

Edge Hill University

FACULTY OF ARTS AND SCIENCES

Department of English and History
BA History Handbook



He who controls the present controls the past. He who controls the past, controls the
future
George Orwell

2014-2015

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Welcome

The History Subject Area extends a warm welcome to all our new students. We aim to offer an academically rigorous course, delivered with the maximum of support from tutors. The Subject Team is committed to the success of all students on the course, and all of its members are happy to offer advice on a one-to-one basis, whenever they are available. You too, though, must be prepared to approach the course in a professional fashion, making the most of the opportunities for self-development that it offers. As a first step please read the handbook carefully taking note both of the advice it contains, and the information about the requirements of the course. We wish you every success as developing historians.

This Student handbook contains the following general administrative information about the History Subject Area. Information concerning lectures, seminars, assignments, further reading is to be found in the separate handbooks which are provided for each History module.

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- (1) History Subject Area Staff
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(1) History Subject Area Staff

The following tutors (except those marked with an asterisk) are based in Clough/Stanley corridors which is in the main building. If you wish to consult a Tutor it is advisable to e-mail them or ring in advance or to leave a note in their tray in the office.

Dr Alyson Brown: History of Crime and Prisons
Associate Head of Dept.
Room C5c
01695 657175 or Ext. 7175
Email: browna@edgehill.ac.uk

Ms Laura Burnham Social and Cultural History of the USA
Please contact through Dept. Office.

Dr Daniel Gordon: European history 19th and 20th Century
Room S3
01695 584276 or Ext. 4276
Email: gordond@edgehill.ac.uk

Dr. Sam Hyde European History
01695 650913 or Ext. 7913
Email: Samuel.Hyde@edgehill.ac.uk

Dr. Bob Nicholson Crime, History of Journalism
Room S18
01695 650992 or Ext 7992
Bob.Nicholson@edgehill.ac.uk

Dr. James Renton Nineteenth century European history
British Imperial history
Room C7
01695 584217 or Ext. 4217
Email: James.Renton@edgehill.ac.uk

Mr Roger Spalding: BA History Programme Leader
First and Third Year Tutor

Twentieth Century British History, Cultural
History, Historiography
Room Sb5
01695 650 890 or Ext. 7890
Email: spaldr@edgehill.ac.uk

Dr Nicky Tsougarakis Medieval and Early Modern History
Room C15a
01695 584443 or Ext 4443
Email tsougarn@edgehill.ac.uk

Dr Charlie Whitham 19th and 20th Century US History
Room C15
01695 584599 or Ext 4599
Email whithamc@edgehill.ac.uk

Ms P. Molyneux History Subject Administrator
Room C17 , Ext. 7942.
Email: Molyneup@edgehill.ac.uk

**NB The external Examiner for the BA History is:
Dr. David Stewart, based at the University of Central Lancashire
(UCLAN), Preston.**

**(2) Modules available and module leaders' names;
Pathways to a BA honours degree incorporating History**

For the academic year, 14/15, the BA History programme is composed of 20 and 40 credit modules. A 20 credit module is one semester in length; a 40 credit module extends over the whole academic year. All first and second year modules are worth 20 credits. All full-time students need to take modules to the value of 120 credits each academic year.

Year 1 (Level 4)

Year 1 history single honours take all 6 first year history modules.

Major students must take HIS 1014, HIS 1015 and two other history modules. Joint honours students can select any three modules from the six on offer. Minors choose any two modules **except** HIS1014 and HIS 1015.

First Year History Modules:

HIS 1010 The Medieval Outlook
HIS 1011 The Dawn of Modernity
HIS 1012 Europe Re-Made
HIS 1013 Imperialism, Liberalism, Globalisation
HIS 1014 Ideology, Theories and Practice
HIS 1015 History and Society: Applications and Employment

Year 2 (Level 5)

All modules at this level are worth 20 credits. A Single Honours student must complete 120 credits, usually 60 in Semester 1 and 60 in Semester 2. A major student must complete a total of 80 credits in History. A Joint student must complete 60 credits and a Minor student 40 credits in History.

Students have a free choice – barring timetable clashes – from the following

Semester 1

HIS 2021 Slavery, the South and Sectional Conflict: The United States 1800 – 1877

HIS 2023 Mission and Manifest Destiny: US Foreign Policy and Expansionism 1840 – 1939.

HIS 2025 The Rise of the British Empire

HIS 2027 Crime and Society I: Transformations in punishment 1700 – 1850

HIS 2029 France The Clash of Left and Right

Semester 2

HIS 2020 Communism in Eastern and Central Europe after 1945

HIS 2022 Urbanisation, Immigration and Economic Crisis: The United States 1880 – 1941

HIS 2024 The Rise to Globalism: US Foreign Policy since 1939

HIS 2026 The Fall of the British Empire

HIS 2028 Crime and Society: Controlling the Criminal Classes 1800 – 1900

HUM 2000 Independent Project

This module is available in either Semester 1 or 2. Students interested in this option should contact Professor Michael Bradshaw.

Year 3 (Level 6)

Single Honours students choose 120 credits from the following selection of 20 and 40 credit modules, one of which must either be the dissertation or a Special Subject.

HIS 3020, Black Life and Protest 1 (20 credits, Sem. 1)

HIS 3021, Black Life and Protest 2 (20 credits, Sem. 2)

HIS 3022, History, Growth and Context (20 credits, Sem. 1)

HIS 3023, History and Society (20 credits, Sem. 2)

HIS 3024, The British Empire and Palestine (20 credits, Sem.1)

HIS3025, British Rule in Palestine (20 credits, Sem. 2)

HIS 3026, The Dissertation Module (40 credits Sems. 1 and 2)

HIS 3028, Visualising the Past, History Video Project (40 credits) Sems. 1 and 2)

HIS 3030, The History of Inter-personal Violence – Special Subject (40 credits, Sems 1 and 2)

HIS 3031, 1968 and All That – Special Subject (40 credits, Sems 1 and 2)

HIS 3035, Read All About It – Special Subject (40 credits, Sems 1 and 2)

NB All Single Honours and Major students must take either a Special Subject or the Dissertation option. They can also, if they wish do both, it is also possible to take 2 Special Subjects. It is not possible to take a dissertation and 2 Special Subjects, neither is it possible to take 3 Special Subjects

Joint students can also take the Dissertation option, but are recommended not to so if they wish to do a dissertation for their other subject.

The objectives of the History Subject Area are that all its students will be able to:

- 1) Study human activity, political, social, economic, cultural in the recent and distant past, and in British, European and non-European Societies, through the use of appropriate secondary and primary evidence;
- 2) Reflect on the nature and importance of historical knowledge and understanding;
- 3) Understand historiography and historical debates, and to identify, analyse and assess the arguments which historians have made, or are making about the past;
- 4) Develop an appropriate range of skills, including computational, so that they can acquire, analyse, assess and use information about the past;
- 5) Construct their own historical arguments, with appropriate supporting evidence, whether literary or non-literary (including quantitative, oral, visual);
- 6) Present their arguments in good quality English, written and spoken, and when appropriate, with suitable referencing;
- 7) Prepare and present work collaboratively;
- 8) Engage in constructive verbal debate on historical issues;
- 9) Acquire a wide range of transferable and marketable skills.

(3) Lectures, seminars/small group sessions

Each History module will comprise a series of lectures, seminars and individual tutorials.

Lectures provide (a) an initial body of knowledge about a subject, topic, theme, event (b) a guide to interpretation, historiography (changing views of historians over the years), and further reading. Listen carefully to identify the main points and then make effective notes, use headings, sub-headings. It is a good idea to re-visit your notes later the same day to revise them and make sure that every point noted is clear. Don't try to take down every word in a lecture! **Do not reference lecture notes as a source in course-work assignments.**

Seminars/small group sessions are designed to build upon the lecture programme. They should help you to develop and deepen your understanding of topics and issues through (i) engaging you in positive tutor or student led discussion (ii) debates (iii) group presentations (iv) reporting back exercises (v) collaborative workshops on primary source material, including statistics (vi) role play (vii) computing exercises on historical materials. Seminars and small group sessions will also provide you with a range of transferable skills which will be useful when applying for future employment (cf. Section 11 Careers). Maximum benefit can only be derived from seminars by preparing thoroughly in advance and by participating actively during the meeting.

For further detailed information on lectures and seminars consult your module handbook(s).

Attendance

It is your responsibility to ensure that you are registered by the tutor for each seminar session. The history department recognizes that for many of the learning outcomes for this module to be met, particularly those related to the development of transferable skills, students need to maximize their attendance at seminars. Whilst it is recognized that illness or other unforeseen factors may lead to justifiable and unavoidable absence, the department takes the view that it is the student's responsibility to demonstrate that this is the case.

Reasons for any justifiable non-attendance should be reported to the tutor. If you have been or know you will be absent from one or more seminar, and there is an acceptable reason, then you **must** inform your tutor as soon as possible **in writing** (or e-mail), and provide any relevant supporting documentation. Phone calls **MUST** be followed up by a written explanation.

(4) **Coursework**

Module assignments *must* be

Submitted by 4.00 pm on the due dates. Course-work is submitted electronically, through the Turnitin drop-boxes. These are available in the Module Assessment folders located on the Blackboard sites of individual modules. To use these you have to save your work as a Word file first, you will then be able to upload it to the Turnitin drop-box.

A marked copy of your work, with feedback will be available within three weeks, via Turnitin.

Extensions will only be granted in exceptional circumstances – by initial application to the appropriate Year Tutor.

The department has a policy of normally marking and returning students work within three weeks of submission during term time. University vacations may extend this period. Tutors will provide individual feedback on course-work on a face-to-face basis. It is the responsibility of individual students to request this.

Failure to submit on time, without an acceptable reason i.e. medically certified absence, Exceptional Circumstances form etc., could result in a zero mark which could seriously reduce your overall module assessment mark. If it seems likely that you will not be able to submit on time PLEASE contact either the Module Leader, or the Year Tutor. Unspecified 'personal reasons' can only be accepted *if confirmed* (without any breach of confidence) by another member of the University Staff with knowledge of the matter eg University Counsellor, Personal Tutor.

It is your responsibility to

- a) Organise a timetable for completing your various module assignments.
- b) Choose an assignment title for which books, articles are available. Excuses such as having to write two or three assignments which have deadline close to one another, or not being able to find suitable books, will not be accepted. Manage your time properly, and plan a personal schedule for assignment completions. DO NOT leave them all until the very last moment.

Please Note

Written assignments will have a recommended length. Quotations, footnotes and endnotes are included in the word count; bibliographies and appendices are excluded.

FACULTY OF ARTS AND SCIENCES

Policy for Granting Extensions to Coursework Deadlines

1 Introduction

1.1 This policy should be read in association with the guidelines that cover Exceptional Mitigating Circumstances. The system of applying for, granting and monitoring the deferral of assessment is not affected by this policy. Deferral of assessment applies to requests to undertake the assessment at the next assessment point. The granting of extensions relates to shorter periods of time, where the applicant's mark can still be considered alongside his/her peers' marks during the current assessment period.

2. System for granting extensions

2.1 There should be a single individual designated, who will be responsible for the negotiation and monitoring of extensions for specific groups of students. Depending on the size of the programme, this should be at the level of Head of Department or Programme Leader.

2.2 It is recommended that an 'alternative' is also designated in case of the illness or absence of the designated individual.

2.3 The designated individual will take advice and consult with colleagues who also teach any specific student, but the final decision will rest with the designated individual.

2.4 Any application for an extension of a deadline should normally be made at least forty-eight hours before the due deadline for the assessment.

2.5 All negotiations and decisions must be documented and recorded using a standard pro-forma devised by the Faculty. Both sections of the pro-forma should be completed: the top part retained by the Department; the lower portion attached to the coursework with the cover sheet. Both sections should be signed by the student and the designated individual as proof of the agreement for an extension.

2.6 A summary of the number of, and reasons for, extensions will be presented to the relevant Assessment Board to allow monitoring of patterns and features of the granting of extensions.

2.7 Extensions may be granted for a period that extends up to **two weeks before** an Assessment Board. If a period longer than this is required the student should be advised to apply for consideration under exceptional mitigating circumstances.

2.8 All applications for an extension should, wherever possible, be accompanied by documentary evidence.

3. Circumstances under which an extension may be granted

3.1 All students should attempt to submit their work in a timely manner. Good time management is a transferable skill that is important to develop. Therefore staff and students should have an expectation that all deadlines for submitting coursework will be met. However there are circumstances or combinations of reasons that may prevent such punctilious behaviour.

3.2 Professional judgment and expertise of tutors will not be undermined by providing a list of circumstances under which extensions should be granted. The main distinction to be made when considering individual cases clearly is between the unexpected and unpredictable nature of certain events (in which case an extension may be agreed) and those situations that could be foreseen, and planned for (in which case an extension is unlikely to be agreed).

3.3 Extensions should not be granted where situations arise due a student's own negligence or carelessness or from failure to work-plan or organise time effectively.

3.4 The exception to this is where a student with additional or special educational needs has a needs assessment that states that extra time is needed for coursework. However, extensions must still be applied for and the timing negotiated and the pattern of extensions monitored to ensure that independent and autonomous learning is developing across the student life cycle. We should expect to see a reduction in both the number and length of extensions granted from the first to final year.

3.5 Specific consideration may be needed, however, in relation to technical difficulties associated with electronic submissions or with the submission of student-designed software.

4. Unauthorised late submission

4.1 Unauthorised late submission of coursework will automatically receive a mark of **zero**.

4.2 If an extension is granted, work must be completed and submitted on or before the date and time specified. Further extensions must not be granted later than two weeks before the Assessment Board.

Appeals Procedure

Course work is marked carefully in accordance with the criteria listed in this course booklet. The comment on the cover sheet will indicate the

assignment's strengths and weaknesses, and the numerical mark awarded. Any query concerning the marking can usually be resolved by discussion with the tutor concerned; if not, the Head of Subject will nominate another member of the History Department to act as an additional marker. If disagreement remains, the Head of Subject will adjudicate, the highest mark to be recorded. Should the Head of Subject be the initial marker, then another nominated member of the History Department will act as an additional marker, and an appropriate Year Tutor will adjudicate if necessary. Exceptionally, the Subject Area's External Assessor can be consulted, at which point the mark can be reduced as well as raised.

Notes on essay writing and answering historical questions

1. The study of History means asking questions about the past. The questions set for essays or examinations are the kind of questions which all historians spend their time trying to answer.
2. The common types of questions are:
 - (a) Why did it happen? e.g. Why did the First World War break out?
 - (b) Compare the influence of A and B upon C. e.g. Compare the influence of Peasant discontent and liberal movements on the Russian Revolution.
 - (c) Compare A and B (normally a comparison between similar institutions or events either in different countries at the same period or in a single country at different periods). e.g. Compare Industrialization in France and Germany during the nineteenth century.
 - (d) To what extent was A the consequence of B? e.g. To what extent was the British Labour Party the consequence of the rise of Socialism?
 - (e) Discuss a historical proposition (usually given in the form of a quotation) which may relate to a particularly well known or controversial thesis associated with a named historian. e.g. 'The Cold War was the brave and essential response of free men to Communist aggression'. (A. Schlesinger Jr.) Discuss.
3. All these questions demand an *analytical* treatment and you are seldom asked merely to *describe*; but no analysis can be

made unless you start with a firm knowledge of what happened.

4. Preparation. Choose the topics for your essays early enough to give you time to look at the more important introductory monographs indicated on the bibliography. (Remember that too many students will be chasing too few copies). As you read, note down not merely information, but also points to emphasise, questions for investigate further. Do not simply copy out shortened versions of relevant passages, unless they seem so pertinent as to merit direct quotation; rather try to summarize or analyse them in your own words. Uncritical note-taking often leads to unconscious plagiarism, always to unsatisfactory essays, because no effort is made to understand what the writer means.

It will also help you to avoid the unintentional verbatim incorporation of sections from the books you have been reading into your assignment when you begin to construct it from your notes.

As your reading progresses you should begin to sketch out possible approaches to your essay, and thus to decide which more specialised books or articles are most relevant, and whether it is feasible to consult any selections of primary sources. It is usually the planning and design which above all determines an essay's value; this crucial operation should not be left until your mind is saturated with reading, but should go on continuously throughout.

5. Structure. At some point you will have read almost all you can and will feel ready to plan the stages of your argument in some detail. Always make a rough draft. Use a series of separate headings at this stage to act as 'signposts' to help you to set out your ideas and organise your material. What specific points need to be made? In what order, and with what relative emphasis? Can they be clarified by well chosen examples or quotations? What is the conclusion of the argument? If, when you come to write, you decide that your working plan should be modified do not be afraid to do this.
6. Sometimes, it is worth explicitly discussing the value of that

evidence; when you prefer one 'authority' to another, try to indicate why. Controversial statements, statistics, direct quotations should always be referenced. If you quote words directly from a book or an article, always put them in quotation marks, and give a reference; you should always make it clear if you are relying on the simple paraphrasing of another author for a substantial part of your argument. Always avoid **Plagiarism** or **Collusion**. **Plagiarism** is the *unacknowledged* use of another writer's work - the reproduction of passages, sentences verbatim, or with minimum cosmetic alteration. **Collusion** is also strictly forbidden. This occurs when two or more students work together to produce a piece of work which *each* student then presents as *his/her* own individual effort. Collusion can also include copying all or part of another student's essay with or without consent. Plagiarism and collusion are strictly forbidden.

Plagiarism and Academic Honesty

Your work will be checked for plagiarism using the Internet, the Edge Hill intranet, and Turnitin software. The University will submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The tutor receives a report showing exactly how a student's paper was plagiarised. For more information, go to <http://www.turnitin.com/>.

NB THE UNIVERSITY REGULATIONS IN RESPECT OF PLAGIARISM ARE AVAILABLE FROM THE ENGLISH/HISTORY OFFICE

7. Each type of question demands a different technique and organization, but there are some basic rules for answering all questions:
 - (a) Know the facts.
 - (b) Select the facts which are relevant.
 - (c) Never include material which is irrelevant.

8. There is no hard and fast rule by which one can determine 'relevance'. The best rule is to ask 'is this material essential for the argument?' If the answer is 'No', the material is probably irrelevant.
9. This consideration applies with special force to the use of narrative. It is sometimes essential to establish the sequence of events, and narrative then is relevant; but long narrative passages which add nothing to the argument are irrelevant.
10. Questions in the form 'Why did A happen?' demand a conclusion supported by a logical argument. Sometimes the conclusion can be stated first and the reasons for it explained in the argument which follows. Many historical problems do not lead to a simple conclusion; different explanations may have been given, and you should show yourself aware of them. If one explanation seems to you the most probable you should say so; but it is sometimes necessary to give the verdict 'not proven'. It is often necessary to distinguish between immediate and long-term causes. In trying to establish causes, do not assume that if an event followed another, the second was caused by the first.
11. Questions which require comparisons are not easy, but can be interesting. Try to build up a comparison point by point. It may be a good plan to take up the similarities first, then the differences, and end by indicating which are the more significant. If the comparison takes the form of asking 'To what extent was A responsible for B?', you will probably discuss A first; but it will then be necessary to discuss the other factors affecting the situation.
12. If you are asked to discuss a quotation, you have a much freer hand in organizing your material. It is not likely that the proposition is entirely false, but it may be oversimplified or too dogmatic. The task is to disentangle what is true, to suggest qualifications, and to indicate aspects ignored by the proposition. The proposition is the starting point, but you must decide what is the significant line of argument? In this kind of question what counts is an intelligent, well-informed and constructive argument.

13. You will sometimes be asked to consider a single topic or influence over a long period of time. These general questions demand wide knowledge, an eye for significant detail, and an ability to handle complex issues. Too often students imagine that a general question is easy (because it does not require exact knowledge of specific events) and produce a string of weak generalizations and statements of the obvious; general questions also provide an opportunity to distinguish yourself if you know the material well.
14. Most of the materials used in the course are books written by professional historians, and a good deal must be taken on trust. A trained historian will not falsify the evidence and will tell the truth as s/he sees it; but two historians writing about the same event may emphasise different things, use different evidence, and draw different conclusions. It would be a dull world if everyone agreed, but some simple rules can aid an assessment of a book.
 - (a) Observe the date of publication; it may have been written before certain evidence was available, incorporate assumptions which are no longer generally held, or have been corrected by a more recent scholarship.
 - (b) Find out something about the writer; s/he may be identified with a particular point of view or philosophy; social background and career may help to explain particular attitudes. (A glance at Who's Who or, for older writers, at the Dictionary of National Biography may help).
 - (c) Look at the bibliography and notes; have primary source materials been used, have secondary works been relied on; do the comments inspire confidence?
15. Students often wonder whether they should refer frequently to historians by name.
 - (a) You get no credit for attaching a distinguished name to an obvious or commonplace statement.
 - (b) If writers have put something in a particularly effective or striking way quote them by all means.

- (c) Sometimes an argument or investigation of a topic is so closely identified with a single historian that the writer must be given credit for it.
 - (d) Rival interpretations may have become associated with two historians, and a reference to the controversy would be incomplete without mention of their names.
 - (e) Sometimes it is necessary to mention an argument with which you disagree; it is quite in order to dissociate yourself from the point of view expressed by mentioning that it is held by a particular historian or group of historians.
16. An answer to a historical question is an exercise in logical thought, but its effectiveness will also depend upon correct and clear language. Not everyone is a stylist, but everyone can learn to write lucidly and economically. Clumsy sentences obscure meaning and waste time. Words which add nothing to the meaning should be ruthlessly sacrificed. Avoid phrases such as 'I think', 'We must now consider', 'It is necessary to turn to', 'The aforementioned events suggest that'. There are, however, some words, indicating doubt or qualification, which can be used though not overused. Historians often use 'perhaps' or 'probably' to indicate that they cannot prove a statement, but think it a reasonable hypothesis.
17. Generalizations should be made as precise as is compatible with the scale of the essay. ('A Parisian crowd stormed the Bastille' is better than 'the French people stormed the Bastille'; but a study of social classes in 1789 will require closer attention to evidence provided by recent writers about the actual composition of that crowd).

Where possible prefer concrete nouns to abstract ones; in certain contexts we may need to talk about *nationalism*, but it is nationalists (historical persons who might be identified) who actually do things.

Similarly, prefer the active voice to the passive, and definite to indefinite statements. 'Circumstances were changed' may avoid the question of what had changed them. Avoid long and

complex sentences. A good general rule is: one point, one sentence; one stage in the argument, one paragraph.

18. Length of assignment. Your module handbook will indicate the number of words expected to be used to adequately deal with a particular task. If work is significantly under or over this guideline it may well incur a penalty mark, because the set brief has not been met.
19. To sum up. Make sure that you have
 - a) Answered the question set, and in an organised logical manner;
 - b) Indicated briefly:
 - i) In your introduction how you intend to develop your answer;
 - ii) In your conclusion indicated what your main findings are;
 - c) Not drifted into irrelevance;
 - d) Not simply produced a narrative account. Accurate factual information is important, but you must go on to analyse, discuss or comment on this information;
 - e) Not omitted important points or arguments;
 - f) Answered all parts of the question if there are two or more parts to it;
 - g) Not exceeded the word limit;
 - h) Avoided, eliminated spelling and grammatical errors;
 - i) Properly referenced the answer;
 - j) Not transgressed against the Subject Area's regulations on plagiarism and collusion.

Guidelines for referencing in History

Why Acknowledge Your Sources?

Every paper you submit must be based on your own work. Factual material or ideas you take from a source (primary or secondary) must be acknowledged in a reference. They are essential because they verify the evidence to your arguments. The exception to this is where that information is common knowledge, for example, the year in which legislation was passed.

Referencing is normally done through a combination of notes and a bibliography. Your referencing must tell your reader where you got *all the specific information* in your paper, and where any *ideas* or *interpretations* came from that are not your own. This includes not just direct quotations (which must be placed in quotation marks) but also facts, interpretations and theories. If you present other people's work, whether they be an historian or a fellow student, as your own this is Plagiarism. Plagiarism is a serious academic offence and will be penalised.

References and Notes

The most common form of referencing in historical writing utilizes *notes*, either at the bottom of the page (footnotes) or at the end of the paper (endnotes). Wherever you place your notes, a bibliography must be included at the end of the paper (after the endnotes). A bibliography is a list of all the sources you have used and found helpful.

The Department uses a slightly simplified version of the MHRA system. What follows is a short guide on how to format notes and bibliographies. For more examples and cases not covered here, you can download the *MHRA Style Guide*:

<http://www.mhra.org.uk/Publications/Books/StyleGuide/>

The use of notes

Notes provide a reference to material, interpretation, or direct quotation given in the text. Notes can also be used to provide supplementary or supporting information or comment which might interrupt the flow of your discussion in the text of your paper. This should be used sparingly and carefully, all information directly appertaining to the contents of the text should be included there and not in the notes.

Format for notes

- The number of the note should be placed at the end of the sentence to which it applies, after the full stop.
- The note number should be half a space above the line of the text.
- If notes are on the same page as the text, they may either be numbered consecutively throughout the paper or start again with

number one on each new page. Notes at the end of the paper must be numbered in sequence throughout the paper.

- Notes provide necessary information so that the reader can trace your research.
- Notes must be in a consistent format.

It is essential that you know what type of document you are referencing and that your citation shows the reader what type of document it is. In order to convey this information, notes are formatted slightly differently depending on whether they refer to a book, to an article in a journal, to a chapter or essay in an edited collection or to a website.

The first time you reference a book

You should include:

- the name(s) of author(s), followed by a comma
- the title of the work in italics. If the book has a title and a subtitle, these two should be separated by a colon (:)
- the number of volumes (if it is a multi-volume work), in this form: 3 vols
- publication information, i.e. place of publication, publisher and year of publication, in parentheses. Put a colon (:) after the place of publication and a comma after the publisher
- the page(s) that you are citing, preceded by 'p.' if you are citing a single page, or 'pp.' if you are citing several pages.

For example:

Roger Spalding and Christopher Parker, *Historiography: An Introduction* (Manchester: Manchester University Press, 2007), p. 57.

James Renton, *The Zionist Masquerade: The Birth of the Anglo-Zionist Alliance, 1914-1918* (Basingstoke and New York: Palgrave Macmillan, 2007), pp. 102-04.

Subsequent citations

After citing a work once, subsequent references should be given in an abbreviated form that only includes the author's surname, a short version of the title and the page number(s).

For example:

Spalding and Parker, *Historiography*, p. 57.

Renton, *The Zionist Masquerade*, pp. 124-47.

The first time you reference an article in a journal

You should include:

- the name(s) of author(s) followed by a comma
- the title of the article in single inverted commas, followed by a comma
- the title of the journal, in italics
- the volume number of the journal
- the year of publication, in parentheses and followed by a comma
- the first and last pages of the article
- the specific page number(s) that you want to cite, in parentheses, preceded by 'p.' if you are citing a single page, or 'pp.' if you are citing several pages.

For example

Daniel Gordon, 'The Back Door of the Nation State: Political Expulsions and Continuity in Twentieth Century France', *Past and Present* 186 (2005), 201-32 (p. 211).

Alyson Brown, 'The Amazing Mutiny at the Dartmoor Convict Prison', *British Journal of Criminology* 47 (2007), 276-92 (pp. 280-83).

Subsequent citations

After citing a work once, subsequent references should be given in an abbreviated form that only includes the author's surname, a short version of the article's title and the page number(s).

For example

Gordon, 'The Back Door of the Nation State', p. 211.

Brown, 'The Amazing Mutiny', pp. 284-86.

The first time you reference a chapter or essay in an edited book

You should include:

- the name(s) of the author(s) of the chapter, followed by a comma
- the chapter's title in single inverted commas, followed by a comma
- the word 'in', followed by the name(s) of the book's editor(s), followed by 'ed.,' if it is a single editor, or 'eds,' if there are several
- the book's title in italics
- full publication details, in parentheses (i.e. place of publication, publisher and year of publication), followed by a comma
- first and last pages of the chapter, preceded by 'pp.'
- specific pages that you want to cite, in parentheses, preceded by 'p.' or 'pp.'

For example

Nicky Tsougarakis, 'On the Frontier of the Orthodox and Latin World: Religious Patronage in Medieval Frankish Greece', in Emilia Jamroziak and Karen Stöber, eds, *Monasteries on the Borders of Medieval Europe: Conflict and Cultural Interaction* (Turnhout: Brepols, 2013), pp. 193-210 (pp. 195-200).

Charlie Whitham, 'Anglo-American Post-War Planning', in Tom Zeiler, ed., *A Companion to World War Two* (New York: Blackwell Publishing, 2013), pp. 945-61 (p. 948).

Subsequent citations

After citing a work once, subsequent references should be given in an abbreviated form that only includes the author's surname, a short version of the chapter's title and the page number(s).

For example

Tsougarakis, 'On the Frontier', pp. 196-99.

Whitham, 'Anglo-American Post-War Planning', pp. 946-47.

Citing newspaper articles

You should include:

- the name(s) of the author(s), followed by a comma
 - the title of the article in single inverted commas, followed by a comma
 - the title of the newspaper, in italics, followed by a comma
 - the date of publication (day, month, year), followed by a comma
 - the page number(s), preceded by 'p.' or 'pp.'
- For example

Michael Schmidt, 'Tragedy of Three Star-Crossed Lovers',
The Daily Telegraph, 1 February 1990, p. 14.

Subsequent citations

After citing a newspaper article once, subsequent references should be given in an abbreviated form that only includes the author's surname, a short version of the title and the page number.

For example

Schmidt, 'Tragedy', p. 14.

Citing online material

You should aim to give as full a reference as possible when citing material from the internet, including (where possible):

- the name(s) of author(s), followed by a comma
- the title of the piece in single inverted commas, followed by a comma
- the name of the webpage in italics
- the original date of publication, if that can be ascertained

- the website's URL, enclosed within < >
- the date when you accessed the material, enclosed within brackets []

For example

Bob Nicholson, 'Racy Yankee Slang has Long Invaded our Language', *The Guardian*, 8 October 2010

<<http://www.theguardian.com/commentisfree/2010/oct/08/chillax-emma-thompson-slang-english-language>> [accessed 23 June 2014].

James Renton, 'Britain in Palestine: Time to Apologise?', *History and Policy Network*, 19 June 2013

<<http://www.historyandpolicy.org/opinion-articles/articles/britain-in-palestine-time-to-apologise>> [accessed 15 July 2014]

Citing archival material

You should include:

- the name of the archive, followed by a comma
- the name of the manuscript collection, followed by a comma
- the title of the manuscript or other source, according to the archive's own classification system
- where appropriate, the page or folio number, preceded by 'p.' or 'pp.' (for printed material) and 'fol.' or 'fols' for manuscripts, followed by the indications 'r' (for recto) and 'v' (for verso)

For example

Oxford, Bodleian Library, MS Bodley 277, fol. 26v.

The National Archives, Records of the Exchequer, E326/9376.

Subsequent citations

Subsequent citations may be abbreviated, but you should always cite the particular document in question, exactly as it appears in the archive's catalogue:

MS Bodley 277, fol. 26v.

TNA, E326/9376.

Indirect quotations

What about when you are referencing a writer's work which appears in a text other than the original i.e. when the author of the book you are reading has used a quotation from another author that you want to use? Before referencing the publication you have read give the name of the original author and then 'cited in'. Thus the following extract is taken from Geoffrey Pearson, *Hooligan: A History of Respectable Fears* (London: Macmillan, 1983), p.55.

The sense of moral crisis and social discontinuity reflected here was deeply characteristic of late Victorian and Edwardian society, and from the late 1890s until the First World War there was a flood of such accusations against the youth. 'A somewhat unlovely characteristic of the present day', Mrs Helen Bosanquet wrote in 1906, was that 'there is among the children a prevailing and increasing want of respect towards their elders, more especially, perhaps, towards their parents.'

If you want to use the quotation by Mrs Bosanquet i.e.,

In 1906 Mrs Helen Bosanquet observed that there was among children 'a prevailing and increasing want of respect toward their elders, more especially, perhaps, towards their parents'.

This should be referenced in the foot or endnote as follows:
Cited in Geoffrey Pearson, *Hooligan: A History of Respectable Fears* (London: Macmillan, 1983), p.55.

If you have not used the name of the originator of the quotation in the text of your paper this should be included in the foot or endnote ie.,

Mrs Helen Bosanquet cited in Geoffrey Pearson, *Hooligan: A History of Respectable Fears* (London: Macmillan, 1983), p.55.

Bibliographies

The bibliography enables the reader to assess the range and depth of your reading and to find and use the sources that you have consulted. The bibliography is placed at the very end of the paper. A bibliography should list all secondary and primary sources that you found useful while doing research for your paper, even if you did not end up citing them individually in notes. However, do not be tempted to pad out your bibliography by adding sources you have either not looked at or sources that proved not to be useful.

- Entries within a bibliography are arranged alphabetically by the author's last name and not numbered.
- The author's last name is typed first, followed by his or her first name, followed by a comma.
- If you list several works by the same author, arrange them alphabetically by title after the author's name. Use an underscore in place of the author's name for the second and later items to indicate the same author.
- In most other respects, bibliographical entries look almost identical to notes.

Books

The information you should include is:

- name(s) of author(s), with the surname coming first, followed by a comma
- title of book, in italics
- number of volumes, if it is a multi-volume work
- place of publication, publisher and year of publication, in parentheses, as you would do for a footnote

For example:

Spalding, Roger, and Christopher Parker, *Historiography: An Introduction* (Manchester: Manchester University Press, 2007)

Renton, James, *The Zionist Masquerade: The Birth of the Anglo-Zionist Alliance, 1914-1918* (Basingstoke and New York: Palgrave Macmillan, 2007)

Articles in journals

The information you should include is:

- name(s) of author(s), with the surname coming first, followed by a comma
- title of article, in single inverted commas, followed by a comma
- title of journal, in italics
- volume of journal
- year of publication, in parentheses
- first and last page numbers.

For example:

Gordon, Daniel, 'The Back Door of the Nation State: Political Expulsions and Continuity in Twentieth Century France', *Past and Present* 186 (2005), 201-32

Brown, Alyson, 'The Amazing Mutiny at the Dartmoor Convict Prison', *British Journal of Criminology* 47 (2007), 276-92

Book chapters or essays in edited volumes

The information you should include is:

- name(s) of authors, with surname coming first, followed by comma
- title of chapter/essay, in single inverted commas, followed by a comma
- the word 'in', followed by the name(s) of the book's editor(s), followed by 'ed.', if it is a single editor, or 'eds,' if there are several
- the title of the book, in italics
- the place of publication, publisher and year of publication, in parentheses, as you would do in a footnote, followed by a comma

- first and last page numbers, preceded by 'pp.'
For example:

Tsougarakis, Nicky, 'On the Frontier of the Orthodox and Latin World: Religious Patronage in Medieval Frankish Greece', in Emilia Jamroziak and Karen Stöber, eds, *Monasteries on the Borders of Medieval Europe: Conflict and Cultural Interaction* (Turnhout: Brepols, 2013), pp. 193-210

Whitham, Charlie, 'Anglo-American Post-War Planning', in Tom Zeiler, ed., *A Companion to World War Two* (New York: Blackwell Publishing, 2013), pp. 945-61

The same procedure would be followed with online and other resources. Any archival, unpublished sources, should be listed in a separate section. A bibliography, therefore, would look like this:

Sample Bibliography

Archival material

The National Archives, Records of the Exchequer, E326/9376

Published material

Brown, Alyson, 'The Amazing Mutiny at the Dartmoor Convict Prison', *British Journal of Criminology* 47 (2007), 276-92

Gordon, Daniel, 'The Back Door of the Nation State: Political Expulsions and Continuity in Twentieth Century France', *Past and Present* 186 (2005), 201-32

Nicholson, Bob, 'Racy Yankee Slang has Long Invaded our Language', *The Guardian*, 8 October 2010

<<http://www.theguardian.com/commentisfree/2010/oct/08/chi-lax-emma-thompson-slang-english-language>> [accessed 23 June 2014].

Renton, James, 'Britain in Palestine: Time to Apologise?', *History and Policy Network*, 19 June 2013
<<http://www.historyandpolicy.org/opinion-articles/articles/britain-in-palestine-time-to-apologise>>
[accessed 15 July 2014]

The Zionist Masquerade: The Birth of the Anglo-Zionist Alliance, 1914-1918 (Basingstoke and New York: Palgrave Macmillan, 2007)

Schmidt, Michael, 'Tragedy of Three Star-Crossed Lovers', *The Daily Telegraph*, 1 February 1990, p. 14

Spalding, Roger, and Christopher Parker, *Historiography: An Introduction* (Manchester: Manchester University Press, 2007)

Tsougarakis, Nicky, 'On the Frontier of the Orthodox and Latin World: Religious Patronage in Medieval Frankish Greece', in Emilia Jamroziak and Karen Stöber, eds, *Monasteries on the Borders of Medieval Europe: Conflict and Cultural Interaction* (Turnhout: Brepols, 2013), pp. 193-210

Whitham, Charlie, 'Anglo-American Post-War Planning', in Tom Zeiler, ed., *A Companion to World War Two* (New York: Blackwell Publishing, 2013), pp. 945-61

Pay attention to the punctuation of footnotes and bibliographical entries. Note, for example, that the various pieces of information are usually separated by commas, but no commas are needed right before parentheses. Note also that there is a space between 'pp.' and the page numbers that follow.

Documents

You will be required to comment upon documents (primary source materials), as an essential part of your undergraduate studies and the following guidelines should prove helpful.

- (1) What is the document's origin? Its author(s) and date, or where the extract has come from will be given in the attribution at the end of the document. Is there anything of significance there?
- (2) Put the extract in its correct historical context e.g. what came before (causes, preconditions) and/or afterwards (consequences) important, relevant? In general, what was happening when the document was produced.
- (3) What is the document's 'intention'? Is it simply stating 'facts'? Is there bias? Are there hidden or implied intentions, agendas? Are there attempts to present someone/some action in a good/bad light, to influence, to explain away, to deceive, to 'prove'? Language and nuances should be examined, though remember that some documents will have been translated, and so represent the translator's attempt to convey the sense.
- (4) Does the document have (i) a general or overall significance (ii) several points of significance? Are there key words or phrases which need comment?
- (5) Has subsequent historical knowledge shed any light on the document?

(5) Individual and Team Presentations

During your period of study within the History Subject Area, you will be required to participate in an individual or in a team presentation. The following advice should help you in preparing for and carrying out the presentation.

Team Presentation Advice

- A. Before the presentation the team should meet at least twice in order:
- (i) To discuss the topic
 - (ii) To delegate work as evenly as possible
 - (iii) To decide whether photocopying or PowerPoint. will be required. If so, they should contact the tutor in plenty of time so that materials etc. can be distributed
 - (iv) To decide on the order of the individual presentation
 - (v) To have a 'dress rehearsal'
- B. When making a presentation (individual or team) you should adhere to the following rules:
- (i) Introduce your subject and outline what you are going to do and explain why.
 - (ii) Speak clearly and slowly so that others are able to absorb your comments and take notes.
 - (iii) If possible produce a summary of your presentation on a page of A4 to hand out.
 - (iv) Make use of PowerPoint.
 - (v) Throughout your presentation you must highlight what you consider to be the key issues.
 - (vi) You should generate some questions which will structure the discussion which will follow your presentation.
 - (vii) Conclude your presentation by restating clearly a summary of what you think are the key issues, difficulties and questions.
 - (viii) Try and make a distinction between information (facts) and analysis (why).
- C. When attending a presentation.
- (i) Read up on the topic in advance
 - (ii) Listen carefully and make some notes
 - (iii) Ask for clarification on points you did not understand
 - (iv) Ask questions.

(6). Criteria for Evaluating Students' Work

In evaluating your written work your tutors will have a number of criteria in mind. On the following pages you will find tables which describe the qualities of work that would typically result in the award of a mark within a particular category. Each module handbook will contain a list of Learning Outcomes, and the Learning Outcomes that relate to each piece of assessment will also be identified.

Obviously, not every piece of work will display all of the qualities listed here, but your tutor will try to find the “best match” in the descriptions to fit your work.

The degree class boundaries are shown below:

70 - 100 = First (I)

60 -69 = Upper second (II i)

50 - 59 = Lower second (II ii)

40 - 49 = Third (III)

Below 40 = Fail.

Your degree classification is based on the average of your module marks at levels 5 and 6 (2nd and 3rd year). Level 5 marks are weighted at 40%, and level 6 at 60%, so an improving profile will be reflected in a higher classification.

Grade Descriptors for Level 4 assignment

%	Knowledge of Field/Topic	Conceptual Awareness	Analytical and Argumentative Skills	Structure	Presentation, expression and style
90-100	Exceptional levels of knowledge and independent research displayed. Ranges far beyond taught material.	Exceptional ability to handle highly complex ideas and issues. Exceptionally high levels of independent critical thought.	Exceptional level of critical analysis. Extremely persuasive, authoritative and individual argument. Completely convincing critique of other interpretations.	Meticulously structured argument and exceptional command of critical discussion.	Completely accurate referencing, spelling, grammar, presentation. Lucidly expressed. Free from errors and inaccuracies.
80-89	Outstanding levels of knowledge and independent research displayed. Goes well beyond taught material.	Outstanding ability to handle complex ideas and issues convincingly and independently.	Outstanding level of critical analysis. Highly persuasive, authoritative and individual argument. Highly convincing critique of other Perspectives.	Rigorously structured argument and outstanding command of historiography.	Outstanding referencing, spelling, grammar, presentation. Lucidly expressed.
70-79	Excellent researched and referenced in breadth and depth. Goes beyond taught material.	Excellent ability to handle complex ideas and issues convincingly and independently.	Excellent level of analysis. A persuasive argument and some ability to critique other interpretations.	Excellent structured argument and very well discussed.	Excellent referencing, spelling, grammar, presentation. Very well written and expressed.
60-69	Well researched and referenced. Goes beyond taught material.	Good ability to handle ideas and issues convincingly.	Good level of critical analysis and presence of a strong cogent argument.	Coherently structured and well discussed.	Well written and referenced with good spelling, grammar, presentation.
50-59	Reasonable range of reading and knowledge demonstrated. Largely limited to taught material.	Some attempt to deal with ideas and issues.	Signs of ability to construct an argument and present supporting evidence.	Signs of a solid structure and some useful discussion.	Effective referencing, spelling, grammar, presentation. Clearly written.
40-49	Limited in knowledge and perspective. Heavily reliant on taught material.	Minimal understanding of ideas and issues.	Lack of a clear argument or critical position. Evidence poorly organised.	Unclear structure and inconsistent discussion.	Satisfactory referencing, spelling, grammar, presentation. Inconsistent writing.
30-39	Very limited and superficial understanding of the topic demonstrated.	Very limited understanding of ideas and issues.	Very limited evidence of an argument and supporting material.	Very limited evidence of structure and coherent discussion.	Poor referencing, spelling, grammar, presentation. Poor use of English.
20-29	Virtually no understanding of the subject demonstrated.	Virtually no understanding of ideas and issues.	Virtually no argument and lacking in supporting material.	Virtually no structure and discussion.	Extremely weak referencing, spelling, grammar, presentation. Very poor use of English.
10-19	Failure to grasp most of the topic.	Devoid of understanding of ideas.	Failure to demonstrate an argument.	Devoid of structure and lacking in discussion.	Deficient referencing, spelling, grammar, presentation. Extremely poor use of English.
1-9	Complete failure to grasp even basic issues.	Complete failure to understand any ideas. Erroneous.	Complete failure to show an argument. Erroneous.	Completely lacking in structure and appropriate discussion.	Failure to use correct referencing, spelling, grammar, presentation. Incomprehensible.

0	Nothing submitted / submitted after due date without an extension.	Nothing submitted / submitted after due date without an extension.	Nothing submitted / submitted after due date without an extension.	Nothing submitted / submitted after due date without an extension.	Nothing submitted / submitted after due date without an extension.
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Grade Descriptors for Level 5 assignments

% Grade Level 5	Knowledge of Field/Topic	Conceptual Awareness	Analytical and Argumentative Skills	Structure	Presentation, express and style
90-100	Exceptional levels of knowledge and independent research displayed. Ranges far beyond taught material. Evidence of some original thought.	Exceptional ability to handle highly complex ideas and issues. Exceptionally high levels of independent critical thought.	Exceptional level of critical analysis. Extremely persuasive, authoritative and individual argument. Completely convincing critique of other critical interpretations	Meticulously structured argument and exceptional command of critical discussion.	Completely accurate referencing, spelling, grammar, presentation. Lucidly expressed. Free from errors and inaccuracies.
80-89	Outstanding levels of knowledge and independent research displayed. Goes well beyond taught material. An attempt at original thought.	Outstanding ability to handle complex ideas and issues convincingly and independently. Integrates theoretical and conceptual understanding.	Outstanding level of critical analysis. Highly persuasive, authoritative individual argument. Highly convincing critique of other interpretations	Rigorously structured argument and outstanding command of critical discussion.	Outstanding referencing, spelling, grammar, presentation. Lucidly expressed.
70-79	Excellent researched and referenced in breadth and depth. Goes beyond taught material.	Excellent ability to handle complex ideas and issues convincingly and independently.	Excellent level of critical analysis. A persuasive argument and some ability to demonstrate limitations of other interpretations.	Excellent structured argument and very well discussed.	Excellent referencing, spelling, grammar, presentation. Very well written and expressed.
60-69	Well researched and referenced. Goes beyond taught material.	Good ability to handle ideas and issues convincingly.	Good level of critical analysis and presence of a strong cogent argument.	Coherently structured and well discussed.	Well written and referenced with good spelling, grammar, presentation.
50-59	Reasonable range of reading and knowledge demonstrated. Largely limited to taught material.	Some attempt to deal with ideas and issues.	Signs of ability to construct an argument and present supporting evidence.	Signs of a solid structure and some useful discussion.	Effective referencing, spelling, grammar, presentation. Clearly written.
40-49	Limited in knowledge and perspective. Heavily reliant on taught material	Minimal understanding of ideas and issues.	Lack of a clear argument or critical position. Evidence poorly organised.	Unclear structure and inconsistent discussion.	Satisfactory referencing, spelling, grammar, presentation. Inconsistent writing.
30-39	Very limited and superficial understanding of the topic demonstrated.	Very limited understanding of ideas and issues.	Very limited evidence of an argument and supporting material.	Very limited evidence of structure and coherent discussion.	Poor referencing, spelling, grammar, presentation. Poor use of English.
20-29	Virtually no understanding of the subject demonstrated.	Virtually no understanding of ideas and issues.	Virtually no argument and lacking in	Virtually no structure and discussion.	Extremely weak referencing, spelling, grammar, presentation. poor use of English.

			supporting material.		
10-19	Failure to grasp most of the topic.	Devoid of understanding of ideas and issues.	Failure to demonstrate an argument.	Devoid of structure and lacking in discussion.	Deficient referencing, spelling, grammar, presentation. Extremely poor use of English.
1-9	Complete failure to grasp even basic issues.	Complete failure to understand any ideas. Erroneous.	Complete failure to show an argument. Erroneous.	Completely lacking in structure and appropriate discussion.	Failure to use correct referencing, spelling, grammar, presentation. Incomprehensible.
0	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension

Grade Descriptors for Level 6 assignments

% Grade Level 6	Knowledge of Field/Topic	Conceptual Awareness	Analytical and Argumentative Skills	Structure	Presentation, expression and style
90-100	Exceptional levels of knowledge and independent research displayed. Ranges far beyond taught material.	Exceptional ability to handle highly complex ideas and issues. Exceptionally high levels of independent critical thought.	Exceptional level of critical analysis. Extremely persuasive, authoritative and individual argument. Completely convincing critique of other interpretations	Meticulously structured argument and exceptional command of historiography.	Completely accurate referencing, spelling, grammar, presentation. Lucidly expressed. Free from errors and inaccuracies.
80-89	Outstanding levels of knowledge and independent research displayed. Goes well beyond taught material. An attempt at original thought.	Outstanding ability to handle complex ideas and issues convincingly and independently. Integrates theoretical and conceptual understanding.	Outstanding level of critical analysis. Highly persuasive, authoritative and individual argument. Highly convincing critique of other critical approaches. Imaginative and insightful.	Rigorously structured argument and outstanding command of critical discussion.	Outstanding referencing, spelling, grammar, presentation. Lucidly expressed.
70-79	Excellent researched and referenced in breadth and depth. Goes beyond taught material.	Excellent ability to handle complex ideas and issues convincingly and independently.	Excellent level of critical analysis. A persuasive argument and some ability to demonstrate limitations of other interpretations.	Excellent structured argument and very well discussed.	Excellent referencing, spelling, grammar, presentation. Very well written and expressed.
60-69	Well researched and referenced. Goes beyond taught material.	Good ability to handle ideas and issues convincingly.	Good level of critical analysis and presence of a strong cogent argument.	Coherently structured and well discussed.	Well written and referenced with good spelling, grammar, presentation.
50-59	Reasonable range of reading and knowledge demonstrated.	Some attempt to deal with ideas and issues.	Signs of ability to construct an argument and	Signs of a solid structure and some useful discussion.	Effective referencing, spelling, grammar, presentation. Clearly written.

	Largely limited to taught material.		presents supporting evidence.		
40-49	Limited in knowledge and perspective. Heavily reliant on taught material	Minimal understanding of ideas and issues.	Lack of a clear argument or critical position. Evidence poorly organised.	Unclear structure and inconsistent discussion.	Satisfactory referencing, spelling, grammar, presentation. Inconsistent writing.
30-39	Very limited and superficial understanding of the topic demonstrated.	Very limited understanding of ideas and issues.	Very limited evidence of an argument and supporting material.	Very limited evidence of structure and coherent discussion.	Poor referencing, spelling, grammar, presentation. Poor use of English.
20-29	Virtually no understanding of the subject demonstrated.	Virtually no understanding of ideas and issues.	Virtually no argument and lacking in supporting material.	Virtually no structure and discussion.	Extremely weak referencing, spelling, grammar, presentation. Very poor use of English.
10-19	Failure to grasp most of the topic.	Devoid of understanding of ideas.	Failure to demonstrate an argument.	Devoid of structure and lacking in discussion.	Deficient referencing, spelling, grammar, presentation. Extremely poor use of English.
1-9	Complete failure to grasp even basic issues.	Complete failure to understand any ideas. Erroneous.	Complete failure to show an argument. Erroneous.	Completely lacking in structure and appropriate discussion.	Failure to use correct referencing, spelling, grammar, presentation. Incomprehensible.
0	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension	Nothing submitted / submitted after due date without an extension

(7) Library Facilities

Assignment writing creates an insatiable demand for the Library's history stock, so please do not hoard the recommended texts use them promptly and then return them to the library. Books can normally be borrowed for a maximum of three weeks.

In the interests of fairness, the Library has a restricted loan period of one week for books in great demand and. These can be identified by the red band across their spines. Those with yellow bands are for reference only and cannot be borrowed. A few books, with blue bands, which indicates that they are heavily in demand, are available from the issue desk and are issued for a non-renewable period of four hours. The Library catalogue entry for a book has an appropriately coloured spot on it if the book is 'banded'. Remember also that journals are held on the first floor, and you might also be recommended to read an article from the library's photocopy collection. You will find a list of such articles, filed under the tutor's name in the Library. These articles are obtainable from

the issue desk by giving their titles, and the reference number to the left of the title.

The library also hosts an extensive electronic collection of both books and journals. **Please do not ignore these materials when researching for an assignment.**

The Library has available a series of handouts which you should find helpful, including one entitled *Searching the Literature: History*.

(8) Inclusive Learning

In our experience, good communication is vital between students, academic and service staff. We aim to work with you in a solution focused way to provide an inclusive and holistic service. Our aim is that you enjoy your time at university and get the most out of it. If this is to happen, we need to work in partnership with you. The information below will help us to do this.

Inclusive Services aims to work with you:

- and others to ensure your learning requirements are appropriately assessed and met
- to enable and empower you to study and live as independently as possible
- to communicate effectively with all relevant parties, internally and externally
- to monitor, review and evaluate your progress and adapt your support accordingly
- to raise awareness and understanding of inclusive learning and ensure that 'reasonable adjustments' are put in place to enable you to be an effective and autonomous learner

Your responsibilities as a student are to:

- make contact with the [Inclusive Services](#) team as soon as possible to ensure your learning requirements are considered and 'reasonable adjustments' can be made
- engage and participate in all aspects of your support e.g. DSA applications

- talk to your personal tutor/academic staff about your learning requirements
- keep us informed of any changes in your requirements and/or contact details
- agree with academic staff to attend your classes and support sessions, unless there is a valid reason for not doing so e.g. illness
- contact your funding body, e.g. Local Authority, Student Finance England as appropriate
- take responsibility for your learning and keep us informed

For more information on the above or any other query, contact the Inclusive Services Team.

(9) **Examinations**

More specific advice will be given nearer the date, including in some instances discussion, analysis and grading of typewritten answers from past papers. Whilst absolute confidentiality will be scrupulously maintained the tutor who originally marked the answers will explain how the marks were arrived at. The department has a policy of providing individual feedback to students on their examination performances. It is the student's responsibility to arrange a meeting with the tutor concerned.

Some general advice

- (1) Always read the examination paper carefully before starting to write
 - (a) eliminate those questions you cannot possibly attempt
 - (b) jot down points in rough on those questions you might be able to answer, and see which ones you have the most information on
 - (c) ask yourself the precise meaning of the question; does your information match those requirements. If there are more than one part to the question, can you answer all parts.
- (2) When writing out answers

- (a) be clear, concise, coherent and relevant. Irrelevance will not necessarily lose marks, but it wastes valuable time.
- (b) spell out the points you wish to make: don't assume that the examiner will 'know what you mean anyway'.
- (c) make sure you answer all the questions as fully as possible. If you run out of time, then indicate to the examiner how you would have developed the answer: this will gain you some marks, but try to allocate sufficient time to permit a properly developed final answer.

Facilities for timed essays will be made available on request to the tutor concerned. Everyone can do examinations, but sometimes a little confidence building is needed in advance. In the interests of fairness, History modules have nominated second markers.

Exam Marking Criteria

Class 1 – (70+)

- An excellent introduction. Clear grasp of question's parameters. Sets out answers intended lines of development.
- A thorough exploration of the question. Perceptive comment and analyses throughout set in a consistently informed, well-written, persuasive narrative. Impressive knowledge base. Fluent handling of the appropriate literature and historiography. Willingness to take positions.
- An excellent conclusion which draws together all the answer's strands, and does come to conclusions.

Class 2:i – (60-69)

- Good introduction which demonstrates an understanding of the question, and how it is to be answered.
- Full treatment of the appropriate subject matter.
- Clear evidence of appropriate reading.
- Willingness to comment and analyse.

- Well written, accurate prose style.
- Well constructed conclusion.

Class 2:ii – (50-59)

- Reasonable grasp of the question's required subject matter.
- Emphasis on a narrative mode of answer, but with some evidence of analysis and comment.
- A restricted knowledge of the appropriate literature and historiography.
- Generally acceptable level of written English, but some errors in grammar, syntax and spelling.

Class 3 – (40 – 49)

- Limited grasp of the answer's basic framework. Purely narrative.
- Muddled understanding of appropriate information.
- Unsupported statements and assertions. Major omissions.
- Very little evidence of reading.
- Poor level of presentation (grammar, spelling syntax).

Fail – (39-0)

- Total misunderstanding of the question's requirements. Irrelevant.
- Negligible/no grasp of the subject matter.
- Too brief to present even the semblance of an answer.
- Muddled understanding throughout
- Negligible/no evidence of reading.
- Disjointed, error strewn narrative.
- Very poor/unacceptable level of presentation.

NB This is the widest band; therefore the mark awarded will depend upon the extent of the 'match' between the criteria and any given 'fail' answer.

(10) Module Assessment

The pass mark for all modules is 40%. If you are required to re-sit any failed modules, the maximum mark you can obtain is 40%.

1. *Year 1 (Part 1 – level 1 modules)*: You will receive a numerical mark and a letter grade for each history module. The grades and numerical categories are as follows:

A = 70+; B = 60 - 69; C = 50 – 59; D = 40 – 49. A mark below 40 is a fail.

You must pass all modules to progress to Part 2.

2. *Year 2 (First year of Part 2 – level 2 modules)*: You will receive a numerical mark and a classification for each module after each examination period (end of each semester). The marks and classifications count towards your final classification at the end of Year 3.
3. *Year 3 (Second year of Part 2 – level 3 modules)*: You will be given a numerical mark and a classification for each module after each examination period (end of each semester). These will be combined with the marks and classifications achieved in year 2 to determine your final classification. You must pass all Part 2 modules to be awarded an honours degree.

Classification equivalence (Part 2, levels 2 and 3)

Module Mark	Class	APM
70 and above	First	70 – 100%
60 –69	Upper Second	60 – 69.99%
50 –59	Lower Second	50 – 59.99%
40 –49	Third	40 – 49.99%
n/a	Pass Degree	35 – 39.99% (see below)
Below 40	Fail	Below 35%

Some Pointers to Success

- a. Do ALL required coursework for your modules ON TIME!
- b. DON'T COPY the work of other students, websites or the work of historians. This is plagiarism and is strictly forbidden!!
- d. Seek help from your tutors if you're having problems.
- e. Turn up for exams well prepared, follow instructions and do all that is required. Use all of the time allocated.
- f. Maximise your chances – do your very best in ALL of your modules!!

(11) Management and Evaluation of History Subject Area modules and other matters

There is a History Course Board of Studies which meets regularly throughout the Academic Year. It comprises all History tutors and six elected student representatives (two from each year). Module evaluation, and any other matter relating to History modules which tutors or student representatives wish to raise are discussed. Module participants are welcome to raise any relevant issue at these meetings through their student representative(s). Modules are also constantly under review through (1) ongoing informal discussion between tutors and course participants throughout the sessions (2) formal written questionnaires on each module at the end of the session.

If you have a problem relating to a specific module, always consult with its module leader at the outset and most matters can usually be sorted out very satisfactorily at this level. If the matter cannot be resolved, it will be referred to the appropriate Year Tutor, and then, if necessary, to the History BA Course Leader. Remember, also, that you can always consult with your Personal Tutor on any matter at any time. Please feel free to approach any member of the History Subject Area whom you feel might be able to help or give advice.

All modules have elected student reps. These lead feedback sessions at the mid=point of both semesters.

(12) Equal Opportunities

Equal opportunities issues, including race, gender, religion, class, disadvantage are constantly addressed within the History Subject Area. Indeed, such issues are central to these modules which focus on Africa, Women, Black America, the Working classes.

(13) The History degree and careers

During your three years of study, the History Subject Area will give you ample scope and encouragement to develop a number of key skills. Seize every opportunity to practise and hone them. They will make you better undergraduate historians, and their acquisition will greatly increase your prospects in the graduate job market. The fine details of the History courses might well fade from your memory, but the valuable skills acquired in "doing" History should continue to serve you well.

Employers are more concerned with the quality of the graduate applicant than with the actual degree subject. They are looking for recruits who can work productively as part of a team; can solve problems; make decisions; communicate well orally and on paper; think quickly; argue a case; take on responsibility; show confidence; are receptive to new ideas; are determined to succeed, and have shown this in their chosen field of study; are competent in the field of Information Technology. If you seize the opportunities offered by the History Degree programme's activities, you will develop and refine these very transferable skills, and so become much more employable in a very competitive market place.

The University Careers Centre is located on the ground floor of the Student Information Centre and is open all year round from 9.00 am to 4.00 pm (closed for lunch 12.30 pm – 1.30 pm). "Drop-in" meetings with Careers Advisers are available on Mondays, Tuesdays and Thursdays from 10.00 am to 3.30 pm but it is advisable to make an appointment to save waiting. The careers website address is: www.edgehill.ac.uk/careers which includes details of up to date careers news, events, job fairs, vacancies, useful information and other websites.

KEY SKILLS FOR EDGE HILL GRADUATES AND DIPLOMATES

EFFECTIVE LEARNING SKILLS

- Understanding the context and meaning of study in higher education; the personal responsibility of the student for learning; the roles of tutors and of learning support services
- Developing autonomy in learning; learning independently; self-appraisal; reflection on learning
- Managing own learning; planning learning; time management; recording learning and action-planning for future learning
- Making best use of all learning opportunities; understanding the use of common teaching opportunities; understand the use of communication and information technology (CIT) in developing and supporting learning
- Improving own study skill techniques; effective reading; effective note-taking; revision techniques

CRITICAL THINKING SKILLS

- Developing conceptual understanding
- Analysing and synthesizing ideas and information
- Problem-solving
- Reviewing evidence and objective reasoning
- Making informed judgements
- Thinking laterally and creatively
- Reflecting on and evaluating subject material

INFORMATION RETRIEVAL AND SELECTION SKILLS

- Constructing search strategies
- Accessing information via library catalogue; journal searches; CD-ROMs; on-line databases; WWW searches
- Retrieving the information and data in whatever form it is stored, and storing that data effectively

- Judging the relevance and appropriateness of the information accessed and extracted

COMMUNICATION AND PRESENTATION SKILLS

- Communicating effectively in appropriate written form e.g. essays, reports, reviews, etc
- Communicating effectively in appropriate oral form
- Using ICT to aid efficient communication by use of electronic mail on-line discussion groups; telephone and fax technology; video-conferencing etc
- Developing presentation skills for own work e.g. using word-processing; overhead projectors/poster presentations; power point presentation package

INTERACTIVE AND GROUP SKILLS

- Working with others in various types of group situation e.g. tutor-led groups; tutorless groups
- Learning to work in a team
- Acquiring leadership skills: the skills of negotiation and assertiveness techniques
- Understanding equal opportunity issues involved in group situations, and valuing diversity

BA History Handbook – 2014-2015

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