



**LANCASTER UNIVERSITY
DEPARTMENT OF HISTORY**

**UNDERGRADUATE STUDENT HANDBOOK
2011-12**



PLEASE BRING TO YOUR FIRST SEMINAR

Introduction.....	4
Code of teaching.....	5
Course organisation	5
Assessment	5
Availability of tutors.....	5
The timetable	5
Complaint procedures.....	5
The departmental advisory system.....	6
Confidentiality	7
Keeping in touch with the Department	8
Student support services.....	9
Departments and colleges	9
Central support services.....	9
Other central services	9
Emergencies.....	9
Undergraduate Studies	10
Introduction	10
The aims of Part I.....	11
The aims of Part II.....	11
HIST2XX.....	11
The Dissertation.....	12
The Special Subject	12
Undergraduate degree schemes	14
Major	14
Combined majors.....	14
Consortial degrees	15
History minor.....	15
Module titles and convenors	16
Part I	16
Part II.....	16
Enrolment and changes	18
Part I	18
Part II.....	19
Teaching and learning.....	20
Introduction	20

Lectures	20
Seminars	20
What is expected of you in seminars.....	20
Preparation.....	21
Listening and responding to other members of the seminar group	21
Initiating seminar discussion and giving presentations	21
Listening and responding to your tutor.....	21
Learning Resources.....	23
The library and other learning technologies.....	23
LUVLE, MyModules and MyPlace	23
LUVLE	23
MyModules.....	24
MyPlace	24
Studying successfully.....	25
Introduction	25
Organise your time	25
Organise your reading	25
Make effective notes	26
Make the course your own	26
Problems and difficulties.....	26
Coursework, referencing and plagiarism	27
Why write coursework?	27
Weighting of coursework	27
Written coursework requirements	28
Writing essays	28
Preparation.....	28
Getting pen to paper	29
References and bibliography	30
Plagiarism.....	32
Coursework submission and return.....	36
Submission of essays.....	36
Penalties	36
Extensions to coursework deadlines	37
Return of essays	37
Keeping and resubmitting Part II coursework.....	37
Mark schemes	38
Part I and Year 2 grading scheme	38

Examinations.....	44
Introduction	44
Weighting of exams to coursework.....	44
How we mark	44
Preparation	44
Disabilities and examinations.....	45
Visiting study abroad students	45
Academic progression and achievement.....	46
Monitoring progress	46
First year reviews and second year advisors	46
Part II reviews	46
Scholarships and Prizes.....	48
Assessment procedures and degree classifications	49
Progression from Part I to Part II	49
Progression from Year 2 to Year 3.....	49
Final degree classifications at end of third year	49
Health and personal problems	51
Postgraduate studies.....	52
General matters	53
Students representation	53
Student evaluation of courses.....	53
Careers	54
Introduction	54
Centre for Employability, Enterprise and Careers	54
Keeping in touch	54
Safety	55

INTRODUCTION

This handbook offers guidance and provides some essential information on the study of history at Lancaster University. It is revised each year and circulated to all students. It is also available via the Department of History website (<http://www.lancs.ac.uk/fass/history/resources/index.htm>).

All new and existing students are advised, throughout your time in the Department of History, to keep the current year's issue handy so that you can consult it on relevant matters.

Part I students should also consult their HIST100 Study Guide, which provides general information on studying History at Part I as well as on the HIST100 module itself. Part II students should also consult the study guides for each of the modules they are studying in a given academic year. All students should also consult the University's Student Handbook, which is produced by the Student Registry and can be found at their website (<http://www.lancs.ac.uk/depts/studreg/undergrads/index.htm>).

In addition, during the academic year the Department of History will circulate detailed information and/or instructions to its students regarding specific action you need to take in relation to particular aspects of your degree scheme (e.g. either individually regarding issues such as attendance etc. or as a cohort regarding issues such as timetabling, enrolment procedures, etc.). As such, all students must check their **@lancaster.ac.uk** e-mail account daily and also their relevant departmental notice boards and college pigeonholes regularly.

CODE OF TEACHING

The following points describe the aims and practice of members of the Department of History in the organisation of their teaching, methods of assessment and conduct towards students.

Course organisation

Each Course Convenor, the person responsible for a given module, will ensure at an appropriate time, normally at the beginning of the course, that study guides containing, for example, information on the module's intended learning outcomes, teaching and learning strategy, assessment patterns, lecture syllabus, reading list, essay list and seminar programme, are ready for distribution to students and relevant information is available on-line, via the LUVLE website,.

Assessment

At initial meetings for each module, students will be given clear guidance on the assessment requirements, deadline dates and relevant departmental policy, conditions and system for granting and recording 'extensions', word limits, the presentation of essays, and arrangements for their return.

Availability of tutors

Tutors will set aside and publicise at least two hours per week when they will normally be available to see individual students for discussion of any academic matter related to their studies. Appointments for other times may be made. Please note that tutors have limited time to answer e-mails and may not do so immediately.

The timetable

Classes will be cancelled or postponed only if absolutely necessary. They may sometimes need to be rescheduled and clear notice of at least a week should be given to all students in a course or seminar group of arrangements. All classes should begin on the hour and end no later than 'ten to'. At the start of the Michaelmas Term, the Department will circulate by e-mail instructions to students on how to access their teaching timetable.

Complaint procedures

The Department aims to treat all its students with full courtesy and respect, and is committed to providing its students with a high quality learning experience. Any student who feels, after consultation with his or her course tutor, that he or she has not been properly treated in accordance with this code of practice should bring the matter to the attention of the Part I or Part II Student Advisor, as appropriate, who may further consult the Director of Undergraduate Studies, in the expectation that the majority of matters can be resolved by this means.

If, however, no satisfactory resolution has been achieved by this means, the student should then approach the Head of Department, via the Departmental Officer. The University has also implemented a complaints procedure, which requires the completion of a form in order for a formal complaint to be properly classed as such (for further see <https://gap.lancs.ac.uk/complaints/pages/default.aspx>). Students wishing to make such a complaint should first invoke the departmental procedures outlined above.

THE DEPARTMENTAL ADVISORY SYSTEM

The Department operates an academic advisory system, in order to provide students with advice and support in relation to their academic progress. It believes that these goals are best achieved, not by naming an individual advisor for each student, but by providing specialist advisors for specific purposes and also ensuring students are properly informed of relevant sources of advice and support available on campus.

The Department maintains a permanent academic counselling system to which students may turn for advice at any time and students should consult the appropriate officer listed below:

Head of Department: Prof. Derek Sayer, Room B107 (c/o amanda.harrison@lancaster.ac.uk)

The Head of Department has overall responsibility for the running of the department. They devolve the management of teaching upon the persons listed below. While students with issues to discuss should normally raise them first with these persons, they may consult directly with the Head of Department, via the **Departmental Officer** (Amanda Harrison; until January 2012: Melanie Bakey (m.bakey@lancaster.ac.uk)). The Departmental Officer can be found in Room B110.

Part I Student Advisor: Dr. Stephen Pumfrey, Room B149 (s.pumfrey@lancaster.ac.uk)

The Part I Student Advisor is responsible for monitoring the academic progress of all students studying history in the first year. The Part I Student Advisor is the main point of contact within the department for students who wish to discuss issues which they feel are affecting their academic work and appointments to meet with him/her can be made through the **Part I Coordinator** (Anne-Marie Mumford (a.mumford@lancaster.ac.uk))

If you need advice on Part I matters, the Part I Coordinator should be consulted in the first instance. They can be found in Room B115 and their office hours are: 9.30 – 14.30 Mon, Tue, Thu (except lunch 12.30 – 13.00) and 9.30 – 17.00 on Wednesday (except lunch 12.30 – 13.30). **Please note that outside these times, the Part I Coordinator will not be available for student enquiries. Also note that they do not work on a Friday.**

Part II Student Advisor: Prof. Paolo Palladino, Room B146 (p.palladino@lancaster.ac.uk)

The Part II Student Advisor is responsible for monitoring the academic progress of all students studying History in the second and third years. The Part II Student Advisor is the main point of contact within the department for students who wish to discuss issues which they feel are affecting their academic work and appointments to meet with him/her can be made through the **Part II Coordinator** (Laura Hogarth (l.hogarth@lancaster.ac.uk); until January 2012, Ruth Carr (r.carr@lancaster.ac.uk)).

If you need advice on Part II matters, the Part II Coordinator should be consulted in the first instance. They can be found in Room B114 and their office hours are: 10.00 – 12.00 and 14.00 – 16.00 Mon – Fri. **Please note that outside these times, the Part II Coordinator will not be available for student enquiries.**

Study Abroad Advisor: Prof. Paolo Palladino, Room B146 (p.palladino@lancaster.ac.uk)

The Study Abroad Advisor is the person within the Department to whom students wishing to study abroad during their second year should turn for advice on courses and exchange arrangements.

The Study Abroad Advisor is also the main point of contact within the department for study abroad students (Junior Year Abroad (JYA) and Erasmus) who wish to discuss issues which

they feel are affecting their academic work and appointments to meet with him/her can be made through the Part II Coordinator.

Director of Postgraduate Studies: Prof. Andrew Jotischky, Room B102
(a.jotischky@lancaster.ac.uk)

The Director of Postgraduate Studies has overall responsibility for MA and PhD research degrees. The Director also advises undergraduate and MA students about further postgraduate opportunities, including funding available for postgraduate study. Appointments to meet with him/her can be made through the **Coordinator for Postgraduate Studies** (Ghislaine O'Neill (g.oneill@lancaster.ac.uk)).

If you need advice on postgraduate studies, the **Coordinator for Postgraduate Studies** should be consulted in the first instance. They can be found in Room B111 and their office Hours are: 9.30 – 16.30 Mon – Thu (except lunch 13.00 – 13.30). **Please note that outside these times, the Coordinator for Postgraduate Studies will not be available for student enquiries.**

Disabilities and Equal Opportunities Officer: Dr. Yoke-Sum Wong, Room B132
(y.wong@lancaster.ac.uk)

The Disabilities and Equal Opportunities Officer is the person to contact with regard to any issue concerning disability, equal opportunities or unfair treatment. This person is also available to discuss with female students matters which (for good reason) they would not want to take up with male tutors. If you have any on-going medical concerns or mental health issues that impact on your studies and that you would like the Department to take into account, this again is the person to contact.

Academic Officer: Prof. Paolo Palladino, Room B146 (p.palladino@lancaster.ac.uk)

The Academic Officer is responsible for the investigation of and subsequent action where appropriate for plagiarism in coursework at undergraduate and postgraduate levels.

Careers Officer: Dr. Yoke-Sum Wong, Room B132 (y.wong@lancaster.ac.uk)

The Careers Officer liaises between the Department and the Centre for Employability, Enterprise and Careers (CEEC) and, on request, advises students about career opportunities.

General Enquiries Officer: Christine Dundas, Room B122 (c.dundas@lancaster.ac.uk)

The General Enquiries Officer provides administrative support to members of the department. Consult them in the first instance with general enquiries, such as directions, returning materials to academic staff, etc.

Confidentiality

If you have sensitive health and/or personal problems, which you are reluctant to communicate but which you feel might have affected your progress and results, please be reassured that the Part I and Part II Student Advisors deal with such matters in strict confidence. Please remember, however, that you may not be able to access all the support available to you unless we can inform other staff involved in support arrangements.

At the time of the Examination Boards, any statements from you or others explaining such difficulties are similarly treated in the utmost confidence and disclosed only as is appropriate to the Chair of the Board of Examiners and the Department's External Examiners at pre-meetings of the Final Board of Examiners which consider cases of medical and/or personal mitigating circumstances.

KEEPING IN TOUCH WITH THE DEPARTMENT

E-mail: The main way that the Department will contact you is by email to your @lancaster.ac.uk address. It is impossible for the University to maintain a separate database of 10,000 personal addresses at Hotmail, Yahoo! etc. You can access your Lancaster email remotely as webpages. Find out how at <http://www.lancs.ac.uk/iss/email/unixmail/>.

You must, therefore, check your Lancaster email inbox regularly. **The Department expects you to do this on a daily basis.** Important messages, which may include appointments that you must keep and action that you must take by a certain date, will be sent by e-mail and from departmental and other university officers. Individual tutors may also email you about teaching matters, either directly or, via the 'LUVLE' course website.

Apart from their teaching and research duties, a number of members of the department have other roles and duties within the Department and/or University. Both departmental administrative and academic staff receive a very large number of e-mail messages everyday. They will do their best to respond to you as soon as possible but please be patient.

Pigeonholes: Important material, such as information on enrolment, choosing dissertation topics and special subject preferences will be sent as hard copy to your college pigeonhole. We will normally also send an alerting email. However, if you do not also regularly check your pigeonhole, you may disadvantage yourself by not responding to requests from the Department in time.

Telephone: It will help enormously, especially for last-minute or emergency messages, if you supply us with a contact telephone number (e.g. your mobile). Hopefully you will have done this at registration but be sure to tell us if it changes.

<p>In sum, it is in your own interest to check your Lancaster University e-mail address and college pigeon-hole regularly. Do not forget that the Department of History expects you to check your @Lancaster.ac.uk email inbox on a daily basis.</p>
--

STUDENT SUPPORT SERVICES

We hope you have an enjoyable and productive time at Lancaster University, but recognise that sometimes problems can affect your ability to study.

Please do not forget that it is your degree and your responsibility to seek help if you are experiencing difficulties. The University will do whatever is possible to assist you if you are having problems, whether financial, personal or academic, provided that we are aware of those problems.

Departments and colleges

Although your college is normally your first point of contact as a first year student, you may wish to speak with a departmental advisor, or one of your tutors, particularly if you are experiencing difficulties with adjusting to a new academic regime. The Department's academic advisory system and names and contact details of departmental advisors are presented above.

Central support services

Student Based Services provides comprehensive guidance and support to students, assisting individual students if they encounter difficulties that cannot easily be resolved by their college or academic department; see <http://www.lancs.ac.uk/sbs/>.

Other central services

An ecumenical environment providing another source of welfare, advice and often practical support from the various Chaplains can be found in the Chaplaincy Centre; see http://www.lancs.ac.uk/depts/chap_cen/.

The Harassment Network provides confidential support for any student or staff member who feels they are subject to harassment. Contact network members at HarassNet@lancaster.ac.uk.

A listening service run by the Students' Union, operated by trained students between 10pm and 8am during term time. Call 94444/01524 594444 or e-mail their e-listening service at nightline@lancaster.ac.uk.

Emergencies

Finally, in case of an emergency requiring an ambulance or other emergency services on campus you should **dial 999 on the internal telephone system** (or 01524 594541 if using another telephone) in order to contact the Security Office. Please do **not** call emergency services directly because precious time can be lost when those contacted are unfamiliar with the University.

UNDERGRADUATE STUDIES

INTRODUCTION

The Department provides a curriculum of great breadth and diversity, covering a wide range of chronological periods and geographical areas. It encompasses distinctive interests like the history of science, technology and medicine, social history, visual culture, institutional politics, right wing political movements and the history of popular culture.

The curriculum is not prescriptive. The Part I module covers some major historical topics and themes from the period after the Roman Empire to the present day, and we offer over forty Part II options.

Among the distinctive features of studying history at Lancaster University are:

Flexibility: You study history and two other subjects in your first year, after which you can decide whether to keep a new interest going, or even whether to change your major subject. In Part II (your second and third years) you choose from a wide choice of modules.

Specialisation: Our range of courses allows you, if you wish, to concentrate on specific areas such as social, medieval, American or intellectual history.

Synthesis: Combined degrees, and minor courses, encourage you to explore links between history and other subjects, such as literature, economics, religion or science.

Coherence: A sufficient range of courses exists in this and other departments to enable you to construct an intellectually-coherent and challenging scheme of study, e.g. in European history, language and literature.

Your studies of history should enable you to develop the skills listed below. You may wish to draw attention to them later when applying for jobs, and to consider them in the light of your Personal Development Plan.

Literacy skills: Use of a large library and catalogues; ability to 'use' (as well as read) printed and electronic books, articles and other sources for essay and seminar preparations; skill in summarising; efficient note-taking; planning of written work; composition of clear prose and cogent argumentation; bibliographical method; ability to compose shorter reports, as for seminar presentations.

Oral and social skills: Clear presentation of seminar papers; participation in class discussion; constructive interaction with tutors and other students.

Intellectual skills: Ability to listen and concentrate intensely (as in lectures); to read rapidly and with absorption; to adjudge arguments and weigh (often incomplete) evidence; to deliver information and argument rapidly, clearly and convincingly - verbally in class and in written form in essays and examinations.

Personal and management skills: Working under pressure, in coping with a demanding coursework load and meeting a series of tight deadlines; presenting neat and readable copy; managing complex university timetables and keeping appointments with tutors; fitting in personal and recreational life; working alone for protracted periods; in some cases working with a team.

Breadth of intellectual capacity: Acquiring wide historical knowledge and some familiarity with other cognate disciplines, e.g. economics, international relations, cultural studies, religious concepts etc; encouraging intellectual flexibility; developing the ability to marshal

much information (and sometimes to speculate intelligently) and to distinguish the wood from the trees; obtaining a sense of human culture and civilisation, and a 'humane' education.

Technical and other skills: Acquiring and developing skills in location, retrieval and analysis of electronic information and resources; word processing and other presentational IT skills; use of email and interactive websites in study management.

THE AIMS OF PART I

History at Part I aims to:

Introduce students to the study of the subject at university level;

Extend their historical knowledge and understanding by providing a course which tackles major topics over a long chronological period, up to the present day;

Assist students with issues such as time management and the change from structured to more autonomous learning;

Be enjoyable and accessible to a wide range of students, including those who have not studied the subject at Advanced or Advanced Subsidiary Levels and those who do not intend to continue with it after Part I;

Develop the skills of analysis, critical thinking and presentation which students need to progress in higher education, not only in History but in related subjects.

THE AIMS OF PART II

History at Part II aims to:

Ensure that students progress in their knowledge, understanding and skills from the level they have reached in Part I;

Sustain students' interest in, and enthusiasm for, the study of history;

Help students to develop historical skills appropriate for effective learning at undergraduate level. These include:

The ability to work independently on a range of historical topics;

The development of analytical skills, including the formulation of logical and cogent argument based on selection of appropriate evidence;

The effective presentation of findings both orally and in writing;

Provide a thorough grounding in historical knowledge, skills and method. This will be appropriate for those who end their formal education at the end of an undergraduate course and also for those who wish to progress to study the subject at postgraduate level.

Provide courses of appropriate range, depth and specialism to enable students to master the essence of historical scholarship.

To satisfy this, students study history courses of three contrasting types:

HIST2XX

These are 15 credit modules. They help students to deepen their understanding of change and development over long periods of time and consider how such changes should be analysed in

terms of, key historical themes, events and individuals. They are taken in Year 2, and sometimes in Year 3, and develop knowledge acquired in Part I.

The Dissertation

The Dissertation (HIST300) is a 30 credit module, which progresses from the methodological understandings acquired in year 2 courses. All third-year students taking History Major will be required to take the dissertation unit. Students should also note that the University allows no more than two dissertations to be included in a standard Part II scheme of study.

You will write a 10,000-word dissertation exploring a challenging historical problem. While, in many cases, we expect that the topic chosen will arise from courses you are studying, it should also be possible to accommodate topics which do not have a direct bearing on your taught courses. The aim is to give you the opportunity to work in depth on a topic of your choice, and to gain the satisfaction of working independently and of making a subject your own. Research for dissertations will usually combine work on secondary literature with the use of primary sources (in translation where necessary). You are expected to demonstrate knowledge of the wider historical context of the subject being explored by including a critical review of relevant published work and to show an awareness of the limitations of primary sources used.

Your preparation for the dissertation begins in the Lent Term of your second year.

Unless you are away from the University on a European or American Exchange, you are also required to carry out a significant amount of work on your dissertation up to the end of the Summer Term.

The Special Subject

The Special Subject is a 60 credit module and it is taken in Year 3. In this course a given issue or topic, usually of limited chronology, is studied in depth. Special Subjects are studied from selected contemporary sources, linked to secondary material, and enable students to get to the threshold of research knowledge on the topic. The Special Subject enables students to build on skills and deepen knowledge acquired in their first- and second-year courses.

The Special Subject seeks to develop critical and independent thinking at an advanced level, and has as its overall objective the improvement of powers of judgement by means of an informed understanding of the complexities of a chosen period and subject.

Within this broad framework, the Special Subject aims to acquaint students closely with a particular period of history; to enable them to practise the skills of the historian at a more specialised and sophisticated level than hitherto in their undergraduate courses; to refine existing skills, particularly by the discussion of findings and conclusions; and to foster new skills related to research and the presentation of research findings.

The critical use of original source materials is central to the study of all Special Subjects, and its objective is to sharpen and refine skills of selection and assessment by practising the examination and evaluation of evidence in close detail under expert supervision. In dealing with primary sources, students are taught to identify and consider the origins, contemporary purpose, possible bias, potential uses and possible drawbacks of documentary materials, and to reach historical judgements based on their conclusions.

Close attention is also paid to the proper written presentation of findings. Thus considerable stress is laid on the importance of developing a careful and methodical approach to the

compilation and use of evidence. Particular emphasis is given to accuracy in citations and references, and the development and enhancement of bibliographical skills and techniques.

For those intending to proceed to higher degrees, the Special Subject provides a firm grounding for more advanced study.

UNDERGRADUATE DEGREE SCHEMES

Major

All students on majors or combined majors and consortial degree schemes must take the compulsory Part I module, HIST100 'From the Medieval to the Modern: History and Historians'.

At Part II the major can be taken as either a 240, 210 or 180 credit scheme (with a minimum of 180 credits in history and maximum of 60 credits in minor subjects). The major can also be taken including study abroad. The structures of the major degree schemes in Part II are as follows:

240 credits major

Year 2: 120 credits in History comprising:
8 HIST2XX modules (120 credits)

Year 3: 120 credits in History comprising:
1 HIST300 Dissertation (30 credits)
1 Special Subject module (60 credits)
2 HIST2XX modules (30 credits)

210 credits major (with 30 credits in minor subjects)

Year 2: 90 or 120 credits in History including:
6 or 8 HIST2XX modules (90 or 120 credits)

Year 3: 120 credits in History comprising:
1 HIST300 Dissertation (30 credits)
1 Special Subject module (60 credits)
30 more credits, which, if in History, will be in the form of 2 HIST2XX modules.

180 credits major (with 60 credits in minor subjects)

Year 2: 90 credits in History including:
6 HIST2XX modules (90 credits)
30 more credits in a minor subject

Year 3: 90 in History including:
1 HIST300 Dissertation (30 credits)
1 Special Subject module (60 credits)
30 more credits in a minor subject

Major including study abroad

The equivalent of 120 credits taken in a participant exchange programme, of which at least 60 credit equivalents will be in history;

Year 3: 120 credits in History comprising:
1 HIST300 Dissertation (30 credits)
1 Special Subject module (60 credits)
2 HIST2XX modules (30 credits)

Combined majors

Combined majors take 120 credits in history, 60 in each year, drawn from HIST2XX modules, and the equivalent in the other subject. Students studying the triple major or

consortial degrees normally take 60 or 90 units in history over two years chosen with the advice of the department.

Consortial degrees

Brief details of the three consortial degrees administered by the Department of History are as follows:

Modern European History

At Part II students on this consortial degree scheme will take modules adding to 240 credits, including at least 180 credits from a list of History and DELC modules according to the rules of the scheme of study. Of these, one module in the third year must be a dissertation, either HIST300 or DELC320.

Social History

At Part II students on this consortial degree scheme will take modules adding to 240 credits, 120 credits in each of History and Sociology, which relate well to each other as well as being relevant to themes in Social History.

In the Sociology component, SOCL200 (30 credits) and SOCL201 (15 credits) are compulsory in the second year and the dissertation, SOCL360, is optional.

Medieval and Renaissance Studies

At Part II, students on this consortial degree scheme will take modules adding to 240 credits, including at least 150 credits from a list of History modules and a maximum of 90 credits from a list of 'cross-disciplinary' modules according to the rules of the scheme of study. Of the History modules, HIST300 (Dissertation) and one Special Subject must be taken in the third year.

History minor

Students taking History as a minor subject may choose up to 60 credits from the list of HIST2XX modules on offer at Part II, subject to having passed Part I History according to University regulations.

MODULE TITLES AND CONVENORS

Please note that not all Part II courses listed below are run each year. Tutors may be on leave or courses may not recruit minimum numbers and, whilst the Department makes every effort to give students early warning where a course will not be available in a particular year, unforeseen circumstances sometimes result in late changes in course availability.

The asterisk (*) indicates that the module is not available in 2011-12.

The Department also applies a quota or limit to each of its courses and courses may therefore become full. Note especially that Special Subjects have a maximum quota of 15 students on the course because these are research-linked courses, each taught by a single member of staff and they place heavy pressure on scarce library resources.

Course descriptions and further details are available on the Department's website (<http://www.lancs.ac.uk/fass/history/undergraduate/part2.php>) and the on-line module catalogue (<http://www.lusi.lancs.ac.uk/OnlineCoursesHandbook/ModuleCatalogue/>)

Part I

HIST100 From the Medieval to the Modern: History and Historians (Dr S Pumfrey)

Part II

HIST2XX Modules (15 credits)

Taught in Michaelmas Term (Weeks 1-10 + revision sessions)

- HIST200* The Making of Germany, 843-1122 (Dr P Hayward)
- HIST201 From Bede to Becket: The Cult of Saints in Earlier Medieval England, c.600-1200 (Dr M Moatt)
- HIST204 Early Islamic History (600-1300 AD) (Dr N Clarke)
- HIST226 A History of the Lake District: the forging of regional identity (Dr A Winchester)
- HIST230 Moving Times: Spanish History and Society Through Film (1936-2006) (Prof M Camino)
- HIST232 Mass violence and genocide in the twentieth century (Prof A Kallis)
- HIST242 Shadow Architectures – Culture and Aesthetics in Vienna, Budapest, Prague circa 1900 (Dr D Gafijczuk)
- HIST256 The United States and the Vietnam War (Dr P Hagopian)
- HIST264 The Floating World: A History of Japanese Manga and Popular Culture, 1945- (Dr Y-S Wong)
- HIST270* The History of the United States, 1789-1865 (Dr T Hickman)
- HIST272* Empire, Race, and the French Colonial World, 1791-1962 (Dr J Strachan)
- HIST274 Medicine, Life and Death, 1800 to the Present (Prof P Palladino)
- HIST276* In Search of the Underclass: Politics and Poverty in Britain, 1880-1970 (Dr J Welshman)
- HIST278* Sex and Violence in Imperial India (Dr D Sutton)
- HIST279* Resistance and the End of Empire in India (Dr D Sutton)
- HIST280* The Victorians and Before: Britain, 1783-1901 (Dr J Taylor)
- HIST282 Digital History: using computers in historical research (Dr I Gregory)
- HIST284 Total War 1916-1920 (Dr A Warburton)

- HIST286 Restless Nation: Germany in the 20th Century (Dr T Rohkramer)
- HIST288 The Wartime Gender Contract & the Combat Taboo in 20th century Britain (Dr C Peniston-Bird)
- HIST292* The Crusades I: Conquest, Colonization and Religious Enthusiasm 1095-1187 (Prof A Jotischky)
- HIST294* Nature and Culture 1500-1700: Themes from the Renaissance (Dr S Pumfrey)
- HIST296 An Age of Trauma? The Political History of the Late Medieval British Isles (c.1280-1510) (Dr A Grant)

Taught in Lent Term (Weeks 11-20 + revision sessions)

- HIST205 Muslim Spain and Sicily (711-1212) (Dr N Clarke)
- HIST227* Environment and History: human beings and natural resources in pre-modern Britain and Europe (Dr A Winchester)
- HIST231 Mapping Terra Incognita: Travel and Exploration of the Americas and the Pacific, 1492-1794 (Prof M Camino)
- HIST233 The 'totalitarian' city: Fascist Rome, Nazi Berlin and Soviet Moscow (Prof A Kallis)
- HIST243 Anxious Geographies: Inventing Europe's Centre 1800 – Present (Dr D Gafijczuk)
- HIST257 After Vietnam: Remembering, Representing and Refighting the 'Bad War'? (Dr P Hagopian)
- HIST260 Witness to Change: How Historians Understand and Explain (Prof P Palladino)
- HIST271 The History of the United States, 1865-1989 (Dr N Caldwell)
- HIST273 Empire, Race, and the French Nation-State, 1870 to the Present (Dr J Strachan)
- HIST275* The Politics of Reproduction, 1800 to the Present (Prof P Palladino)
- HIST277* In Search of the Underclass: Politics and Poverty in Britain Since 1970 (Dr J Welshman)
- HIST281 Britain in the Twentieth Century (Dr M Morris)
- HIST283* From Agrarian to Industrial: Britain's Changing Society, 1790—1914 (Dr I Gregory)
- HIST285 New World Order 1919-1939 (Dr A Warburton)
- HIST287 Presenting the Past: The Third Reich in Film (Dr T Rohkramer)
- HIST289* When the Past meets the Present: Oral History in Theory and Practice (Dr C Peniston-Bird)
- HIST290 Culture and Society in England, 1500-1750 (Prof N Tadmor)
- HIST293 The Crusades II: Conquest, Colonization and Religious Enthusiasm 1187-1330 (Prof A Jotischky)
- HIST295* Nature and Culture 1500-1750: Key Texts and Contexts (Dr S Pumfrey)
- HIST297 The World of the Black Death: Economy, Society and Religion, 1300-1500 (Dr A Grant)
- HIST298 Prejudice: nation, minorities and identity in early-modern Europe (Dr S Barber)
- HIST299 Empire: race, nation and identity in the colonial Americas (Dr S Barber)

Dissertation (30 credits)

Compulsory for, and available to History students only, including Medieval and Renaissance Studies.

- HIST300 Dissertation Module (Dr I Gregory)

Special Subjects (60 credits)

Compulsory for, and available to History Major students only, including Medieval and Renaissance Studies.

- HIST311* Bede and his World, c.660-740 (Dr P Hayward)
- HIST312* The Normans in Italy, 1050-1194 (Dr A Metcalfe)
- HIST313 Hermits and Reformers: The Monastic Revolution c.1080-1150 (Prof A Jotischky)
- HIST317 Richard III and the Princes in the Tower: Politics and Power in the Late Fifteenth Century (Dr A Grant)
- HIST324 Everyday Life in Pre-Industrial England: Studying Local Communities (Dr A Winchester)
- HIST333 Science and Society in England, 1640-1688 (Dr S Pumfrey)
- HIST343* Advertising and Consumerism in Britain, 1853-1960 (Dr J Taylor)
- HIST345 British Social Problems 1900-1945 (Dr M Morris)
- HIST347* Private Lives and Public Policy: Evacuation, Memory, and the Second World War (Dr J Welshman)
- HIST348 Gender Identities in the People's War: Experiences, Representations and Memory (Dr C Peniston-Bird)
- HIST351 How the Camera Changed the World: the Photographic Image in History (Dr Yoke-Sum Wong)
- HIST356 La nouvelle histoire: Twentieth Century Historiography in France and Beyond (Dr J Strachan)
- HIST357 The Fatal Attraction of National Socialism (Dr T Rohkramer)
- HIST363* Anarchy and society in the Caribbean, c.1620-c.1720 (Dr S Barber)
- HIST364* 'The Shock of the New': Modernity and the Modernisms of American Culture, 1877-1919 (Dr T Hickman)
- HIST369* India: Partition and the Post-Colonial Nation (Dr D Sutton)
- HIST382* The surveillance society: Official records and life and death in Victorian and Edwardian Britain (Dr I Gregory)
- HIST383 Writing the other: Christian-Muslim Textual Encounters in the Medieval World (Dr N Clarke)
- HIST384 'The Passion for the Real': Historical Imagination and Modern Life, 1850 – Present (Dr D Gafijczuk)

ENROLMENT AND CHANGES

Part I

You will have automatically been enrolled on or have enrolled on the History Part I module, HIST100, 'From the Medieval to the Modern: History and Historians', before you read this handbook. You will also sign up for a seminar group for HIST100 on-line during Intro. Week and HIST100 seminar group lists will be displayed on the departmental Part I noticeboard from Monday of Week 1. **It is important that you check these lists** and arrange any changes due to timetable clashes etc. with the Part I Coordinator. First year students can change their minor subject up to the first three weeks of the Michaelmas term; they are not normally, however, allowed to change their intending major. A change of minor subject requires the completion of a 'Change of Enrolment' form and these are acquired from the Student

Registry or <http://www.lancs.ac.uk/depts/studreg/docs/UGForms/Part1-Change-of-enrolment.doc> .

Part II

At the beginning of the Summer Term, first year students have to confirm the scheme of study they hope to follow in Part II and enrol themselves online for the courses/modules they hope to take in both their second and third years. Second year students must re-enrol for their third year. Late in the Lent Term the Department circulates by e-mail information explaining its enrolment procedures and produces a booklet with detailed information about schemes of study, courses available, how and when to enrol on-line etc. The Department also holds an advisory talk at the start of the Summer Term. The enrolment period (approx. a week) begins at the start of the Summer Term and students must get their enrolments signed off in the Department on a specific morning, usually in the third week of the Summer Term. Late changes of enrolment etc. may be made during the first two weeks of the Michaelmas Term and must be done through the Part II Coordinator.

TEACHING AND LEARNING

INTRODUCTION

Lancaster University has a set of minimum commitments on academic contact. These commitments indicate the amount of contact time with your tutors that you should typically expect on an annual basis if you take traditionally taught modules, i.e. delivered entirely by lectures / seminars / practicals / workshops etc. However, it should be noted that your actual experience will vary due to your module choices, for example dissertation units and modules with a large proportion of blended learning (i.e. using online resources) typically have less face-to-face contact and a greater amount of independent study.

Almost all courses in history are taught by a combination of lectures and group seminars, though there is considerable variety in the balance between these two modes of teaching from course to course. Your tutor will make clear to you what the arrangements are for a particular course.

LECTURES

Lectures chart the ground, define the limits of the course and introduce you to main themes and controversies. We strongly advise you to come to lectures: they provide the framework of your courses, indicate where their emphasis lies, elucidate the major problems and suggest what you should read. By sending you to the right books with the right questions in your minds, they should save you more than the time you spend on them. It is common experience that the students who regularly cut lectures are those least able to do without their help.

SEMINARS

Seminars have a rather different purpose. They are intended to give you the opportunity to discuss specific topics and to develop an understanding of the wider issues involved. A topic is set for each seminar and reading guidance given. We expect you to spend several hours in preparation for it (not to glance at one brief chapter the night before) and to join thoughtfully in the discussion. **Attendance at seminars is compulsory and is closely monitored.**

Whenever you are obliged by illness or some other compelling cause to miss one, you must send an explanation in writing by email to the tutor concerned, beforehand if at all possible, but certainly no later than three days after the seminar. (A verbal message from a friend is not acceptable.) If you do not to this, only the most exceptional reason will prevent you being marked as absent. Students who are absent from seminars without explanation are reported to the Part I or Part II Student Advisor as appropriate, who will decide whether disciplinary measures need to be taken. Persistent failure to attend and prepare may lead to referral to the Standing Academic Committee and the risk of permanent exclusion from the University.

WHAT IS EXPECTED OF YOU IN SEMINARS

Seminars give you an opportunity to discuss your subject and give us an opportunity to help to develop your oral skills. We want to help you to develop the articulate expression of historical opinions, including defence of a view based on consideration of relevant evidence. These are intellectual benefits but we see practical ones too. Our experience is that employers are at least as interested in your verbal fluency as they are in your ability to express your

informed opinions on paper. We want to be able to give them concrete evidence of your skills in this important area of learning. Your tutors are looking for the following in seminars:

Evidence of particular strengths: effective preparation for seminars; ability to carry discussions forward; thoughtful responses to points made by other students or by the tutor; high quality of seminar presentations if such presentations are part of the course requirements; tasks completed on time.

Evidence of particular weaknesses: unexcused or unexplained absences (seminars are, after all, compulsory!), lack of effective preparation; inability to carry discussions forward; weak seminar presentations; tasks not completed on time.

Preparation

You will be given reading for each seminar. Did you do it? Did you think about its relevance? Did you, perhaps, follow up some other leads to good material? How able were you to respond to questions relevant to the reading you have been asked to do.

Listening and responding to other members of the seminar group

A good seminar is interactive and not bi-lateral. In other words, your tutor does not see it developing as a series of question-and-answer sessions between him/her and different individual tutees. A seminar is genuinely a group activity and all should have opportunity to participate. So, can you carry this process forward? Can you react to evidence or lines of argument offered by other students? Can you demonstrate that you understand how the reading other members of the group have done relates to your own in order to carry the discussion forward?

Initiating seminar discussion and giving presentations

You will be asked to take a lead role in some seminars, as arranged with your tutor. How well can you deal with the analytical 'key questions' raised by the seminar? Can you present clearly conclusions reached by your group? Were your contributions helpful to other students?

Listening and responding to your tutor

As discussion develops, your tutor is likely to suggest alternative views or avenues which could equally be explored in search of a deeper understanding of a given topic. Can you respond flexibly and constructively to such challenges?

We do **not** (even where a course explicitly includes an assessed seminar presentation) want you to **read out** a paper: your seminar preparation should be in the form of notes, but notes which relate to questions and notes which enable you to elaborate in an informed but flexible way. Reading out a prepared five- or ten-minute 'talk' does not do this. The point is to open up discussion, not to close it down with a prepared statement.

We do not acknowledge/reward loquacity for its own sake. Tutors are sensitive to the important fact that some people are naturally more self-confident in group activities than others. They also realise that some self-confident people (usually without realising it) can 'psych-out' more reticent students. This point applies to tutors as well as students! It follows that we will always be looking to reward quality over quantity. You must trust our experience to make appropriate allowance for character and confidence and to recognise that brief,

pertinent, responsive observations are usually of more value than opinionated, unreflective contributions – however long and however confidently expressed!

LEARNING RESOURCES

THE LIBRARY AND OTHER LEARNING TECHNOLOGIES

For history students the most important support service is the University Library, which contains about 60,000 history books and microfilms, over 3,200 volumes of serials (journals) or subscriptions, and a large and increasing number of invaluable electronic resources through MetaLib. The library to a history student is like the laboratory to a science student, and you should expect to spend much time using its resources. There is a system of short-loans and multiple copies of books in heavy demand. Other services include an on-line catalogue, photocopying, micro-reading and on-line information retrieval. To use online databases and e-journals from outside the university network, you will need to log on following the Library guidelines; see <http://libweb.lancs.ac.uk/offcampus.htm>. The Library has information about this on its webpages. If you have difficulties in securing items in the library, speak to your tutor.

Lancaster University Library has extensive and growing access to subscription databases and collections, which you will be introduced to in Part I and use extensively at Part II. Historical resources such as complete reproductions of old newspapers and books, databases and access to many historical journals, the Oxford Dictionary of National Biography etc. are revolutionising teaching and research. Explore them via the library link: <http://libweb.lancs.ac.uk/metalib.htm>. Remember that you must reference such sources, including those you find on the Worldwide Web, as scrupulously as you would a printed book.

This paragraph should strictly not be necessary but bitter past experience proves otherwise. We have to warn you that books and journals must be treated with respect. All items in the Library are a common resource, made available for the benefit of all students who wish to use them. If they are annotated or 'marked up' and/or if pages of chapters and articles are removed, that resource ceases to be common. The Library's stock is depleted and its service to other students diminished. Book mutilation is theft and the Department has agreed to treat it as such, and thus as a serious University offence.

LUVLE, MYMODULES AND MYPLACE

History students may also make use of the extensive IT facilities on the campus. All students receive an email account and internet access. Information Systems Services (ISS), located in the Learning Zone, has an advice desk called the ISS Service Desk (10987 / 01524 510987), which is open 9.00am – 5.00pm on weekdays and is the place to go with any queries about ISS services and facilities. Service Desk staff deal with general queries, assist with using LUVLE, My Modules & MyPlace, assist with username/password issues, maintain public access printers, deal with software queries, assist with general email/web space/configuration queries, book appointments for the ISS ResNet Workshop, help users with printing posters and other similar printing issues, report faults with lab PCs and equipment and advice on training courses.

LUVLE

Lancaster University Virtual Learning Environment (LUVLE) provides information and resources to support your learning. Tutors utilise LUVLE in a wide variety of ways to deliver learning materials (handouts, presentations, bibliographies etc), engage you in active learning

(exercises and online tests, discussion spaces and learning logs) and update you with information about your programme.

MyModules

MyModules provides your personal home page for LUVLE with key information about the modules you are studying, additional information about teaching & exam timetables and access to MyPlace

MyPlace

MyPlace is a quick and easy way of establishing and keeping your own on-line space and record while studying for your degree here at Lancaster. You can use it to share ideas, work on projects, as well as storing personal information to use on CVs and application forms. MyPlace is part of the Virtual Learning Environment (LUVLE) and can be found at <https://myplace.lancs.ac.uk/myplace.nsf/>

For first year students, it is especially important that in the first term you should log into MyPlace in order to create and customise your own blog and to complete the questionnaire.

You will need your University login and password to access LUVLE services.

Finally, the Faculty of Arts and Social Sciences have a Student Learning Advisor who can offer further advice and support, in addition to that already provided by your tutors, in relation to helping you to become an effective and independent learner. They can be contacted at studyadvice.fass@lancaster.ac.uk. See also the Effective Learning website (<http://www.lancs.ac.uk/depts/celt/sldc/>) for resources on aspects of study including essay writing, referencing, reading and exams.

STUDYING SUCCESSFULLY

INTRODUCTION

Academic study is what universities are all about, whether you are a student or a member of the academic staff. In history our studying is largely book work and most of your time will be devoted to reading, thinking, and writing. The following notes are offered by way of advice to help you to use your time to your best advantage.

ORGANISE YOUR TIME

You will find that about 10 hours per week are earmarked for lectures, seminars and tutorials. The rest is your own and you will need to be quite firm with yourself about how you use it. Try to keep a balance between work and ‘play’ and between the time you devote to different courses. Remember that you will be studying several different courses at any one time and that it is in your own interests to devote sufficient time to each one. You will probably find yourself having to write one essay every week to 10 days during most of your time as an undergraduate. Obviously, your essay writing will tend to determine your reading much of the time, but always remember the requirement to prepare for seminars and to read more widely around your subjects.

It is up to you how hard and how long you work - different people have different ways of working. In terms of hours devoted to studying, 15 hours per week is far too little; 80 hours is far too much. We suggest that the discipline of a typical 8-hour working day or a 40-hour week is about right. When and where you work is also up to you. Some people work better early in the day, others late into the night. Some find they work best in their own room, others in the University Library.

Overall, plan your study time and aim to keep a balance between courses and between work and leisure activities.

ORGANISE YOUR READING

Books are central to the study of history, so you should expect to buy a good number in the course of your degree. Your tutors will indicate on reading lists which books or electronic texts are essential and particularly worth buying. We realise that your funds for buying books will be limited and tutors try to recommend comparatively inexpensive editions as basic texts. Use the University Bookshop (Waterstone’s) and remember also that the Students’ Union runs a second-hand bookshop on campus.

The books you buy will only be the tip of the iceberg. You will need to get to know the history collections in the University Library intimately and to use them extensively. Plan your reading well in advance, as history books are often in great demand. You will need to know how: to find your way about the Library; to exploit its online catalogues; to recall books that have been borrowed by someone else; and to make efficient use of the Short Loan Collection, as tutors will ensure that the most sought-after books for particular courses are placed there during term-time.

MAKE EFFECTIVE NOTES

Develop a system of note-taking and note-keeping which will enable you to refresh your memory about particular arguments and details at a later stage. Your lecture notes ought to provide a map of the course, while the notes you make from your reading should fill in the detail. Decide whether you intend to arrange your notes by topic or by author. Note-taking is a personal matter. Some people make notes as they read; others wait until the end of a chapter or article before trying to summarise the essence of the author's argument. Try to make your notes concise and orderly; good notes help to focus your attention on the key issues, whether the aim is helping your contribution to seminar discussion, or essay writing. When making notes from a book or journal article always record bibliographical details (author; title; journal title; date; publisher).

MAKE THE COURSE YOUR OWN

There is rarely a hard and fast body of knowledge with which we expect you to fill your mind as a result of studying a particular history course. The aims and objectives of the course will be spelt out in the course documents, but what you take away from the course at the end of the day depends largely on how you, as an individual, approach it. Obviously, your tutor will expect you to gain a broad overview of the period and topics covered by the course, and to complete the coursework he/she sets. But, in order to make the most of a course, and to get the greatest enjoyment from studying it, give yourself an ample rein to read widely and voraciously and really to throw yourself into the subject. Courses with LUVLE websites give you the chance to discuss with or seek help from other students online. Studying at university need not be a solitary grind; it should be stimulating, fun and collective.

PROBLEMS AND DIFFICULTIES

If you have problems with your work (or with matters that have a bearing upon your work and attendance) don't let them build up or get unduly worried about them. Many students find that they lose steam mid-way through their degree, but regain their energy after a week or two. If you find that you are having problems, whether as a result of illness or personal difficulties, or lack of motivation, talk to your course tutor about them or contact the Part I or Part II Student Advisor as appropriate, by making an appointment to come and see him/her with the appropriate Coordinator.

If you have suffered from an illness, injury, or other medical problem which you feel has clearly affected your attendance at seminars and/or academic work in a manner which could have an important effect upon your assessment, you should complete a 'Student Self Certification: Medical Form'. If you are experiencing a non-medical problem, you could also choose to supply the Part I or Part II Student Advisor with a written statement. For further information, please see the Part I or Part II Coordinator within the Department.

COURSEWORK, REFERENCING AND PLAGIARISM

WHY WRITE COURSEWORK?

All departments at Lancaster University require you to produce written coursework as a necessary part of your learning and evaluation. Coursework essays and other written assignments count towards your overall assessment in Part I and Part II so it is essential that you understand from the outset its importance and what is required of you.

There are several reasons why we attach particular importance to written coursework, and especially to essays. First, writing essays plays a vital part in learning how to study history at University. Essays are one of the best indicators of how well you have understood the issues and the subject matter of your courses and skill in written argument and expression is essential for any historian. Second, an essay on which you have worked for a week or two in your own time is a different kind of exercise from one written in an examination in an hour or less: we are seeking a competence in both fields. Third, many students find examinations an ordeal.

Coursework takes the 'all or nothing' anxiety out of the examinations since you already have the benefit of your assessed coursework behind you. The experience of writing term-time essays and discussing them with your tutors will help you when it comes to the examinations at the end of the year.

Please note that the Department will give due consideration to the influence dyslexia may have had upon an essay or other coursework, but it must be properly informed. The written work concerned should include a formal university statement of support needs which may be obtained from the Disability Support service. **This is the responsibility of the student.**

WEIGHTING OF COURSEWORK

The Department of History operates a system of coursework assessment (CWA) in all its courses. Students should note that the grade obtained for their coursework counts towards their overall score for a course, so a poor essay grade can bring down a higher exam grade.

In **Part I**, the average coursework mark for HIST100 counts for 50% of your total assessment; the examination mark forming the remaining 50%.

In **Part II**, the average coursework mark normally counts for 40% of your total assessment; the examination mark forming the remaining 60%. The chief exceptions to this weighting at Part II are the Dissertation (HIST 300) which is 100% coursework and some Special Subjects for which part of the assessment is project-based. In addition, a few HIST2XX modules are assessed by 100% coursework. The assessment details of each module are presented in the relevant course Study Guide.

It is therefore obviously in your interests to work hard and consistently at coursework in all your courses and to have a set of good grades 'under your belt' before taking your examinations.

WRITTEN COURSEWORK REQUIREMENTS

For each of your History courses/modules you will usually be asked to submit one or more items of coursework for assessment

In Part I, the standard requirements for HIST100 are two short essays (or equivalent) of 1,500 words and two long essays of 2,500 words, a total of 8,000 words. For further information see the HIST 100 Study Guide.

In each Part II HIST2XX module, c.2,500 words or equivalent is normally required. We say 'or equivalent' because, while most work consists of essays, it may include variants such as study diaries, seminar presentation files, group projects, and in Special Subjects 'gobbet' exercises. The requirements for Special Subject (double-unit) courses vary, but overall you should expect to write about 10,000 words or equivalent. The exact coursework requirements of each module are presented in the relevant course Study Guide.

Essay topics are usually assigned by your tutor. Most tutors publish lists of essay questions from which you may choose; some tutors are prepared to allow you to negotiate with them a topic of your choice. When you have decided on the question you wish to tackle, it is a good idea to see your tutor (during his/her office hours) to discuss what reading you should do to start you off. When you are ready to start writing your essay, most tutors will be very happy to discuss your essay plan with you, if you are unsure whether you have approached the question in the right way.

WRITING ESSAYS

Below you will find some brief advice on preparing and writing essays. However the Department of History urges you also to read something more substantial on the subject of 'writing history'. There are many short books of this kind, none of which is perfect. However, after careful consideration we strongly recommend that you buy, read and regularly use the following book, copies of which are available from the University Waterstones bookshop:

William Kelleher Storey, *Writing History. A Guide for Students* (Oxford: Oxford University Press, 1999)

In the brief guidelines that follow, relevant sections of Storey are indicated in brackets.

Preparation

Try to reckon how much time you have to read for the essay in hand, bearing in mind your commitments to other courses and your need to prepare for seminars, etc. Make sure that you understand what the essay title or question means, so that you concentrate on the topics and evidence that are strictly relevant; if in doubt, ask your tutor to explain. Put the books that s/he has recommended in order of priority, the more general first, the more specialised later - though if library resources are under pressure you must seize your chances. Don't stay too long with general textbooks. One, or at the most two, should suffice to open up the territory, and after that you should move on to the recommended monographs or articles by historians who have worked on the original sources. With books, use the contents and index to guide you to the parts that you most need. There will generally be more to read on the subject than you have time for, so don't waste time on outdated or second-rate works that have not been recommended. Take notes sparingly; read all that you have time for before you start writing. (On research for, and the preparation and planning of, essays, see Storey, chapters, 1,2 and 4)

Getting pen to paper

Each essay question presents its own difficulties, but here is some general advice.

Virtually all the questions you will be asked to consider require analytical treatment. As you write, constantly ask yourself whether you are presenting an argument. Of all the traps to be avoided, the greatest is narrative. An awareness of the sequence of events is often very important but rather than writing a mere chronology select significant episodes or facts to illustrate and support your argument (see Storey, ch.7).

Make sure that what you are writing is directly relevant to the question. Take particular care over the way the question is phrased: it may ask you to examine only a specific issue, not the whole broad topic, or to comment on a particular historical controversy. As you do your preliminary reading and writing keep going back to the question to make sure that you have grasped its full significance and implications. If you are still baffled consult your tutor, who will be only too pleased to help.

Try to aim for a balance between interpretation and fact, blending general argument with specific illustration (see Storey, ch.6)

Use quotations sparingly to further or clinch an argument; over-use of quotations amounts to an abdication of your responsibility to develop your own ideas and select your own illustrative examples. **It has been known for students to produce essays which amount to little more than a long series of quotations from secondary authorities. Although these quotations may be properly and fully referenced (and therefore do not fall within the University's definitions of plagiarism), they represent very bad practice. The idea is that the essays you write should reflect your own ideas on the basis of what you read. Well-chosen, brief, quotations aside, they should be obviously and recognisably your own work. It follows that essays which incorporate excessively long quotations and very little of you will receive very low marks (on quoting, referencing and the avoidance of plagiarism, see Storey, ch. 3)**

Avoid producing merely a list of points. Try to make one part of your essay lead logically and naturally into the next. Use the opening paragraph to identify the main issues or to introduce the central problems posed. The last paragraph should provide a suitable conclusion to your argument and a final response to the question.

Keep your essay concise and to the point. Try to cultivate economy as well as accuracy of expression. Establish a point clearly and with adequate evidence, but then move on to the next; don't go on repeating yourself. Never ramble: it is part of the discipline of essay-writing to handle large historical questions within the word-limit set by your tutor.

Adopt a critical attitude towards your sources, and don't be afraid of controversies. Historians thrive on them!

Avoid purple prose and journalese: they have no place in serious historical analysis and are likely to be penalised. Take care over spelling, especially of proper nouns, and use a dictionary if you have any doubts about your spelling generally (on these and other matters pertaining to good writing, read with particularly close attention Storey, chapters 8 and 9).

Use footnotes or other references where necessary, and always when you have used a quotation. Proper referencing of work you have consulted is very important, especially in the light of the University's new code on plagiarism. Plagiarism is discussed in the next section.

References and bibliography

The following guidelines on references are adapted from those given to third-year dissertation students. First- and second-year essays typically contain only 3-8 items in the bibliography, and 6-25 foot- or end-notes, although very thorough work might contain more.

Citations and references fulfil four basic purposes. All are important:

They convey necessary information to the reader about what works are relevant and they enable references to be checked;

They add strength to your argument by showing the reader the sources of the statements you are making in support of it;

They give evidence of your ability to follow standard academic form by orderly, precise and rigorous use of your sources;

They guard you against charges of plagiarism.

References in Numbered Footnotes or Endnotes

Use these to give the source of every direct quotation and to support statements for which the authority is not likely to be obvious to the reader. You will want to cite standard books and other relevant literature. Footnotes should always be used as a source for specific information *e.g.* a list of statistics. Your references should always include page numbers of the books, or articles, you are citing. Because footnoting of contemporary sources is next to impossible this way, the Harvard system of referencing in your text (*e.g.* Evans (2001), 273) is NOT preferred by historians. Here are some examples of correct layout:

Citing a book:

21. Miles Orvell, *The Real Thing: Imitation and Authenticity in American Culture* (Chapel Hill: University of North Carolina Press, 1989), 59.

You may want to use Orvell again. Subsequently you may use a conventional abbreviated version:

34. Orvell, *Real Thing*, 59. Alternatively, and if you are using only one book by Orvell, you can use Orvell. 59.

Citing an article or a chapter of a book by a number of different authors:

6. John Le Patourel, 'The Norman Succession, 996-1135', *English Historical Review*, 86.2 (1971), p. 247.

15. Z. Lawson, 'Wheels within wheels: Lancashire cycling clubs of the 1880s and '90s', in (ed.) A.G.Crosby, *Lancashire Local Studies*, (Preston, 1993), p. 134.

Citing a website:

You must give the author's name (if available), the name of the website, and the date accessed, as well as the URL.

14. The Commonwealth War Graves Commission, <http://cwgc.org/cwgc/main.htm>, accessed 19th November 2005.

Citing printed primary (contemporary) sources: these should usually be referenced as if they were a book. If you are citing a contemporary source which is itself being cited by a secondary authority, then you should cite the authority from which you got the Source:

4. Speech by Margaret Thatcher cited in Eric J. Evans, *Thatcher and Thatcherism* (2nd ed.; London, 2004), p.105. The speech may be consulted in the Margaret Thatcher Foundation Archive, <http://www.margaretthatcher.org>

For most purposes, however, it will be sufficient merely to quote the first sentence of this reference.

Repeated citations: if you use the same source a number of times, you may use the form 'hereafter' to signify that you are now abbreviating. Thus, after the full reference to *Thatcher and Thatcherism* appears, it is permissible to use 'hereafter, 'Evans, *Thatcher*'. If you cite a number of times from a journal, it is permissible to use '*English Historical Review* (hereafter *EHR*)'

These guidelines will be sufficient for nearly all undergraduate work. However, rather more detail - especially on the citation of different types of contemporary sources - is provided for students preparing a History Dissertation in the Department's *History 300: A Resource Pack, 2004-5*.

Bibliography

This should come at the very end of your work. A **long** bibliography, which is never necessary in Part I and not always in Part II, is usually divided into sections. The most obvious are 'Primary Sources' and 'Secondary Sources', with web-sites also a separate category. Remember you **must** always include properly referenced websites if you have drawn on material from them, using the full web address.

The bibliography, and any sub-sections, should be ordered alphabetically, by the surname (family name) of the author or editor. Include all the works you have cited in the references and others that you have found important to your understanding of the subject. Do not pad out the bibliography with books you have not consulted.

The recommended format for bibliographic information is very much in line with the guidance on footnote references given above, with a couple of exceptions. In the bibliography:

Surname comes first

The full page range should be given for journal articles and book chapters, rather than simply the page cited.

For example:

Hodge, Jonathan, and Gregory Radick (eds), *The Cambridge Companion to Darwin* (Cambridge, 2003)

Lawson, Z., 'Wheels within wheels: Lancashire cycling clubs of the 1880s and '90s', in *Lancashire Local Studies*, (ed.) A.G. Crosby (Preston, 1993), pp. 105-140

Le Patourel, John, 'The Norman Succession, 996-1135', *English Historical Review*, 86.2 (1971), pp. 225-250

Macfarlane, Alan, *The Family Life of Ralph Josselin, A Seventeenth-Century Clergyman* (Cambridge, 1970)

If you are still in doubt, ask your tutor, or follow the layout and conventions in Storey, *Writing History [op. cit.]*, or books that you read, while remembering that the so-called Harvard system is rarely of use in history.

PLAGIARISM

Genuine and serious plagiarism as defined below is rare, and the vast majority of students need not worry about it. In recent years, however, the Department of History, in common with university departments all over the world, has found that real plagiarism is an increasing problem. Lancaster University's Plagiarism Framework is designed to help students avoid plagiarism and to ensure that all students who do plagiarise are treated equally. The Department is required to implement the Framework.

The need to avoid plagiarism does **not** mean that you cannot depend upon secondary sources or use internet sites in preparing and writing essays, nor that you should overload your essays with unnecessary references. What it **does** mean is that you should reflect upon what you read, weigh the evidence and arguments offered by historians, and then present **your own arguments, in your own words**. We are aware that many students are not sure what plagiarism is, when honest reliance on others' work changes into plagiarism, and what study skills of referencing and paraphrasing can guard them against the danger of inadvertent plagiarism.

For this reason, the Department arranges an induction session early in the Michaelmas Term for first year History students which they are **strongly encouraged to attend**. They will cover: what is plagiarism?; why does it happen?; why is it unacceptable?; how can it be avoided? Look out for posters advertising the date and place.

The University Senate has agreed that students must sign a form declaring that all course work submitted is their own work. Forms can be obtained from the plastic container mounted on the wall by the essay box. The form also requires your consent that work can be stored electronically and submitted to electronic tests for plagiarism.

Full details of the University's Plagiarism Framework document can be found in the University's Student Handbook, which is produced by the Student Registry, and can be found at their website <http://www.lancs.ac.uk/depts/studreg/undergrads/index.htm> . The following extracts are taken from the Framework document:

Introduction

Plagiarism involves the unacknowledged use of someone else's work, usually in coursework, and passing it off as if it were one's own. Many students who submit apparently plagiarised work probably do so inadvertently without realising it because of poorly developed study skills, including note taking, referencing and citations; this is poor academic practice rather than malpractice. Some students, particularly those from different cultures and educational systems, find UK academic referencing/acknowledgement systems and conventions awkward, and proof-reading is not always easy for dyslexic students and some visually-impaired students. Study skills education within programmes of study should minimise the number of students submitting poorly referenced work. However, some students plagiarise deliberately, with the intent to deceive. This intentional malpractice is a conscious, pre-mediated form of cheating and is regarded as a particularly serious breach of the core values of academic integrity. The University has zero tolerance for intentional plagiarism.

Academic integrity

The core values of academic integrity (honesty and trust) lie at the heart of our academic enterprise, and they underpin all activities within the University. The University values a culture of honesty and mutual trust, and it expects all members of the University to respect and uphold these core values at all times, in everything they do at, for and in the name of the University.

Academic integrity is important because without honesty and trust true academic discourse becomes impossible, learning is distorted and the evaluation of student progress and academic quality is seriously compromised. Consequently, the University is committed to:

Defending the academic credibility and reputation of the institution

Protecting the standards of its awards

Ensuring that its students receive due credit for the work they submit for assessment

Advising its students of the need for academic integrity, and providing them with guidance on best practice in studying and learning

Educating its students about what intellectual property is, why it matters, how to protect their own, and how to legitimately access other people's, and

Protecting the interests of those students who do not cheat.

Lancaster's academic enterprise is rooted in a culture of trust and integrity, and this underpins all aspects of the institution's teaching and learning strategy. Most students do not cheat – they are honest and hard working, and they rightly deserve the trust of their tutors. Cheating, which is a form of academic malpractice, is the exception not the norm.

However, some students do cheat, in different ways and for different reasons. In order to be fair on those who don't and to protect the institution's academic reputation and credibility, procedures are required to reduce the likelihood of cheating, to detect when it is happening, and to deal with those found guilty of it. This regulatory framework deals specifically with plagiarism which, when done intentionally, is a common form of cheating.

Plagiarism can include the following:

Collusion, where a piece of work prepared by a group is represented as if it were the student's own;

Commission or use of work by the student which is not his/her own and representing it as if it were, e.g.:

Purchase of a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned

Submission of a paper written by another person, either by a fellow student or a person who is not a member of the university;

Duplication (of one's own work) of the same or almost identical work for more than one module;

The act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement (this includes quoting directly from another source with a reference but without quotation marks);

Submission of another student's work, whether with or without that student's knowledge or consent;

Directly quoting from model solutions/answers made available in previous years;

Cheating in class tests, e.g. when a candidate communicates, or attempts to communicate, with a fellow candidate or individual who is neither an invigilator or member of staff

copies, or attempts to copy from a fellow candidate

Attempts to introduce or consult during the examination any unauthorised printed or written material, or electronic calculating, information storage device, mobile phones or other communication device

Personates or allows himself or herself to be impersonated.

Fabrication of results occurs when a student claims to have carried out tests, experiments or observations that have not taken place or presents results not supported by the evidence with the object of obtaining an unfair advantage.

These definitions apply to work in whatever format it is presented, including written work, online submissions, groupwork and oral presentations.

Procedures and penalties

The following procedure shall be followed for all cases of suspected plagiarism in any Lancaster University taught programme (UG and PGT). The steps may be concluded at any point in the procedure.

All academic markers shall make a positive effort to identify possible plagiarism and shall inform their students of the procedures for detection.

The academic markers shall, when suspected plagiarism has been identified, use their judgement to either:

Define the offence as minor (poor practice) and mark the work by setting aside the relevant text.

or

Define the offence as major (possible malpractice) and refer the case to the Academic Officer. The marker shall annotate any suspected plagiarised material and shall submit a report, including a hard copy of the source used by the student, to the Academic Officer.

In all cases where an offence, either minor or major, has been deemed to have occurred the student will receive a written warning. Details will be recorded by the department in the LUSI Student Record.

Minor offence

Minor offences would include poor referencing, unattributed quotations, inappropriate paraphrasing, incorrect or incomplete citations, or up to several sentences of direct copying without acknowledgement of the source. For classification of a minor offence it must be the marker's judgement that the affected text results from poor academic practice rather than a deliberate intent to deceive (the latter would be intentional malpractice, i.e. plagiarism). A minor offence should be dealt with by the academic marker and an appropriate mark given, i.e. the academic marker shall indicate and set aside the sections involving the affected text. The feedback on the written work should make it clear what sections have not been marked and why. The academic marker should offer a meeting to the student to discuss their mark and the action taken.

A minor offence should be recorded on LUSI within the Academic Practice Form and also reported to the Academic Officer for information. For the purposes of the student's record, and for any reporting obligations, it should be clear that minor offences result from poor practice not malpractice and, as such, are not defined as plagiarism (as it is the marker's opinion that there was no deliberate intention to deceive).

If the Academic Officer is informed of a subsequent minor offence then they, or another appropriate member of staff, should meet with the student to discuss the weaknesses in their study skills and identify remedies and/or support. Such a meeting would not be to review or to change the penalty applied to the work, but to identify why the minor offence occurred and identify the requisite support to prevent any repeat in the future.

Three minor offences will be considered equivalent to one major offence (as persistent poor practice following appropriate education is more likely to be deliberate). Upon identification of a possible third minor offence the case shall immediately be referred to the Academic Officer. If the student already has a major offence on record, a subsequent third minor offence should normally be referred to the Standing Academic Committee and handled as a second major offence.

Major offence

A major offence should be referred to the Academic Officer. A major offence shall be defined as copying multiple paragraphs in full without acknowledgement of the source, taking essays from the Internet without revealing the source, copying all or much of the work of a fellow student with or without his/her knowledge or consent, submitting the same piece of work for assessment under multiple modules and cheating in a class test.

The Academic Officer shall conduct an investigation of the alleged plagiarism and shall give the student an opportunity to discuss the allegation. Students accused of plagiarism should be able to review and documentary evidence prior to any hearing, e.g. a Turnitin report or coursework annotated by the academic marker. The Academic Officer shall check in the LUSI Student Record System on the plagiarism form for any previous plagiarism offences. A hearing shall be arranged with the student who should be encouraged to be accompanied by a friend (e.g. a LUSU representative or College personal tutor). The hearing shall include at least one other (non-academic) staff member from the student's department who should take a record of the hearing. The student will be asked to respond to the allegations regarding their work and may also wish to consider if there are any mitigating circumstances which should be made known to the Academic Officer. The Academic Officer may ask the academic marker or course convener to present evidence. After the hearing all those present will be asked to withdraw to allow the Academic Officer alone to deliberate the student's response to the allegations made, and to decide on appropriate action. Such actions would normally be as follows:

If it is determined that there has been no offence, then the academic marker shall be instructed to mark the work normally

If it is determined that there is satisfactory evidence that an offence has been committed, then the Academic Officer shall either:

Define the offence as minor (i.e. poor academic practice) and instruct the work to be marked by setting aside the relevant sections

Define the offence as major (i.e. deliberate plagiarism) and, if it is a first major offence, either:

Ask the student to repeat and resubmit the work. The resubmitted work shall be eligible to receive only the minimum pass mark appropriate to the student's programme of study. If the student refuses or fails to repeat and

resubmit the work, a mark of zero shall be recorded. Where the offence is in connection with cheating in a class test a resubmission is not available and a mark of zero shall be recorded.

Refer the case to the Standing Academic Committee if deemed sufficiently serious

The Academic Officer should inform the student of his/her decision at the end of the hearing and shall confirm this in writing within 7 days. Details of a major plagiarism offence will be recorded by the department in the LUSI Student Record on the Academic Practice Form.

Where multiple first offences are discovered, after the Senate Deadline (or PG equivalent), the case shall be referred to the Standing Academic Committee.

If the student does not accept the decision of the Academic Officer, he/she shall have the right to appeal it to the Standing Academic Committee, at which he/she will have the right to be heard, accompanied by a representative if desired.

COURSEWORK SUBMISSION AND RETURN

Students should read this section with special care. The Department is bound by University regulations concerning coursework deadlines and failure to meet those deadlines will lead to the application of penalties.

You are expected to meet coursework deadlines as part of your training in time management skills. They allow both you and your tutor to plan and spread the work of writing, marking and discussing your work. Moreover, if a piece of coursework is submitted late (or not at all), the Department is required by the University to apply penalties.

Your tutor will inform you (for example, in the course Study Guide) of the various coursework submission dates/deadlines by which s/he expects each piece of coursework to be submitted. The deadline set by the Course Convenor for the submission of a piece of coursework is the official **deadline**, after which penalties will be applied for late/non-submission according to university regulations. The submission deadline is **always** as follows: **Part I / HIST100: 12.00 noon** of the relevant day; **Part II: 11.00 am** of the relevant day. Please note that **all** work submitted **after** these times will be treated as having been submitted on the **following working day**.

SUBMISSION OF ESSAYS

You **must** submit essays, **with the correct** Department of History **cover sheet attached, indicating Yr 1, Yr 2, Yr 3 or Yr 4**, by placing them personally in the essay box which is situated in the Department's mixing bay. You must **not** post essays under doors, or send them through the internal mail. In this way, we keep up-to-date records of those essays which have been submitted. On the top of each essay you should write your name, year, college, course number and tutor. This is necessary in case your covering form becomes detached.

If you have to post an essay to the department, this must be done **by prior arrangement** with and addressed to either the Part I Coordinator or the Part II Coordinator as appropriate and be sure a) to keep a copy in case it is lost in the post and b) to obtain proof of postage by sending it Recorded Delivery. If the department can find no record of your coursework submission, and you cannot promptly produce your copy, you will automatically receive the appropriate penalty for **late submission**.

PENALTIES

Penalties are applied to coursework not completed and submitted by the stated deadline and without an agreed extension. If the work is between **one** and **three** days late, the University requires us to apply a penalty of one full grade (e.g. an essay worth B+ will receive C+) (during the academic year 2011-12 and for **third year students only**, the period is between **one** and **seven** days). If the work is submitted later or not submitted at all, the University requires that it will be recorded as a **non-submission** (N) and awarded a score of zero.

EXTENSIONS TO COURSEWORK DEADLINES

For first year students only the Advisor for Part I Students can grant and record an extension beyond a coursework deadline. Appointments to see him or her can be made through the Part I Coordinator. Year 2 and 3 students must see the Part II Student Advisor. Appointments to see him or her can be made through the Part II Coordinator.

Please note that requests for extensions will be treated sympathetically, but will only be conceded for attested medical or compassionate reasons. Poor time management will **not** be sufficient. Any extension will be for an agreed and recorded period. Work submitted after this revised deadline will be subject to the appropriate penalty of a one grade deduction or the award of N (i.e. a score of 0).

No coursework deadlines will be set and no coursework can be submitted and/or extensions granted beyond the **Senate Deadline**. For **Year 2 and 3 students** this latest deadline is **5.00pm on Friday of Summer Term Week 3**. For **Year 1 students** it is **5.00pm on Friday of Summer Term Week 6**.

RETURN OF ESSAYS

Essays/coursework is normally returned in seminars, during a tutor's office hours, or during specially scheduled sessions. Tutors will be happy to discuss your essay with you: make the most of this opportunity to discuss your work individually.

Essays must be collected within the collection period advised by your tutor. **Please note that the administrative staff and the Part I and Part II Student Advisors are not in a position to inform you when specific tutors will be returning coursework.**

KEEPING AND RESUBMITTING PART II COURSEWORK

All students **must** keep a copy of each piece of coursework that they submit to the Department for assessment until they graduate. This is especially necessary in the rare cases that a piece of work goes astray because you must be able to hand in another copy quickly in order to avoid penalisation.

It is also very important that you retain all your essays in Part II in order that our records of marks may be doubly checked. During the summer term of your second and third years, the department will request that you check on-line the Department's record of your marks.

Finally, please note that second- and third- year students **must** keep and resubmit **the marked copies** of all coursework. They must do so **within five calendar days of taking the final examination** in that course, by bringing it to the Departmental Office. This is because all marks are provisional until approved by External Examiners. They are entitled to review coursework and this may prove important if your result is narrowly below a class borderline. No credit can be given if you have not fulfilled this requirement. It is therefore important that you keep your assessed coursework secure.

MARK SCHEMES

The academic year 2011-12 is a transition year between old and new mark schemes, which apply across the University.

Year 3 students will continue to receive marks on the old numerical scale (i.e. 70 and above = Class I; 60-69 = Class II.i; 50-59 = Class II.ii, etc). Details of the grade descriptors for Year 3 work will be found on the HIST 300 LUVLE site.

Part I and Year 2 students will receive letter grades using the new mark scheme, explained below:

PART I AND YEAR 2 GRADING SCHEME

Grade	Summary description	Aggregation score
A	Excellent; First Class	
	A+	24
	A	21
	A-	18
B	Good; Class II.i	
	B+	17
	B	16
	B-	15
C	Satisfactory; Class II.ii	
	C+	14
	C	13
	C-	12
D	Weak Pass; Class III	
	D+	11
	D	10
	D-	9
F	Fail	
	F1 (Marginal Fail)	7
	F2 (Fail)	4
	F3 (Poor Fail)	2
	F4 (Very poor fail)	0

Important: you will receive a letter grade only on your work. The ‘aggregation score’ (which is used to determine overall performance when it comes to decisions on progression from Part I to Part II and on degree classification at the end of Year 3) is calculated automatically when marks are entered on the University’s student record system.

The new grading scheme recognises five levels of assessment for essays and exams. What follows attempts to spell out as transparently as possible what particular grades indicate for your intellectual development as an undergraduate historian. There are significant differences in terms of academic attainment between the higher and lower grades at any given level (between a B+ and a B-, for example), but those differences reflect the extent to which certain criteria have been satisfied. How to improve a grade can be deduced by reading the criteria for the next level up. For further relevant information, see the sections on ‘Studying Successfully’ and ‘Writing Essays’ in this handbook.

When marking assessed work, your tutors have the benchmarks of **structure and focus**, **quality of argument and expression**, and **range of knowledge** in their minds. Some of the criteria outlined below may nevertheless be more relevant to some tasks than to others. Tutors therefore employ what are often called ‘best-fit’ criteria. In other words, taken overall

(and an essay or other assessed writings is marked as a whole and not in discrete sections), which of the class criteria does this piece of work most closely match? When deciding grades within a class, they will be making finer-grained distinctions informed by the norms set out below.

Fail (F1, F2, F3 or F4)

Work at this level is so inadequate that it is unworthy of even a minimum pass mark. It is likely to be both ignorant and irrelevant, and it is highly likely to be strongly so in one dimension or the other. Preparation will be insufficient to the task in hand. Essays which demonstrate very little evidence of preparation and thought, including those which offer extensive quotations from authorities but little or no evidence of your own consideration of the issues, are likely to receive marks in the fail category. Fail grades may also be used for essays which are illiterate or otherwise unclear in expression. Essays which have been plagiarised are liable to receive a grade of 'M' (= 'Malpractice').

In the paragraph below we describe work of a standard we think of as a Marginal Fail (F1).

Structure and focus

Work which shows very limited knowledge of course content and scant awareness of the demands of the question set.

The answer may be excessively generalised and/or substantially irrelevant.

It shows no development beyond rudimentary points.

Quality of argument and expression

The writing is likely to be unclear and/or ungrammatical. It lacks understanding of the vocabulary necessary to sustain an historical argument.

The writing shows very little appreciation of the problematic or controversial nature of historical explanations.

Range of knowledge

The answer includes some knowledge, but this is very limited and patchy. The reading and other preparation done to acquire knowledge is inadequate for the task.

The answer is characterised by excessive vagueness or inaccuracy.

Understanding of the nature of historical processes is rudimentary and underdeveloped.

The knowledge on offer may imply understanding of how an historical argument develops, but this is not sustained; knowledge of historians' ideas is very limited.

Third class (D+, D, D-)

Structure and focus

Work which shows some grasp of the precise demands of the question set, but may tend to respond generally and indiscriminately about the overall 'topic'.

The answer attempts to explain, but is prone to irrelevance – often in the form of excessive narrative – and/or to the use of unsupported generalisations.

It shows limited development because the structure may be loose and the argument seriously incomplete.

Some illustrative evidence is deployed, but without critical reflection on its significance or relevance for the question at hand.

Quality of argument and expression

The writing tends to be unclear and may be ungrammatical. It lacks the necessary sophistication of syntax or vocabulary to sustain a complex historical argument.

The answer largely recycles the ideas of historians without much understanding or development of them.

There is limited appreciation of the problematic or controversial nature of historical explanations.

Range of knowledge

There is enough accurate knowledge to frame a basic answer to the question, but inaccuracy or vagueness is also likely to be present. The reading and other preparation done to acquire knowledge is likely to be limited.

There is some basic understanding of the nature of historical processes.

The knowledge on offer implies some awareness of how historical argument develops, but knowledge about the ideas of historians is limited or muddled.

Lower second class (C+, C, C-)

Structure and focus

Work which demonstrates a more than basic understanding of the question, but which lacks a sharp or sustained focus and shows only a modest grasp of the question's broader implications.

The answer has a recognisable structure, but may reveal insufficient reflection about the direct relevance of the reading or other preparation done.

Historical ideas may be used with insufficient discrimination and development.

The force of the argument may be diminished by deploying knowledge with insufficient regard for the precise demands of the question set. In such cases narrative or mere description may predominate.

Adequate factual evidence is deployed, but not necessarily with much critical reflection.

Quality of argument and expression

The writing is sufficiently accurate to convey the writer's meaning clearly; but it is not specially fluent, and in places expression may be clumsy and/or ungrammatical. The answer is unlikely to demonstrate command of the technical and advanced vocabulary which historians use to communicate their views.

Some awareness of historians' ideas is shown, but there is limited critical reflection on them or confidence in debating their views.

The problematic nature of historical explanations is imperfectly understood.

The answer does not show originality in approach or argument, and often recycles familiar ideas.

Range of knowledge

Some significant knowledge is shown, but it is not very comprehensive or detailed. The range of reading and other preparation done may be limited, though some answers in this class show substantial knowledge which has been insufficiently digested or reflected on for the purpose of mobilising a tightly focused argument.

Basic knowledge is normally sound, but there may be some inaccuracies.

Awareness of the nature of historical development is demonstrated.

Information is sometimes used critically, but there is no systematic attempt to evaluate its status and significance in terms of the overall argument.

The knowledge deployed shows some understanding of how historical argument develops, but knowledge about the ideas of historians is unlikely to be well developed.

Upper second class (B+, B, B-)

Structure and focus

Work which shows a clear understanding of the precise demands of the question, and of its broader implications, and normally engages explicitly, systematically and cogently with the issues at stake. At the lower end of the markband, however, answers may tend to either over-generalisation or that over-particularisation which blurs focus.

The answer demonstrates careful reflection about the relevance of the reading or other preparation done; historical ideas are used with some confidence and are further developed.

The argument is clearly signposted and developed, though an analytical approach may not be sustained throughout.

Illustrative material is deployed relevantly and with discrimination to serve the purposes of the argument, though the full implications of the evidence used may not be fully identified or discussed.

Quality of argument and expression

The writing is generally clear and precise, and shows an appreciation of the technical and advanced vocabulary used by historians in developing their ideas.

The answer deploys other historians' views and attempts to move beyond them, demonstrating in its argument awareness that historical explanations are provisional and liable to reinterpretation.

The answer presents ideas with a degree of intellectual independence, and shows a good ability to reflect on the past and its interpretation.

Range of knowledge

Extensive accurate knowledge is shown, but this may be uneven in places. Generally, however, the writer has profited from a broad range of reading and other preparation, and shows an acquaintance with specialist monographs and articles as appropriate to the question.

A good sense of the nature of historical development is shown.

A good knowledge is demonstrated of how historical argument develops; knowledge about the ideas of historians is adequate and is developed as appropriate.

First class (A, A-)

Structure and focus

The writer engages closely and consistently with the full demands of the question, and shows a vigorous and mature grasp of its wider implications.

The answer demonstrates mature reflection about the relevance of the reading or other preparation done; historical ideas are used with considerable confidence and independent development.

The argument is very carefully structured and developed in order to provide a coherent and convincing analysis.

Evidence is deployed authoritatively to support and develop arguments, with a rigorous sense of relevance and of the value or limitations of different sorts of data.

Quality of argument and expression

The writing is precise, fluent and concise (no wasted words!), and demonstrates a high level of sophistication in its use of the technical and advanced vocabulary employed by historians in developing their ideas.

An excellent command is demonstrated of the nuances and complexities of historical discourse, not least that historical explanations are provisional and liable to reinterpretation.

The answer shows mastery of other historians' views and ideas, and also goes beyond them by imposing a valid personal interpretation on the historical evidence or historiographical issues at stake.

Original ideas are developed compellingly and coherently through mature and convincing consideration of the available evidence. (The ability to make valid, but unexpected, connections and to produce original analyses and interpretations can take answers to 80 or above – though such marks are reserved for exceptional first-class work.)

Range of knowledge

Knowledge is broad, deep and assured, and the range of reading is considerable – involving extensive use of specialist monographs, articles and other sources as appropriate.

The answer shows mastery of the complexities and contradictions of historical development.

Knowledge about the views of historians is secure and pronounced, and is developed judiciously and critically in response to the demands of the question.

Excellent first class (A+)

Structure and focus

The writer engages fully with the demands of the question and shows an outstanding or innovative grasp of its wider implications.

Historical ideas are used with great facility and independence of thought.

The argument is superbly structured and developed, and provides a thoroughly coherent analysis.

A very wide range of well-selected evidence is deployed with outstanding judgements of its relevance, value and limitations.

Quality of argument and expression

The answer is based on a novel and/or imaginative position, grounded in original thought and/or original research.

The writing is well nigh faultless in its precision, fluency and concision. It demonstrates an outstanding level of sophistication in its use of the technical and advanced vocabulary employed by historians in developing their ideas.

The writing conveys with great effectiveness the nuances, complexities and provisionality of the historian's act of interpretation.

Range of knowledge

Knowledge is very broad, deep and assured. It is drawn from a range of reading that goes well beyond the standard bibliography for the course, to include specialist monographs, articles or other appropriate sources, including primary sources, located independently by the student.

The writing shows a full understanding of other historians' views and ideas, but also goes well beyond them. It develops a convincing and original personal interpretation of the historical evidence or historiographical issues at stake.

The writing contains several points that are the result of independent thinking, integral to the argument and thoroughly supported by the evidence.

EXAMINATIONS

INTRODUCTION

History examinations normally take place during and between Weeks 4 and 9 of the Summer Term but all students should ensure they are available until Week 10 of the Summer Term.

WEIGHTING OF EXAMS TO COURSEWORK

The normal weighting of exams to coursework for Part II in History is 60% exams to 40% coursework. Some courses/modules are assessed by a higher proportion of coursework or by coursework alone i.e. 100% coursework. The assessment details of each module are presented in the relevant course Study Guide.

HOW WE MARK

Every examination script is internally moderated according to university regulations, so as to ensure maximum fairness. Marking is done anonymously, that is your name does not appear on the front cover of your script until it is later matched up to your seat number after your script has been read internally.

After scripts have been marked internally, they are sent to the external examiners, who are senior academics at other universities whose role is not only to monitor our marking but to guide us in the preparation of exam papers and advise us generally on our teaching and courses. On receipt of the external examiner's confirmation of grades, the agreed grades are entered into the student record system, which calculates the aggregation score for each course. No grades are considered final at this stage and re-reading both of script and of essays may take place right up to the Final Board of Examiners' meeting. The Department does not, however, ask students to attend viva voce examinations.

Please note that history is a 'humanities' discipline, with its roots in the classics. Its messages cannot be disentangled from its medium, and clear expression, along with correct English grammar, punctuation and spelling, is an inseparable part of effective exam performance. It is not, of course, the case that we consciously 'take marks off' a script for faulty English, but rather that a history essay, either in exams or coursework, cannot convey conviction if it is rendered in faulty prose. If you have anxieties on this issue, discuss them with a tutor, who may be able to put you in the direction of further help and advice. By the same token, you must take notice of the need for readable scripts. Again, we do not 'mark down' illegibility **per se**, but we cannot give you credit for what we cannot read - and your gradings will suffer accordingly. Many people produce illegible scripts through making the common error of confusing quantity - including much irrelevant narrative - with quality, which means pertinent and succinct analyses, backed up by accurate evidence.

PREPARATION

Revision is obviously of vital importance, though we hope that throughout your studies you will have your courses under permanent revision through planned programmes of reading. We do not, in this department, debar students from writing on topic areas related to essay questions tackled earlier and in fact we look for and respect the expertise that students have been building up. Needless to say, exam questions will not invite you simply to rehash

essays, nor should you attempt to do so; that said, your essays provide a vital ingredient in revision.

How much revision should you do? The answer will, of course, vary with the individual, but you should be aware of the limits beyond which material simply will not sink in: 8-9 hours spread over a fairly long day, with frequent breaks, will usually suffice if the programme is commenced early enough before exams. You should not attempt to work all of **every** day of the week in the revision season. Do please bear in mind that being examined is a stamina-demanding experience and that you should be as fresh and un-tired as you can be when you begin.

DISABILITIES AND EXAMINATIONS

Where disability necessitates special arrangements for examinations, it is the responsibility of the student to instigate these through Student Based services.

VISITING STUDY ABROAD STUDENTS

Visiting study abroad students (JYAs, Erasmus etc.) must do all coursework which a home student would do in the same period. In addition the student must either take the appropriate final examination or some additional assessment to replace the final examination (normally a test or 'take-home examination') if it is for some reason (time, content, etc.) inappropriate.

ACADEMIC PROGRESSION AND ACHIEVEMENT

MONITORING PROGRESS

The Department of History continually monitors the academic progress of its students to assure itself of their progress, to ensure that each gets as much as possible out of their degree scheme, and to try and catch any potential problems before they become acute.

Tutors may discuss any concerns they have directly with students or they may inform the Part I or Part II Student Advisor as appropriate. The Department may formally write to any student whose attendance, coursework submission record and/or progress is a cause for concern, and students may be invited or be required to meet with the relevant Student Advisor. If, despite the issue of appropriate warnings, a situation such as persistent non-attendance and/or non-submission of coursework continues, the Department may place adverse progress markers on a student's central record and/or refer a student to the Standing Academic Committee with a recommendation that s/he be excluded from the university.

Most difficulties are best resolved at an early stage, there is much the Department and University can do to help and there are a number of options available, but this can only be achieved if students seek help and advice. If you are experiencing difficulties which you would like to discuss, please contact either the Part I or Part II Coordinator for Part II, as appropriate.

Please do not forget that it is your degree and your responsibility to seek help if you are experiencing difficulties. The University will do whatever is possible to assist you, within the Rules and Guidelines of the University, if you are having problems, whether financial, personal or academic, provided that we are aware of those problems. You are urged to contact the department in the first instance but if you feel, for any reason, that you cannot speak to the department, you are encouraged to contact one of the following support services available: your college office, your personal tutor, the College Senior Tutor, the Counseling Service, the Student Support Office, the Student Registry or the LUSU Advice centre.

FIRST YEAR REVIEWS AND SECOND YEAR ADVISORS

In Year 1, during Introduction Week the Department holds an induction session for its students on independent learning in relation to the study of History at Lancaster University and, early in the Summer Term, counselling sessions prior to Part II enrolment provide an opportunity for students to discuss their course choices with named advisors.

PART II REVIEWS

The main formal progress review occurs at **the start of the third year**, when the Department interviews all History major students and students on combined major or consortial degree schemes administered by the Department of History. The purpose of the interviews is to review progress during the second year, to help students to discern their particular strengths and weaknesses as they move into their final year, to identify any problems, and also to obtain feedback from students. History majors will be interviewed by their Special Subject Tutor and students on combined majors and consortial degree schemes (only those

administered by History), who do not undertake a special subject, will be interviewed by another member of academic staff. **Part II progress review interviews are compulsory and all third year students on relevant degree schemes are required to attend.** Further information will be circulated by e-mail to all such students at the start of the Michaelmas Term.

SCHOLARSHIPS AND PRIZES

The Department awards the **Queen's Scholarships**, currently worth £150, to the two History Major or Combined Major students who perform best in Part I and in the first year of Part II. Decisions are made at the meetings of the Part I and Part II Board of Examiners respectively.

The A.H. Woolrych Essay Prize of a book token worth £130 is awarded to the student who writes the best Part II essay. The Part II Director of Studies makes a recommendation on the basis of recorded course work marks and in consultation with colleagues.

The Andrew Pearson Prize commemorates a history student (1985-8) who was accidentally killed in New Zealand. His employer, then called National Power (now Innogy), funds an annual award of £150 given each summer to the single major History student who, in the opinion of the Part II Board of Examiners in History, has written the best dissertation for the compulsory dissertation unit (HIST300). The prize may be shared if there are candidates of equal merit, and the Board has the discretion not to award the prize if in its judgement no suitable candidate is available.

Postgraduate Funding, various sources of national, University and Departmental funding are available to postgraduate applicants. The Department plans to announce early in each calendar year what funding will be available to applicants for admission in the following October. For further information please see the Department of History website <http://www.lancs.ac.uk/fass/history/postgrad/index.htm> or see the Coordinator for Postgraduate Studies with any postgraduate enquiries.

ASSESSMENT PROCEDURES AND DEGREE CLASSIFICATIONS

PROGRESSION FROM PART I TO PART II

The University requires all students to obtain an aggregation score of at least 9.0 in each of their Part I subjects. However, students wishing to take a subject as a Major or Combined Major in Part II are required to secure an aggregation score of at least 10.3, and to have a grade of D- or above in each 'element' of their assessment. In the case of History, this means that you must obtain an overall score of at least 10.3 in HIST100, **and** also a grade of D- or higher in HIST100 coursework **and** D- or higher in the HIST100 examination. An aggregation score of between 9.0 and 10.2 would allow you to take History as a minor subject but not to major in the discipline.

PROGRESSION FROM YEAR 2 TO YEAR 3

All second year students are compulsorily assessed (usually by a combination of examination and coursework) on all modules taken in the second year. Any student who **fails** a second-year module will have an automatic right to resit (the form of the resit will normally be that of the failed element of assessment e.g. examination and/or coursework) in the following August – but only for a 'pass' i.e. capped at D- (aggregation score of 9)

Please note that you may not resit in order to improve a result that is already of at least pass standard.

In order to continue into Year 3, you must achieve an overall aggregation score of at least 9.0 and carry no more than 30 condoned fail credits (i.e. no more than two failed half-unit courses which have been set aside by the Board of Examiners), after you have taken the opportunity to be reassessed. Note that a fail will only be condoned if the aggregation score for the course in question is between 5.0 and 8.9 (in other words it can be classed as a 'marginal fail'). If the score is below 5.0 the fail cannot be condoned and you will not be allowed to progress to Year 3.

FINAL DEGREE CLASSIFICATIONS AT END OF THIRD YEAR

Note: these regulations will apply in due course to current Part I and Year 2 students, who will graduate from 2013. The degrees of Year 3 students graduating in 2012 will be calculated according to the old mark scheme (for details see HIST 300 LUVLE site). By the end of your degree you will have taken 240 credits in total (any student combining history with a modern language will have taken 270 credits in total and assessment arrangements for this latter group of students will be publicised by the Department of European Languages and Culture, who should be consulted over any queries regarding assessment of such schemes.)

You will already have been assessed in (normally) half of your 240 credits by the end of your second year; the results of these, of which you will have been informed, are 'carried forward' for consideration alongside those modules that you have taken and been assessed in by the end of your third year. The aggregation scores for each of your modules across the second and third years are presented as 16 marks on the examination mark-grid., In other words, each 15 credit HIST2XX module has one score presented, each 30 credit module such as HIST300 has the score presented twice etc.

The aggregation scores will be used to classify your degree by computing a ‘mean overall aggregation score’ for your whole profile – in other words the average of your scores across all your Part II courses, as follows:

Mean aggregation score	Degree class
17.5-24.0	Class I
17.1-17.4*	Either Class I or Class II.i*
14.5-17.0	Class II.i
14.1-14.4*	Either Class II.i or Class II.ii*
11.5-14.0	Class II.ii
11.1-11.4*	Either Class II.ii or Class III*
9.0-11.0	Class III
8.1-8.9*	Either Pass degree or Fail*
0.0-8.0	Fail

If your mean score falls within one of the borderlines (marked with an asterisk in the table above), the Board of Examiners has discretion to decide which award to recommend, taking account of your performance across both years. The criteria used to decide which award will be recommended will be published in 2012.

To achieve a particular class of degree you will need to satisfy **either** a single-criterion rule **or** a two-criteria rule:

The single-criterion rule: The average of all 16 units is at or above the class boundary.

The two-criteria rule: At least eight units are in the class to be awarded (or better), **and** the average of all 16 units is not more than 2% below the class boundary.

However, a First Class degree shall normally be awarded **either** when six of the sixteen units are First Class and the average mark, calculated from all sixteen units, is no more than 2% below the First Class boundary **or** when eight of the sixteen units are First Class and the average mark, calculated from the best fourteen units, is no more than 2% below the First Class boundary.

Thus, to achieve an Upper Second, you will need **either** an average of 60% or more; **or** at least eight units of Upper Second or First Class quality **and** the average of all sixteen must be at least 58%. Note that a very poor performance in one course (caused, perhaps, by an unwise decision not to complete course work or not to revise) can have a serious effect upon your final averages and, therefore, classification.

Also, please note that:

An honours degree shall not normally be awarded when the candidate has five or more Fail units (less than 40%) out of sixteen.

A degree shall not normally be awarded when the average mark calculated from all sixteen units is less than 40%

Where specialist regulations for some degree schemes have been approved, these take precedence.

We aim to publish **provisional** results (to be confirmed by the Committee of Senate) on the same day as our Board of Examiners (normally late afternoon of the Wednesday of Week 10 Summer Term). The main History Board of Examiners (there are others for combined major and consortial degrees and pre-Boards which meet prior to the main board to consider cases of special circumstances) meets for several hours, chaired by the Head of History and attended by all examiners, internal and external. After the Board has met and approved the

publication of provisional results, certain cases may have to be withheld because their cases have been “referred to the Committee of Senate”. This can mean that, while the Board has proposed a classification, it may seem to depart somewhat from normal University regulations and requires higher consideration.

More often, candidates’ names do not appear because they are in debt to the University, for such items as library fines or college rents. If you are in this position, you should promptly go to the Student Registry to discuss your difficulties and, it is hoped, resolve them in such a way that your result can be published.

HEALTH AND PERSONAL PROBLEMS

The Boards of Examiners can take into consideration problems relating to health or other personal circumstances **only** if these are a matter of certified record. It is vital that you keep us informed about such matters, and it is your responsibility to ensure that the department holds a written record of such problems; anecdotal evidence cannot be accepted. As half of the marks which go towards a student’s degree classification are obtained in the 2nd year of study, this requirement is as relevant to problems that occur in the second year as it is to problems arising in the final year. All evidence of health and personal problems is considered in strict confidence by the Mitigating Circumstances Committee, which meets in advance of the main Board of Examiners.

POSTGRADUATE STUDIES

The Department of History offers an MA in History with two pathways available; one aimed at students who wish to undertake one further year of study after completing their undergraduate degree prior to seeking employment and one aimed at preparation for PhD research degree study. Students confirm which pathway they wish to pursue part way through the academic year of study, which further enhances the flexibility offered by this programme in relation to the skills acquired to enhance employability or for further academic study. The Department of History also offers a PhD in History with supervision on a wide range of topics available. The PhD in History allows students to research an historical topic under expert supervision in sufficient depth potentially to pursue an academic career.

Various sources of national, university and departmental funding are available to postgraduate applicants. The Department plans to announce early in each calendar year what funding will be available to applicants for admission in the following October. The Department holds an advice session in the Lent Term to help prospective postgraduate students seeking advice about applying for entry here or to other universities and about funding. The Department makes awards to selected students which may cover all or part of their fees or consist of a fully-funded studentship.

For further information on postgraduate study in History or funding available, please see the Department of History website <http://www.lancs.ac.uk/fass/history/postgrad/index.htm> or see the Coordinator for Postgraduate Studies with any postgraduate enquiries.

GENERAL MATTERS

STUDENTS REPRESENTATION

Student Representatives are consulted on decisions affecting the academic and administrative activities of the Department e.g. in relation to degree structures, course contents, teaching methods and modes of assessment. Eight student representatives are needed, two undergraduates from each of Years 1, 2 and 3, one postgraduate MA student and one postgraduate research student. Part of the Student Rep role includes attending History's Staff/Student Committee (which consists of the Student Reps, the Head of Department, the Directors of Undergraduate and Postgraduate Study and the Departmental Officer), at which Student Reps can raise issues and staff consult students on their views in a closer and more informal environment, and also the Department Meeting (attended by all members of the Department); at which Student Reps have a standard agenda item; each of which meets twice a term.

There are also opportunities for student representation on The Faculty of Arts, Humanities and Social Sciences Teaching Committee which oversees new course proposals submitted by departments in the Faculty, receives and reviews the end-of-year reports produced by departments, and considers all other matters affecting teaching and learning in the Faculty.

In consultation with LUSU, further information on the role of the Student Rep and the Department's appointment process will be circulated by e-mail to all History students at the start of the Michaelmas Term.

STUDENT EVALUATION OF COURSES

The university will contact all students via e-mail in order to solicit their evaluation of each of their courses on-line. The Department takes these evaluations very seriously in terms of course development and delivery and encourages students to do the same.

CAREERS

INTRODUCTION

The Department of History takes a lively interest in the future careers of its students. We are particularly pleased when students, before or after graduating, ask us to write references. With most of us, permission to use us as referees, once granted, suffices for subsequent applications and you do not need to bother to ask consent for every fresh application. To help us compose useful and informed references, we ask you to provide us with a CV; these are particularly helpful when they cite work in colleges, societies etc. of which we are not always aware. In considering careers, do bear in mind that History is a very versatile subject and that it opens doors to professions which you may not have thought suitable to your subject

CENTRE FOR EMPLOYABILITY, ENTERPRISE AND CAREERS

The Centre for Employability, Enterprise and Careers (CEEC) may be used throughout your time at Lancaster and is situated in University House. You should not wait until nearly the end of your final year before accessing its services. CEEC will support you through the whole process of identifying career choices and this can be important in your first year when you are making choices about second year courses. Staff can also provide information, advice and guidance on going into work, further study and developing your skills.

KEEPING IN TOUCH

Please try to drop in when in Lancaster. Join the Historical Association and the University Alumni Association. The odd email telling us how you are getting on is very much appreciated.

During the autumn after you have graduated, the CEEC will contact you by post requesting that you complete a 'First Destination Survey'. It is important that we know your 'first destination' or career position after you graduate and the Department encourages its students to respond to this survey.

SAFETY

The Departmental Officer acts as Safety Officer. A copy of the University's 'Statement of Safety Policy' and a First-Aid box are kept in the Departmental Office. Students should learn the fire drills. During office hours, you should, in the first instance, draw the attention of one of the departmental administrative staff to any potential dangers that you see.

In case of an emergency requiring an ambulance or other emergency services on campus you should **dial 999 on the internal telephone system** (or 01524 5-94541 if using another telephone) in order to contact the Security Office, which is staffed 24 hours every day of the year.

