year. You will have nine days to write three 2000-word essays from a paper of around thirty questions.

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

Nevertheless, the most impressive sets of essays will also demonstrate breadth – in terms both of the whole chronology of the period and the differences and similarities between the various parts of

the British Isles. And they will be imbued with a sense of the interaction of different types of development – economic, cultural, social, intellectual and political. Your tutorial preparation should not therefore be too narrow in chronological, geographical or thematic terms.

Whereas outline papers encourage you to study one period in depth, Theme papers challenge you to study an issue or problem in depth across chronological and geographical boundaries. You will be able to explore how a theme (such as gender and sexuality or the state and national identity) manifests itself in different ways across time and space, and how it has been approached by historians who have very different skills and interests.

You may choose one of the following papers:

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
-
- a. Theme Paper a: Bodies of Feeling: Gender and Sexual Identity since c.1500
 - b. Theme Paper 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://canvas.ox.ac.uk/courses/17231/modules/items/294733>

Teaching: 8 tutorials over one or two terms, each with an essay. 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 ninth of the overall mark.

The question-papers will be published on Wednesday of 8th week of Trinity Term (17 June 2020). The three completed essays must be submitted electronically by 12 noon on Friday of 9th week of Trinity Term (26 June 2020).

For further details about this new form of assessment, see the main FHS Handbook 2019-21 on the Oxford Historians Hub here: <https://ohh.web.ox.ac.uk/handbooks>

1.3.4 Further Subject

Further Subjects to be taught in Hilary Term 2020 (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
16. History of Madness and Mental Healing in a Global Context
17. Constructing the First New Nation: A Political History of the United States, 1781-1803
18. Nationalism in Western Europe, 1799-1890
19. Intellect and Culture in Victorian Britain
20. The Authority of Nature: Race, Heredity and Crime, 1800-1940
21. The Middle East in the Age of Empire, 1830-1971
22. Transformations and Transitions in African History since c.1800
23. Modern Japan, 1868-1972 (*suspended for 2019-20*)
24. The Development of the World Economy since 1800
25. Nationalism, Politics and Culture in Ireland, c.1870-1921
26. A Global War, 1914-20
27. China since 1900
28. The Soviet Union, 1924-41 (*suspended for 2019-20*)
29. Culture, Politics and Identity in Cold War Europe, 1945-68
30. Britain at the Movies: Film and National Identity since 1914
31. Scholastic and Humanist Political Thought
32. The Science of Society, 1650-1800
33. Political Theory and Social Science c.1780-1920
34. Post-Colonial Historiography: Writing the Indian Nation
35. 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://canvas.ox.ac.uk/courses/17231/modules/items/294734>

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 4.

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

1.3.5 Special Subject

Special Subjects are normally studied by candidates in History and its Joint Schools in their final year; the papers are taught in the Michaelmas term of the final year.

The Special Subjects to be taught in Michaelmas Term 2019 (unless listed as suspended) are:

1. St Augustine and the Last Days of Rome, 370-430
2. Francia in the Age of Clovis and Gregory of Tours
3. Byzantium in the Age of Constantine Porphyrogenitus, 913-959
4. The Norman Conquest of England
5. The Peasants' Revolt of 1381
6. Joan of Arc and her Age, 1419-35
7. Painting and Culture in Ming China
8. Politics, Art and Culture in the Italian Renaissance: Venice and Florence
9. The Peasants' War of 1525
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. Race, Sex and Medicine in the Early Atlantic World
20. Art and its Public in France, 1815-67 (*suspended for 2019-20*)
21. Race, Religion and Resistance in the United States, from Jim Crow to Civil Rights (*suspended for 2019-20*)
22. Terror and Forced Labour in Stalin's Russia (*suspended for 2019-20*)
23. Empire and Nation in Russia and the USSR, ca.1890-1924 (*new subject 2019-20*)
24. From Gandhi to the Green Revolution: India, Independence and Modernity 1947-75
25. Nazi Germany, a racial order, 1933-45
26. France from the Popular Front to the Liberation, 1936-44
27. War and Reconstruction: Ideas, Politics and Social Change, 1939-45
28. Britain from the Bomb to the Beatles: Gender, Class, and Social Change, 1945-1967
29. Pop and the Art of the Sixties (*new subject 2019-20*)
30. The Northern Ireland Troubles, 1965-85
31. Britain in the Seventies
32. Neoliberalism and Postmodernism: Ideas, Politics and Culture in Europe and North America, 1970-2000
33. 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 4.

Assessment: Paper 1 (Gobbets): A 3-hour written examination at the end of the Trinity Term of year 4. This paper accounts for one ninth 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 4. This paper accounts for one ninth of the overall mark.

For further information about individual papers go to:

<https://canvas.ox.ac.uk/courses/17231/modules/items/294735>

1.3.6 The Bridge Essay

The purpose of the Bridge Essay in Modern Languages and History is to link the two parts of this joint course and to show how the two disciplines influence one another. The Essay is (FHS 2020) between 8,000 and 10,000 words in length, and is analogous to the Extended Essay in Modern Languages. You choose the subject of the essay yourself although the title must be approved by the Joint Committee in History and Modern Languages. You **must** begin to think about your essay in the 2nd year in order to make use of relevant classes and to organize supervisors.

Areas of interaction between language, literature and history may include

- The representation of a historical event or figure in novels, drama, cinema or poetry
- The impact of historical events on literature
- Literature as a historical source or vehicle of social criticism
- Diaries and memoirs as a historical source
- The production, transmission and reception of literary works, whether 'high', 'popular' or 'mass'
- The history of reading or the history of the book
- History writing as a form of narrative
- The shaping of language by historical factors and the shaping of historical identities (political, national, gender, ethnic, religious) by the discourses of historical actors and groups
- The evolution of literary forms such as biography or letter-writing
- Persuasive arts: theatre, cinema and song
- Literature as an event, scandal, cause célèbre, the censorship and repression of writers and works

Bridge essay: Teaching

1. A number of tutors, lecturers and professors in the Faculties of History and Modern Languages have agreed to act as supervisors for the Bridge essay. They are listed in Appendix 2.2. This list is by no means exhaustive; your College tutor will help you to identify and approach academics with the relevant expertise. You should normally have one History supervisor and one Modern Languages supervisor during the research and composition of your Bridge Essay. You are entitled to a total of **five** tutorial hours of supervision, which can be flexibly split between the History and the Modern Language supervisor. This will include introductory sessions devoted to identifying a topic, formulating a research question, and thinking about sources and approaches, before you go on your

year abroad (normally take place in the HT or TT of your second year), as well as a discussion of your first draft during your final year. The supervisors may each read **one** draft of the essay and comment on it.

2. A series of classes on 'Literature and History' is organised each year in Hilary Term to guide and stimulate your thinking about the relationship between language, literature and history. You should attend these classes in your second year, to allow you plenty of time to decide upon a topic and how to treat it.

3. A list of essay titles submitted by previous candidates and approved will be circulated by email and put on WebLearn.

Bridge essay: Presentation

The bridge essay represents a single unit in the Final Honours Examination, and **should not be longer than 10,000 words or shorter than 8,000 words**, including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the convenor of the joint school, appendices. Students are advised to leave quotations in the original language, but to provide translations in English in the footnotes. Only the original quotation and not the translation will count towards the word limit (you will have to deduct the number of words in the translated quotes manually). (Bridge Essays are normally marked by one historian and one modern linguist; the historian may well not be fluent in your language.)

Each bridge essay must include a bibliography, listing all materials, documents, book and articles used in its preparation. The bibliography should give clear and accurate details of locations, places and dates of publication. Only primary and secondary works actually read should be included. In the text, all quotations or evidence or ideas derived directly from books, articles or documents should be acknowledged precisely in footnote references. Poor presentation in these matters (for instance the inability of examiners to identify a book or to locate a quotation) may be penalized.

Format. All bridge essays must be word-processed, in double spacing for the main text, and single spacing for the footnotes and bibliography and in no less than 11 pt type face.

For detailed guidance (which **must** be followed) on presentation including how to quote references and construct your bibliography, see the documents on WebLearn listed below:

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

Bridge Essay: Authorship Certificate

The declaration of authorship certificate for each bridge essay will be automatically submitted at the same time as the essay, and the student will be deemed to have agreed to its provisions, which are detailed below.

You will be agreeing to the following:

- I have read and understood the University's disciplinary regulations concerning conduct in examinations and, in particular, the regulations on plagiarism (*University Student Handbook*, Section 8.7; ☐
- I have read and understood the Education Committee's information and guidance on academic good practice and plagiarism at www.admin.ox.ac.uk/edc/goodpractice. ☐
- The bridge essay I am submitting is entirely my own work except where otherwise indicated. ☐
- It has not been submitted, either partially or in full, for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this), or for a qualification at any other institution. ☐
- I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs. ☐
- I have clearly indicated the presence of all paraphrased material with appropriate references. ☐
- I have acknowledged appropriately any assistance I have received in addition to that provided by my [tutor/supervisor/adviser]. ☐
- I have not copied from the work of any other candidate. ☐
- I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this bridge essay. (See also section 2.4 of Statute XI on University Discipline under which members of the University are prohibited from providing material of this nature for candidates in examinations at this University or elsEWFere: http://www.admin.ox.ac.uk/statutes/352-051a.shtml#_Toc28142348) ☐
- The bridge essay does not exceed 10,000 words in length, including footnotes, but excluding bibliography; any appendices for which specific permission has been obtained, and any English translations of passages quoted in another language. I have spent no more than five hours in preparatory or advisory meetings with my College History Tutor or bridge essay supervisors; only the first draft of the bridge essay has been seen by my bridge essay advisers. ☐
- I agree to retain an electronic copy of this work until the publication of my final examination result.. ☐
- I agree to make any such electronic copy available to the examiners should it be necessary to confirm my word count or to check for plagiarism. ☐

Candidate's signature:

Date:

[Additional signature:

Date:]

Bridge Essay: Deadlines

A title and a short statement of about fifty words of how you intend to treat the subject, together with a note from your tutor approving your topic, must be submitted for approval to the convener of the Joint School c/o the History Faculty, by the *Monday of the 6th week of the Trinity Term of your*

second year. The Bridge paper is intended to be a project that you will pursue during your year abroad; if for any reason you are not taking a year abroad you will have to do most of it during your second Long Vacation. If you decide in the light of work you have undertaken to modify the title you have submitted, you must submit this to the convener of the Joint School with a covering letter from your tutor by the *Friday of 4th week of Hilary Term of your final year*.

The bridge essay must be submitted electronically by 12.00 midday on Tuesday of ninth week in the Hilary Term of the undergraduate's fourth and final year.

The essay must be submitted as a single document via the Assignment pages of WebLearn. Detailed instructions will be sent to all students.

Failure to submit a bridge essay or lateness in submission are both extremely serious. If a bridge essay is submitted late and without explanation it may not be marked, or in cases of lesser delay will be penalized by the examiners and is likely to be reduced by a full class. Where a candidate for any written examination in which a bridge essay (or other exercise) may be, or is required to be, submitted as part of that examination wishes on some reasonable grounds to be permitted to present such a bridge essay (or other exercise) later than the date prescribed by any statute, or regulation, the procedure shall be as follows:

- (a) the candidate shall apply in writing through the Senior Tutor to the Proctors for such permission enclosing the grounds for the application;
- (b) the Proctors shall consult the chair of examiners about any such application and shall then decide whether or not to grant permission

This must be done in advance and you will be asked to provide supporting medical or other evidence to justify the delay.

Please note that in the rare cases where students are dispensed from the requirement to spend their third year abroad, the deadline for submission of the completed Bridge essay is (FHS 2020) *noon on Friday of noughth week of the Trinity Term preceding the examination*. In these cases, students should submit any changes of title to the convenor of the Joint School with a covering letter from your tutor by (FHS 2020) *the Friday of 4th week of Hilary Term of the final year*.

Bridge Essay: Avoidance of Plagiarism

Plagiarism can result in very harsh penalties. Please follow the guidelines below in Chapter 2.2.1 Plagiarism and Good Academic Practice

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](#)

1.3.7 Extended Essays and Theses

The History and Modern Languages course offers up to five different opportunities for you to submit work written in your own time rather than do closed examination papers. Although you can do five pieces of submitted written work, you need to think very carefully about the greatly increased workload this would impose on you. It is recommended that in practice you don't do more than four pieces of submitted written work.

The following grid with an overview of deadlines may help you make your choice. Deadlines (including whether they are at noon or 4 pm) may change between now and the final examination – please check *Examination Regulations*, take note of any communications from Faculties and check with your tutors when you make your final choices.

Paper	Status	Deadline for title	Submission deadline
History of the British Isles take home portfolio of essays	Optional	N/A	Friday, Week 9, Trinity Term, 2 nd year
History Special Subject Extended Essay (6,000 words)	Compulsory if you take a History Special Subject.	You choose the title from a question paper issued in Week 4 of Michaelmas Term of your 4th Year.	Friday, Week 0, Hilary Term, 4th Year.
History Thesis (12,000 words)	Course option 9 (b) iv, but cannot be done together with the Mod Lang Extended Essay.	Friday, Week 6, Michaelmas Term, 4th Year, but you can get the title approved as early as the Trinity Term of your 2nd year.	Friday, Week 8, Hilary Term, 4th year.
Bridge Essay (8,000 - 10,000 words)	Compulsory.	Monday, Week 6, Trinity Term in 2nd Year.	Tuesday, Week 9, Hilary Term, 4th Year. *
Extended Essay for Modern Languages (6,000 to 8,000 words)	Course option 9 (b) iv, but cannot be done together with the History Thesis.	Wednesday, Week 2, Michaelmas Term, 4th Year.	Monday, Week 10, Hilary Term, 4th Year.
Modern Languages Special Subject (Paper XII)	Course option 6 and 9 (b) iii.	Deadline for entering as for all other papers, in Michaelmas Term, 4 th year.	Monday, Week 10, Hilary Term, 4 th Year.
History Optional Additional Thesis	Completely optional.	Friday, Week 1 Hilary Term, 4 th Year.	Monday, Week 1, Trinity Term, 4th Year.

[* Note: special arrangements exist for students who do not take a year abroad.]

You will need to take these deadlines into account when choosing your options.

The Bridge Essay has already been described. The other options are described below:

Extended essay in Modern Languages

You may choose to offer an extended essay of between 6,000 words and 8,000 words on the language you are studying; subject to Faculty approval, the essay may also be *in* the language you are studying (however, not in Russian). Further guidelines on essay scope, tuition support, and presentation can be found in the Modern Languages Course Handbook on WebLearn: <https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang> The proposed title must be submitted for approval by Wednesday of Week 2 of Michaelmas Term of your final year, and the essay itself by Monday of Week 10 of Hilary Term of your final year.

A thesis based on original research in History

You may offer a thesis in History as one of your options. The thesis should not exceed 12,000 words including footnotes but excluding bibliography and should be written and supervised according to the regulations and guidelines laid out for the compulsory thesis (Regulation VI) for the Honour School of History (see the History FHS Handbook:

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

The thesis title must be submitted by Friday of Week 6 of Michaelmas Term of your final year, and the thesis itself by Friday of Week 8 of Hilary Term. You will need to plan carefully if you are doing both a thesis and a bridge essay in the Hilary Term of your final year.

An extended essay on your History Special Subject

If you do a Special Subject in History, you **MUST** do an extended essay of 6,000 words on a topic chosen from a question paper issued in the middle of the Michaelmas Term of your final year. The submission deadline for your Special Subject extended essay is Friday of Week 0 of Hilary Term.

Modern Languages Special Subject

You may choose a Special Subject in the same way as any of your other papers. A number of the Special Subjects have an historical dimension and are well suited for study in the Joint Degree. Most are examined by submission of a single long essay or a portfolio of essays; some by three-hour closed examination. The list of subjects available in any given year and details of examination methods are published on WebLearn by the beginning of 5th week in Trinity Term one year before your Final Examination. For further details, see the Modern Languages Course Handbook and relevant language-specific FHS handbook on WebLearn.

An Optional Additional Thesis

If you are very interested in a particular topic and prepared to put in extra work and commitment, you may want to offer an optional additional thesis in History (Regulation VII of the History main school regulations) in addition to the full range of course options for the History and Modern Languages degree. This can help to enhance your final degree result. The mark for the optional additional thesis may be used to replace that of the weakest 'content' (i.e. non-language) paper with a mark over 50.

1.3.8 The Year Abroad

Undergraduates doing the Joint School in History and Modern languages are expected to spend a year abroad after their second year like their contemporaries studying single honours Modern Languages. This year is an integral part of the course and clearly offers time to deepen their understanding of the language, literature, culture and history of the country they are studying. It also affords more time to think about and work on the Bridge paper, together with the extended essay or thesis if that option has been chosen. See the Modern Languages Course Handbook as well as the dedicated section on WebLearn:

https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang:year_abroad

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

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

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

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

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

Note that a History class typically lasts 90 minutes and a History or Modern Languages tutorial, or a Modern Languages language class, 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 Canvas and on the Oxford Historians Hub:

<https://canvas.ox.ac.uk/courses/17231/>

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

The Modern Languages lecture list is here:

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

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

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 History lectures are given in the Examination Schools; others take place in the History Faculty, the Faculty of Medieval and Modern Languages, 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 in History. 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. For information about classes in Modern Languages, see the Course Handbook on WebLearn.

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 Canvas at:

<https://canvas.ox.ac.uk/courses/17231>

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 fourth years, and you and your tutor will be notified in advance.

All administrative communication with undergraduates will be directed to their official college email addresses. The Undergraduate Office will not correspond with social networking or commercial webmail addresses. It is therefore the responsibility of undergraduate historians to check their official email address regularly for correspondence originating from undergraduate.office@history.ox.ac.uk as well as for messages from their college tutors. In order for



this policy to be meaningful it must 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.

Information about Administration in the Modern Languages Faculty can be found in the Modern Languages Course Handbook on WebLearn.

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 the Oxford Historians Hub and on Canvas:

<https://ohh.web.ox.ac.uk/handbooks>

<https://canvas.ox.ac.uk/courses/17231>

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

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

2.2.1 Plagiarism and Good Academic Practice

Definition

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

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

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

Explanation

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

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

Guidance

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

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

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

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

Note-Taking

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

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

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

should also be carefully sourced: keep a note of the URL for anything obtained from the internet, for example, and the date you accessed it.

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

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

There is more information about plagiarism on the University website:

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

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:

<https://www.ox.ac.uk/students/academic/guidance/skills/referencing?wssl=1>

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

Conduct in Examinations

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

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

2.3 Feedback

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 or Modern Languages Tutors. (Confusingly, these short sessions are often known as 'collections', as are the practice exams in the next section.) You will also be able to read and download the report directly on the colleges' reporting system, OxCORT, normally after it has been read to you in person.

2.3.4 Practice Exams: 'Collections'

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

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

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 and Modern Languages, the Final Honour School (or 'Finals') takes place at the end of the fourth year. Between five and seven papers will be assessed by unseen three-hour written examination in Trinity Term of year 4, and two to four papers by written submission, mostly in Hilary Term of year 4: see the table above, 1.3.7, for the various deadlines for submitted work. Amongst the exams, European & World History and the Further Subject require answers to three questions, which are normally essays. The Special Subjects Gobbet papers require commentary on a total of 12 extracts from set texts, chosen from 32. For the requirements of Modern Languages papers IV-XI, please see the relevant language-specific Handbook and Examination Setting Conventions on WebLearn.

Each paper is weighted equally in the overall assessment, except for the Oral examination, which counts as 0.5 of a paper.

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

3.2 Examination Conventions

The *Examination Conventions* set out the formal procedures for the examination of the FHS, and include the criteria and marking-scales by which exams are assessed. They may be found on Canvas: <https://canvas.ox.ac.uk/courses/17231>

The following criteria will be used to determine a candidate's overall classification.

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

For the purposes of establishing the average, the mark on the oral examination, if it is expressed out of 100, shall be halved. The total of marks on all papers shall then be divided by 9.5.

To attain a First by the above method, a candidate must obtain at least one mark of 70 or above in a content paper (i.e. a History or a literature paper).

To attain a First by the Alternative Route to a First, at least 50% of the papers must have a mark of 70 or above (discounting the mark on the oral examination), and the average mark must be 67.5 or greater.

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.

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 4 you will receive an email invitation to login in order to complete your examination entry by 17:00 on Friday of week 4 of Michaelmas Term. If you are taking any papers that are examined in year 2, you must make your exam entries by Friday 31 January 2020. You are able to log back in and change your choices within the examination entry window as many times as you wish, up to the deadline. Entries that are completed late will be subject to a late entry fee.

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

Timetable: Final written exams will be held in weeks 5 and 6 of Trinity Term. The detailed timetable will be issued by week 1 of that term. The Modern Languages oral exams occur in week 0 of Trinity Term.

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

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

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

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

See also the University's Regulations for the Conduct of University Examinations: <http://www.admin.ox.ac.uk/examregs/2019-20/rftcofunivexam/>

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

3.4 After the Exam

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

Results: The Examiners expect to finalize the results by Monday of week 12 (e.g. 15 July 2019 - this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

Prizes and Grants: Undergraduates reading History and Modern Languages are eligible for the following prizes.

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, Economical 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 Politics, History and Economics, or Philosophy, Politics and Economics. The prize is traditionally linked with Gladstone and Gladstonian Studies. Value: £500.

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

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

Gibbs Prize for a Joint School	£450	Highest average mark in history papers out of joint schools
Proxime accessit	£300	Next highest average mark in joint schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Jane Willis Kirkaldy Junior Prize: for an essay on a topic concerning the history of science (including the history of medicine) and technology. Value: £300. Length: 10-15,000 words. Usually nominated by the FHS History Board of Examiners although candidates can apply themselves. Essays should be emailed to the Administrator of the History Faculty, at administrator@history.ox.ac.uk not later than **Friday, Week 8 Trinity Term**. The Committee for the History of Science, Medicine, and Technology considers prize applications. At its discretion, the Committee may award a *proxime accessit* prize. Note that candidates who are successful may not be informed until Hilary Term following their graduation. Further details can be found at <http://www.wuhmo.ox.ac.uk/about-the-unit/prizes.html>.

The Wylie Prize: for the best essay on some aspect of the history of the United States of America. Value: £150. Maximum length: 15,000 words. Prior approval for the subject of the essay must be obtained from the examiners. Essays, which must be typewritten and which must not exceed 15,000 words in length (including footnotes, appendices, and bibliographies), should be sent under sealed cover to the Secretary, Board of the Faculty of History, Old Boys' High School, George Street, Oxford, OX1 2RL, not later than end of February.

For **Modern Languages prizes**, see
https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang:ug_prizes

Grants to support travel for the purposes of research

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

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

Completed forms must be submitted by Friday of fourth week of Hilary 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 of week 9 of Hilary Term**.

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 Canvas in Hilary Term. The Examiners reports can be accessed here:

<https://canvas.ox.ac.uk/courses/17231>

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 Lecture and Class Questionnaires

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

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

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

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

<https://canvas.ox.ac.uk/courses/17231>

and the Modern Languages WebLearn site:

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

The results are reported to the Chair of the Undergraduate Studies Committee (History) or the Chair of the Board (Modern Languages) and any issues discussed and dealt with through appropriate channels – sometimes this leads to changes in emphases or how lectures are delivered. Further information about how questionnaires are processed is available in the handbook of the parent Faculties.

4.2 Undergraduate Representation

4.2.1 *The Undergraduate Historians' Assembly*

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

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

4.2.2 *The Undergraduate Joint Consultative Committee*

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

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

Composition:

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

Terms of reference:

The duties of the Committee shall be to consider and make recommendation as necessary upon such matters as the syllabus, teaching arrangements, library facilities, and general aspects of examinations, but *not* appointments, matters having an individual reference to a senior or junior

member, or to the University's administrative or technical officers, and long-term financial questions. The Undergraduate JCC shall receive the reports of the External Examiners (subject to the deletion of any identifiable reference to individuals and subject to the External Examiners not specifically stipulating otherwise).

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

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

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

For details of the Modern Languages UJCC, see the Modern Languages Course Handbook on WebLearn.

4.2.3 Faculty Committees

There are student representatives on the following Faculty committees:

- Admissions Sub-committee (History)
- Examinations Sub-committee (History)
- Disabilities Working Group (History)
- Committee for Library Provision and Support (CLIPS) (History; Modern Languages)
- Joint School Standing Committees, including History and Modern Languages
- Undergraduate Joint Consultative Committee (History; Modern Languages)
- Undergraduate Studies Committee (History; Modern Languages)
- Faculty Board (History; Modern Language)

The Joint Standing Committee for History and Modern Languages has student representatives who attend the termly meetings and can raise issues of concern to undergraduates. New student representatives will be elected in Michaelmas Term 2019, and their names will be circulated to all HML students.

4.2.4 The Humanities Division

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

4.2.5 Library Committees

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

4.3 Student complaints procedures

a) Complaints about Faculty teaching

Complaints about Faculty-organised teaching should normally be addressed first to your college tutor, who will discuss it with the appropriate people in the Faculty concerned, if necessary referring

to the Chair of the Faculty Board. If you are still not happy, you can write to the Chair of the relevant Faculty's Undergraduate Studies Committee. If your complaint relates to the overall Joint School of History and Modern Languages, rather than to either individual faculty, you can write to the Chair of the Joint Standing Committee. You also have the right to complain directly to the University Proctors or Assessors – they act as independent ombudsmen. Contact the Clerk to the Proctors or refer to the Proctors' website at <http://www.proctors.ox.ac.uk> for advice on procedures.

b) Complaints about college teaching

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

c) Complaints about examination matters

You should contact your college Senior Tutor initially. More details about the procedure are available in the University Student Handbook, available from the Proctors' website:

<https://www.proctors.ox.ac.uk/handbook/handbook>

d) Complaints about Equal Opportunities

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

e) Harassment

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

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

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

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

The Proctors appoint Senior Members to a University Advisory Panel on harassment. As explained in the Code, these advisers may be approached by any student or member of staff in the University suffering from harassment, as defined in the Code. For further advice on harassment and how to deal with it, go to <http://www.admin.ox.ac.uk/eop/harassmentadvice/>. Some colleges have appointed special advisers or advisory panels to respond to complaints or harassment. If your

college has no special arrangements, people you might approach within college could include the dean, tutor for women, or chaplain.

Contact numbers:

The Proctors' Office telephone (2)70090

Advisory Panel on Harassment telephone (2)70760

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

The History Faculty Advisers for the academic year 2018-19 are:

Professor Sloan Mahone (WUHMO) telephone (2) 74602

Dr Conrad Leyser (Worcester) telephone (2) 78340

The Faculty of Medieval and Modern Languages Harassment Advisers are:

Professor Jane Hiddleston : jane.hiddleston@mod-langs.ox.ac.uk

Professor Jonathan Thacker: jonathan.thacker@mod-langs.ox.ac.uk

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

5 Student Life and Support

5.1 Expectations

5.1.2 Expectations of Study

Students need to be resident in Oxford during Full Term, when teaching and examination take place.

For the dates of term, see:

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

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

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>

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.

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

5.1.2 Expectations of Behaviour: Harassment and Bullying; Freedom of Speech

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 above and below.

Students should note the University's statement of the importance of Freedom of Speech at:

<https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech>.

Not only does the University embrace these principles it is also legally obliged to uphold them.

<https://compliance.admin.ox.ac.uk/prevent/legal-context>.

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 or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: 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

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

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

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

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

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 Student Societies

Oxford University History Society is the university's student history society. It organises weekly events every term from guest speakers on a range of historical subjects to social occasions. Past events have included talks from Jung Chang, the bestselling author of 'Wild Swans', a sword-fighting demonstration, as well as a Spanish Civil War discussion panel. Guests at the annual dinner have included such distinguished people as David Starkey. Each term it also holds highly a beneficial careers event to promote the opportunities and development of historians at Oxford. See <http://ouhs.uk> or @OUHS_2018 on Twitter.



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

For Modern Languages, many individual languages have university student societies associated with their language and culture, e.g. Oxford University French Society or Oxford German Society (both on Facebook)

5.3 Sources of Support

5.3.1 Personal and Pastoral Support

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

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

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

The Faculty of Medieval and Modern Languages is located in 41 & 47 Wellington Square, Oxford, OX1 2JF. For further information see: <http://www.mod-langs.ox.ac.uk/>

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

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

5.3.3 Academic Support

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

The History Faculty's Undergraduate Office administers the Final Honour School course, and will be the source of many emails to you.

5.4 Complaints and Appeals

5.4.1 Overview

The University, the Humanities Division, the History Faculty and the Modern Languages 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 Oxford SU 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 one of the faculties, then you should raise it with the Chair of the relevant faculty's Undergraduate Studies Committee and Director of Undergraduate Studies (History: Dr Hannah Smith; Modern Languages: Dr Helen Swift). Within the faculty the officer concerned will attempt to resolve your concern/complaint informally. If your concern or complaint relates to the overall Joint School of History and Modern Languages, you should raise it with the Chair of the Joint Standing Committee.

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 (<https://www.ox.ac.uk/students/academic/student-handbook>) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

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

5.4.3 Academic Appeals

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

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

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

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

(www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (<https://www.ox.ac.uk/students/academic/student-handbook>) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Please remember in connection with all the academic appeals that:

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

5.5 Guidelines for Students with Disabilities

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

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

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

The Faculty of Medieval and Modern Languages is located in 41 & 47 Wellington Square, Oxford, OX1 2JF. For further information see: <http://www.mod-langs.ox.ac.uk/>

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 [Accessibility](#).

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

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

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

For recording Modern Languages lectures, see the Faculty's lecture capture policy on WebLearn.

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

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

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

5.6 University Policies and Regulations

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

6 Facilities and Contacts

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

The Faculty of Medieval and Modern Languages is located in 41 & 47 Wellington Square, Oxford, OX1 2JF. For further information see: <http://www.mod-langs.ox.ac.uk/>

6.1 Useful Faculty Contacts

The Final Honour School in History and Modern Languages is convened and administered by the Faculty of History.

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

<https://canvas.ox.ac.uk/courses/17231>

and on the Modern Languages WebLearn site:

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

They can be contacted at:

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

Email: undergraduate.office@history.ox.ac.uk

The Faculty Office, Modern Languages Faculty, 41 Wellington Square
Oxford OX1 2JF. Tel: +44 1865 270750

Email: office@mod-langs.ox.ac.uk

A list of useful contacts is shown below: if you are not sure who can help, please contact the History Undergraduate Office for advice.

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

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

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

The Faculty of Medieval and Modern Languages Faculty Office is made up of:

Catherine Pillonel	Undergraduate Studies and Examinations Administrator, Faculty Year Abroad Officer & Faculty Disability Officer
Rachel Bell	Undergraduate Studies Assistant
Laetitia Stevenson	Year Abroad and Prizes & Awards

The Director of Undergraduate Studies in Modern Languages is Dr Helen Swift (helen.swift@mod-langs.ox.ac.uk)

For general enquiries, the best email address to use is office@mod-langs.ox.ac.uk.

Disability Contacts

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

Students can also contact Dr Perry Gauci, the Disability Lead and Chair of the History Faculty Disability Working Group (perry.gauci@history.ox.ac.uk) or the Secretary to the Disability Working Group, Dr Jeannie Scott (jeannie.scott@history.ox.ac.uk). For Modern Languages, the Disability Co-ordinator is Catherine Pillonel (catherine.pillonel@mod-langs.ox.ac.uk)

Harassment Advisors

The History Faculty Harassment Advisors are Dr Conrad Leyser (conrad.leyser@history.ox.ac.uk) and Dr Sloan Malone (sloan.malone@history.ox.ac.uk). The Modern Languages Faculty Harassment Advisors are currently Prof Jane Hiddleston (jane.hiddleston@mod-langs.ox.ac.uk) and Prof Jonathan Thacker (jonathan.thacker@mod-langs.ox.ac.uk)

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

Other useful History Faculty contacts

Reception and general enquiries	reception@history.ox.ac.uk	01865 615000
IT Support	itsupport@history.ox.ac.uk	01865 615031
History Faculty Library	http://www.bodleian.ox.ac.uk/history/help-for/undergraduates	
HFL Librarian-in-charge	rachel.darcy-brown@bodleian.ox.ac.uk	01865 277264

Other useful Faculty of Medieval and Modern Languages contacts

Reception and general enquiries	office@mod-langs.ox.ac.uk	01865 270750
IT Support	it-support@mod-langs.ox.ac.uk	01865 270487
Premises Team	premises@mod-langs.ox.ac.uk	01865 278143

6.2 Buildings, Locations and Accessibility

Places you need to locate are the History Faculty (map available [here](#)), the Faculty of Medieval and Modern Languages (map available [here](#)), the History Faculty Library in the Radcliffe Camera (map available [here](#)), the Taylor Institution Library (map available [here](#)), and the Examination Schools (map available [here](#)).

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

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

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

6.2.1 Social Spaces and Facilities

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

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

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

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

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

Modern Languages students are welcome to use the Common Room in the basement of the Taylor Institution Library.

6.3 Libraries and Online Resources

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

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

6.3.3. Taylor Institution Library for Medieval and Modern Languages

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

Please see the detailed information in the Modern Languages Undergraduate Course Handbook, Section 3.9.

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 and modern languages collections, maintained primarily (but not exclusively) for undergraduates. Access to and borrowing from college libraries is normally restricted to members of the college only. Opening hours are determined by colleges individually.

6.3.5. Specialised University Libraries

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

American History:

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

African & Commonwealth History:

The Weston Library, Broad Street

Chinese History:

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

Japanese History:

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

History of Art & Classics:

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

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

History of Science & Medicine:

Upper Reading Room, Old Bodleian Library

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

Modern European Languages & Enlightenment

The Taylor Institution Library (TAY), St Giles

Philosophy and Theology:

Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road

For Modern Languages, see the Course Handbook, Sections 3.9 and 3.10.

For more details and opening hours of individual libraries see

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

6.4 Museums

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

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

6.5 IT for second, third and fourth-year historians

For Modern Languages information, see the Modern Languages Undergraduate Course Handbook on WebLearn, Sections 3.9.5 and 3.10.

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 fourth 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 Canvas <https://canvas.ox.ac.uk/courses/17231>

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>

For individual and advanced guidance, contact Rachel D'Arcy Brown, History Faculty Librarian-in-Charge (tel: (2)77264; e-mail: rachel.darcy-brown@bodleian.ox.ac.uk). She can arrange short courses for small groups at your request. 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/>).

7. Finding information about your course and opportunities at Oxford

7.1 Canvas

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

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

You can find all this information here: <https://canvas.ox.ac.uk/courses/17231>

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

7.2 The Oxford Historians Hub (OHH)

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

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

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

7.3 Oxtalks

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

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

Please note: this list **NOT** the same as the Lecture List, which tells you all of the core lectures for your courses you are taking within your degree. That list can be found here:

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

APPENDIX 1: Examination Regulations

Honour School of History and Modern Languages, 2019-20

<http://www.admin.ox.ac.uk/examregs/2019-20/hsohandmodelang/studentview/>.

A

- 1. The subjects of the examination in the Honour School of History and Modern Languages shall be (a) History, and (b) those modern European languages and literatures studied in the Honour School of Modern Languages.
- 2. All candidates must offer both (a) and one of the languages in (b) with its literature.
- 3. No candidate shall be admitted to examination in the School unless he or she has either passed or been exempted from the First Public Examination.
- **[For students starting before MT 2018:** 4. The examination shall always include a period of General History selected by the candidate from periods to be named from time to time in the Regulations of the Honour School.]
- **[For students starting from MT 2018:** 4.][**For students starting before MT 2018:** 5.] The examiners shall indicate in the lists issued by them the language offered by each candidate obtaining Honours or satisfying the examiners under the appropriate regulation.
- **[For students starting from MT 2018:** 5. The] [**For students starting before MT 2018:** 6. The examiners in the] Honour School shall be under the joint supervision of the Boards of the Faculties of History and Modern Languages, which shall appoint a standing joint committee to make proposals for regulations concerning the examination. Such proposals shall be submitted to the boards of the two faculties which shall make regulations concerning the examination and which, in case of difference of opinion, shall hold a joint meeting at which the matter in dispute shall be resolved by the vote of the majority.
- **[For students starting from MT 2018:** 6. The lists of specific papers available in this School from the Honour Schools of History and of Modern Languages will be published by the relevant Faculty Boards at the dates defined in the regulations for those schools.]
- 7.
 - (i) The examiners in the Honour School shall be such of the Public Examiners in the Honour Schools of History and Modern Languages as shall be required.
 - (ii) It shall be the duty of the Chair of Examiners in the Honour Schools of History and Modern Languages to consult together and designate such examiners as shall be required for the Honour School, whereupon the number of examiners shall be deemed to be complete.

B

Candidates will be examined in accordance with the examination regulations set out below.

They will also be required to spend, after their matriculation, a year of residence in an appropriate country or countries, and to provide on their entry form for the examination a certificate that they have done this, signed by the Head or by a tutor of their society. Candidates wishing to be dispensed from the requirement to undertake a year of residence abroad must apply in writing to the Chair of the Medieval and Modern Languages Board, 41 Wellington Square, Oxford, OX1 2JF, stating their reasons for requesting dispensation and enclosing a letter of support from their society.

[For students starting before MT 2019: Candidates will be expected to carry out during this year abroad such work as their society may require. It is strongly recommended that candidates should apply through the Central Bureau for Educational Visits and Exchanges for an Assistantship, where these are available, and should accept one if offered. Candidates who are not able to obtain an Assistantship should during their year abroad follow a course or courses in an institution or institutions approved by their society, or should spend their time in such other circumstances as are acceptable to their society. Candidates will agree with their College Tutor in advance of their year abroad an independent course of study to be followed during that period.]

[For students starting from MT 2019: Candidates should during this year abroad undertake a programme of activity acceptable to their college or society. They will also be expected to carry out during this period such academic work as their society may require. Candidates will agree with their College Tutor in advance of their year abroad an independent course of study to be followed during that period.]

Save in a Special Subject, each candidate shall offer in his or her language and literature papers one language and literature only.

Oral Examination: as specified for the Honour School of Modern Languages.

[For students starting before MT 2018: Candidates are advised, where possible, to ensure that their choice of options provides some chronological overlap between their history and literature papers.] **[For students starting from MT 2018:** Certain combinations of papers within or between the two parent schools will be illegal, or subject to advice about duplication of material; these will be specified in the Handbook for this School.]

[For students starting before MT 2018: In addition to the compulsory papers listed below, candidates who so desire may offer an optional additional thesis in accordance with Regulation VII. *An Optional Additional Thesis* of the Honour School of History *q.v.*, modified as follows:

- (a) the prizes listed in that regulation with the addition of the Sir John Rhys Prize;
- (b) Candidates must submit their thesis electronically by not later than noon on Monday of week 1 of the Trinity term of the final year of the Final Honour School using the approved online submission system. Procedures governing this process will be published by the Board.
- (c) Cl.10 For 10. The Final Honour School Examiners will arrive at a formal degree result [...] all papers awarded a mark below 50 will be included.' read 'The Final Honour School Examiners will arrive at a formal degree result for candidates who submit an Optional Additional Thesis by taking the marks awarded for the 2 language papers and the oral examination, together with the highest seven marks out of the eight content papers submitted, except that 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 content paper awarded the lowest mark of 50 or above (which may be the Optional Additional Thesis) will be disregarded. All other content papers awarded a mark of 50 or above, and all content papers awarded a mark below 50, together with the marks awarded for the 2 language papers and the oral examination, will be included.]

Every candidate shall offer:

- 1. **[For students starting before MT 2018:** One period of General History as specified for the Honour School of History (except for candidates offering Celtic, who shall offer one period of The History of the British Isles as specified for the Honour School of History).] **[For students starting from MT 2018:** An Outline or Theme paper in European & World History as specified for the Honour School of History (except for candidates offering Celtic, who shall offer a paper in The History of the British Isles as specified for the Honour School of History). No candidate may offer a period similar to one offered when passing the Preliminary Examination. Illegal combinations will be specified by the History Board.]
- 2. A bridge essay of between 8,000 and 10,000 words on an interdisciplinary topic, designed to draw together interests and develop skills from both sides of the course. The limit of

10,000 words includes footnotes, but excludes bibliography, and, in cases for which specific permission has been obtained from the convenor of the joint school, appendices. Candidates must follow the guidelines on word count, presentation, and referencing as outlined in the course handbook.

The candidate will submit a title and short statement of up to fifty words on the manner in which he/she proposes to treat the topic, together with a note from his/her tutor approving the topic, addressed to the convenor of the Joint School of History and Modern Languages, c/o the History Faculty, no later than Monday of sixth week of Trinity Term of the first year of the Final Honour School. Titles will be approved by the convenor of the Joint School of History and Modern Languages. Notification of whether or not approval is forthcoming will be given by eighth week of Trinity Term.

Changes to the title must be submitted to the convenor of the joint school at the latest by the Friday of fourth week of the Hilary Term of the final year of the Final Honour School.

Notification of whether or not approval is forthcoming will be given no later than fourth week of the Hilary Term of the final year of the Final Honour School. Candidates must submit their bridge essay electronically by not later than noon on Tuesday of week 9 of the Hilary term of the final year of the Final Honour School using the approved online submission system.

Procedures governing this process will be published by the Board. In the rare cases when a candidate is dispensed from the requirement to spend a year abroad after their second year, that candidate shall not be required to submit their Bridge Essay until noon on Friday of ninth week of the Trinity Term of the final year of the Final Honour School. Any changes in title for such candidates should be submitted to the convenor of the joint school by the fourth week of Hilary Term of the final year. Notification of whether approval is forthcoming will be given no later than sixth week of Hilary Term of the final year of the Final Honour School.

A first draft of the bridge essay may be read and commented on, but not corrected in matters of detail and presentation, by the bridge essay adviser.

- 3. Honour School of Modern Languages, Paper I.
- 4. Honour School of Modern Languages, Papers IIA and IIB.
- 5. Honour School of Modern Languages, *one* paper chosen from Papers VI, VII, or VIII.
- 6. Honour School of Modern Languages, *one* paper chosen from Papers IV, V, IX, X, XI, or XII.
- 7, 8, 9. *Either* (a) a Special Subject as specified for the Honour School of History (two papers, paper (b) of which shall be **[For students starting from MT 2018: examined]** by extended essay) and one of the items (b), (i), (ii), (iii), or (iv) below.

or (b) any three of the following four items:

- (i) **[For students starting before MT 2018:** Any period of The History of the British Isles as specified for the Honour School of History; (except for candidates

offering Celtic, who may offer one period of General History as specified for the Honour School of History)] **[For students starting from MT 2018:** An Outline or Theme paper in The History of the British Isles as specified for the Honour School of History; (except for candidates offering Celtic, who may offer a paper in European & World History as specified for the Honour School of History);]

- (ii) A Further Subject as specified for the Honour School of History;
- (iii) Any one of the Papers IV, V, IX, X, XI, XII not already offered, as specified for the Honour School of Modern Languages; **[For students starting from MT 2018:** except that a candidate who has chosen a Special Subject (Paper XII) at clause B6 above may not choose another such Special Subject.]
- (iv) An Extended Essay as specified for the Honour School of Modern Languages *or* a thesis based on original research as specified in Regulation **[For students starting before MT 2018:** VI for the Honour School of History, *except* Cl. 5.] **[For students starting from MT 2018:** B6 for the Honour School of History, *except* sub-clause 5] of that regulation should read 'beginning of Trinity Full Term of the academic year preceding that in which the candidate spends a year abroad'.

[For students starting before MT 2018: The individual detailed specifications and prescribed texts for the Further and Special Subjects as specified for the Honour School of History will be given in the Handbook for the Honour School of History. This will be published by the History Board by Monday of Week 1 of the first Michaelmas Full Term of candidates' work for the Honour School.

Depending on the availability of teaching resources, not all Further and Special Subjects will be available to all candidates in every year. Candidates may obtain details of the choice of Further and Special Subjects available for the following year by consulting the supplement to the Handbook for the Honour School of History. This will be issued by the beginning of the fourth week of the first Hilary Full Term of candidates' work for the Honour School and will contain full specifications and prescribed texts for any Further or Special Subjects specified for History introduced for the following year, and any amendments to the specifications and prescribed texts of existing Further and Special Subjects approved by the History Board by its first meeting of the preceding Hilary Term.

Mutual exclusions and other restrictions

No candidate may offer a period of British History which he or she has offered as a successful candidate in the First Public Examination.

Candidates may offer both the History Further Subject *Culture and Society in Early Renaissance Italy 1290-1348* and the Modern Languages Early Texts paper in Italian. Where candidates offer both the Further Subject and Early Texts papers, they may not answer on Dante in the Further Subject paper.

Candidates offering a paper from the Honour School of Modern Languages and a paper from the Honour School of History, both of which involve the study of the same author or authors, may not make the same text or texts the principal subject of an answer in both the papers. The same regulation applies to the use of material in the Bridge essay and any other papers.】

[For students starting from MT 2018: *Optional Additional Thesis*

In addition to the compulsory papers for this School, candidates who so desire may offer an optional additional thesis in accordance with Regulation B7 *An Optional Additional Thesis* of the Honour School of History *q.v.*, modified as follows:

(a) the subject shall, to the satisfaction of the examiners, fall within the scope of the Honour School of History and Modern Languages; or

(b) theses must be submitted to the Chair of the Examiners, Honour School of History and Modern Languages, Examination Schools, High Street, Oxford.

(c) Sub-clause 10. for 10. 'The Final Honour School Examiners will arrive at a formal degree result [...] all papers awarded a mark below 50 will be included.' read 'The Final Honour School Examiners will arrive at a formal degree result for candidates who submit an Optional Additional Thesis by taking the marks awarded for the 2 language papers and the oral examination, together with the highest seven marks out of the eight content papers submitted, except that 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 content paper awarded the lowest mark of 50 or above (which may be the Optional Additional Thesis) will be disregarded. All other content papers awarded a mark of 50 or above, and all content papers awarded a mark below 50, together with the marks awarded for the 2 language papers and the oral examination, will be included.】

APPENDIX 2.1: History and Modern Languages Directors of Study

Dr Tommaso Milani, Balliol	tommaso.milani@balliol.ox.ac.uk
Dr Alan Strathern, Brasenose	alan.strathern@bnc.ox.ac.uk
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Dr Oliver Zimmer, University	oliver.zimmer@univ.ox.ac.uk
Prof Jane Garnett, Wadham	jane.garnett@wadh.ox.ac.uk
Dr Bob Harris, Worcester	bob.harris@worc.ox.ac.uk

NB This list may be subject to modification after the start of term.

APPENDIX 2.2 Tutors willing to give advice on the Bridge Essay 2019-20

This list is not exhaustive and certain tutors may not be available at certain times because of sabbatical. Classes will be held in Hilary Term designed to help you identify and prepare a topic for your Bridge Essay and you are strongly advised to attend these. Details will be available from the lecture lists for Hilary Term.

Name	College	Area/Period
Dr Geraldine Coates	St Anne's College	Medieval Spain
Dr Julie Curtis	Wolfson College	C19/C20 Russian
Dr Nicholas Davidson	St Edmund Hall	Italy from fifteenth to eighteenth centuries
Dr Christina de Bellaigue	Exeter	Social and cultural history, 19 th C France
Dr C Duttlinger	Wadham College	C20 German
Dr N Gardini	St Cross College	Italian Literature (Renaissance & Modern Period)
Prof. Jane Garnett	<i>Wadham College</i>	C19/C20
Prof Robert Gildea	Worcester College	C19/C20 Europe esp France
Dr Abigail Green	Brasenose College	C19 Europe, esp Germany, esp Jewish
Dr David Groiser	Brasenose College	Germany 1750-1950,
Dr Jane Hiddleston	Exeter College	Francophonie and post-colonialism
Dr David Hopkin	Hertford College	Social and cultural history of Europe c 1760-c1914
Prof. Andrew Kahn	St Edmund Hall	C18 to 1840 Russia
Prof. Catriona Kelly	New College	C19/C20 Russian
Prof. Karen Leeder	New College	C20 German

Dr Katherine. Lunn-Rockliffe	Hertford College	C19 France
Dr M. Malpas	Hertford College	French
Prof. Julia Mannherz	Oriel College	C19/C20 Russian Empire
Prof. Martin McLaughlin	Magdalen College	Medieval/Renaissance Italian
Dr B. Morgan	Worcester College	History & German film
Dr S. Müller	St John's College	Modern German history
Dr E. Nye	Lincoln College	C18 France
Prof. Giora Sternberg	Hertford College	Political, cultural and social C17/C18 France
Dr Almut Suerbaum	Somerville College	German to 1500
Dr Ela Tandello	Christ Church	C19/C20 Italian
Prof Jonathan Thacker	Exeter College	Golden Age Spain
Dr Robert Vilain	Christ Church	C19/C20 German
Dr Caroline Warman	Jesus College	C18/C19 France
Dr Wes Williams	St Edmund Hall	Early Modern French
Prof. Giuseppe Marcocci	Exeter College	Iberian Global history in the early modern period
Dr Jennifer Yee	Christ Church	C19 France and colonies
Prof. Oliver Zimmer	University College	Social and cultural history of Europe esp Germany, c 1789-1914

NB This list may be subject to modification after the start of term.

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
Up to 1 week late	-10 marks
Up to 2 weeks late	-20 marks
More than 2 weeks late	Fail

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

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

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

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

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

2 Shortweight Exam Scripts

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

3 Failure to comply with rubric

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

TARIFF FOR 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 Canvas:

<https://canvas.ox.ac.uk/courses/17231>

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 Bridge Essay

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 50 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 bridge essay falls, in terms of both themes and location in time and space; e.g. 'From remembrance to reproof: representations of the Second World War in the Italian novel' or '*Ein weites Feld*: Günter Grass, Theodor Fontane and Responses to (Re)Unification'.
2. It should then define precisely the **problem or problems** which the bridge essay will seek to address. This may arise from discussion of the sources, or of the historiography, or both; but whatever the case, the bridge essay 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 bridge essay 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 bridge essay as precisely but also as succinctly as possible. It is **not** customary for bridge essay titles to be framed as questions.

In practice bridge essay-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 bridge essay 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.

EXAMPLES OF RECENT BRIDGE ESSAY TITLES

Evocation and construction of collective memory in the literature of the Paris Commune : Emile Zola's *La Débâcle* and Jules Vallès's *L'Insurgé*.

The heroic *corrido* as an ideological medium.

The female soldier in street literature and oral culture in the German speaking lands, c. 1600-1950: a marker of changing gender relationships?

East German Literature and the issue of Republikflucht, 1945-63

From *La Femme libre* to *La Voix des femmes* : women's literary endeavours and the emergence of feminism in France, 1830-1850

Lieutenant Bille's *Aus einer kleinen Garnison* and the culture and politics of the German officer-corps.

Plays written in Lyon during the revolutionary era: 1789-99

Au tens plain de felonnie: examining the problems that beset the 1239 crusade, through the *chansons de croisade* they inspired.

An analysis of the historical novel *Quatre-vingt-treize* by E. Tourville in relation to Victor Hugo's novel of the same name.

Trauma and memory in the works of Marguerite Duras

'Famn leve famn doubout': examining the shifting identity of Antillean women through literature in the period c 1970-1985

The writings of Leonardo Sciascia and their impact on Italy's attitude towards the Mafia

The end of the People's Republic: history versus literature in contemporary portrayals of Louis-Napoleon's *coup d'état* of 1st December 1851

Memories of 'les années noires': explorations and re-evaluations of France's Second World War experience during the later twentieth century

La Bête est morte: the Second World War and national identity in French bande dessinée

Robespierre's self-representation: why literary analysis is of value to the historian.

Mohammed Dib, Malek Haddad and Marcel Moussy: the Algerian War of Independence through three different perspectives.

Pierre Drieu La Rochelle, decadence and the New Order

The influence of the *ministeriales* upon German Vernacular Literature to 1300

Boris Godunov and the Pretender Dimitrii, portrayals of historical conflict in nineteenth-century Russian drama.

'Nevsky Prospekt' – a cultural history of St Petersburg's main street

Russian literature of the Caucasus in the early-mid nineteenth century: the imperial politics of identity

From dispersion to expulsion: Christian perspectives on the Morisco community in Spain from c.1560-c.1620.

The evolution of the arbitrista tract in the late 16th and early 17th centuries

The memory and representation of the First World war in German drama and prose, 1916-1930

Generation gaps: remembering members of the National Socialist Regime in perpetrators' family narratives

The price of laughter: censorship and political satire in Wilhelmine Germany

The use of history in selected works by Stefan Heym published in the GDR

The portrayal of the Mexican Revolution contained in the fictional works written by Mariano Azuela in comparison with contemporary sources and later historians' accounts

Explore the relationship between history and literature in Dario Fo's play *Morte accidentale di un anarchic*

Vico's concept of science: the Neapolitan context.

The legacy of the Struthof concentration camp in the poetic oeuvre of Jean-Paul Klee: the suitability of poetry as a way of commemorating historic events

'Terra estrangeira': Brazilian literary responses to Polish immigration to southern Brazil, 1869-1914

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.

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

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

In some cases it may be necessary to explain particular words or names within an extract to show that you understand either their technical meaning ('tithe'; 'Free Churches') or their meaning in this specific context ('Sanhedrin' used in mid-17th England). This is especially the case if the extract is in a foreign language and a particular phrase or word is unusual or potentially ambiguous. It is however unnecessary and a waste of time simply to describe what is said or depicted in the extract or the image in your own words: 'In this extract William, Lord Paget is telling Queen Mary that...', etc.

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.

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?

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?

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

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?

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.

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: Canvas

The Canvas virtual learning environment

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

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

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

Accessing Canvas

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

How to navigate Canvas

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

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

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

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

Help using Canvas

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

These include:

- **Oxford University Canvas videos:** we have created a number of quick start videos on YouTube which you can view at any time. Please subscribe to the channel so we can let you know when new videos are uploaded. Search 'canvas at oxford' in YouTube or click on the link below:

https://www.youtube.com/channel/UCZ2_OrSvhKSoJcZtvMvR3Ow

- **Student Guide to using Canvas at Oxford:** once you have logged into Canvas using your University Single Sign-On (SSO) details, go to 'Help' on your home page menu and click on Oxford Guidance (Students). Please use either Chrome or Firefox to access Canvas, or Safari on an iOS device.

Please note: if you have any course-related queries please contact Emily Usherwood (undergraduate.office@history.ox.ac.uk)

Ps: We strongly recommend you download the student app for Canvas to access your courses on the go! Go to the Google Play or Apple App Store and search for 'Canvas student app'.

Notification preferences

Canvas has a very extensive notifications system, which will send out a number of emails you may not feel you need to receive. For this reason, we recommend that you go into your notification settings (Account > Notifications) and set it to look like this.

If you would like to have more alerts set up please do have them ticked, but this is the **MINIMUM** that we suggest.

☐ Show name of observed students in notifications.

Course activities	Email address
Due Date	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Grading policies	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Course Content	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Files	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Announcement	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Announcement created by you	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Grading <small><input type="checkbox"/> Include scores when alerting about grades. If your email is not an institution email, this means sensitive content will be sent outside of the institution.</small>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Invitation	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
All submissions	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Late grading	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Submission comment	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Blueprint Sync	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Discussions	
Discussion	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Discussion post	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Conversations	
Added to conversation	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Conversation message	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Conversations created by me	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Scheduling	
Student appointment signups	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Appointment signups	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Appointment Cancellations	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Appointment availability	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Calendar	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Groups	
Membership update	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Conferences	
Recording ready	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Alerts	
Administrative Notifications	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Content Link Error	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

Your weekly notifications will be sent Saturday between 18:00 and 20:00.