

Your studies

STUDENT HANDBOOK

DEPARTMENT OF HISTORY

Postgraduate taught student handbook

2016–2017



University of Essex

Introduction



Welcome to the Department of History!

We all hope that you will enjoy and benefit from your years at Essex, and find the Department a lively and friendly place in which to study. Please make full use of the Department facilities - History Common Room - and form part of the Department community.

This guide contains much of the information you will require during your time in the History Department, as well as some useful advice on, for example, writing and correctly referencing coursework. It is revised regularly, and we would welcome your comments on how it might be improved. In particular, let us know if you feel that we should incorporate new or additional material. We have tried to make the information as accurate as possible, but to err is human; and, of course, changes in staff and regulations inevitably happen.

Professor Edward Higgs
Head of Department

Term dates

2016-2017

Autumn term

6 October 2016 – 16 December 2016

Spring term

16 January 2017 – 24 March 2017

Summer term

24 April 2017 – 30 June 2017

Sections in this handbook

1. About our department

including departmental staff information, contacts, facilities and meetings

2. About your course

including course structures, teaching and assessment methods, timetable and module information, coursework deadlines, submission, presentation, marking, grade criteria, coursework policies, dissertations, staff and student expectations.

3. Academic guidance and regulations

University regulations regarding progress, attendance and absences, Rules of Assessment, changing course, intermitting, extenuating circumstances, academic offences, appeals and complaints, student representation and feedback.

4. Practicalities and support information

including support services for students, where to get advice, the Essex Student Charter; IT support, myEssex, financial support, Library information, learn a language, study abroad, campus information, careers, volunteering, requesting references

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6. Appendix A: Guide to writing coursework

Everything you need to know about planning, writing, footnoting and forms of reference for your History coursework.

About this handbook

This handbook has been designed to give you essential information about the Department of History and the University.

Other sources of information are available to help you, and are at www.essex.ac.uk/myessex. Our friendly departmental staff are here to help and you can find their contact details in this handbook.

Remember that at Essex, we don't separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.

1. About our Department

Our Department was founded in 1972. Since then we have developed a strongly individual character. We pride ourselves on being a Department that refuses intellectual straitjackets. We enjoy the mix of areas and specialisms found along our corridors.

We have always been known for our friendly atmosphere, with good staff-student relationships and innovative teaching and learning methods that are reflected in consistently high student satisfaction ratings.

Our location and opening hours:

Colchester Campus
Department of History
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

Direct tel: 01206 872190

General enquiries: history@essex.ac.uk

Website: www.essex.ac.uk/history



The Department of History can be accessed through entrance 4NE on square 4 with the Department's offices located on levels 7 and 8. The main History Office, room 5NW.7.18, is open Monday-Friday, 10.00am-4.45pm (4.30pm on Fridays); closed for lunch between 1-2pm. Vacation opening times may vary.

Meet your department staff

Below is a summary of the roles of the staff you are likely to be in contact with most frequently.

Find the full list of academic and administrative staff on our website at:

www.essex.ac.uk/history/staff/.

Staff research interests

Our Department is internationally recognised for the quality of its research across a broad range of areas from 1450 to the present, ranging from social and cultural history to politics and international relations. Themes of particular interest in research include violence and protest, race, class formation, nationalism, cultural history, gender, and wars and revolutions. Details of staff research interests and their publications can be found at www.essex.ac.uk/history/staff/.

Who to go to if you need help:

Administrators

The Department has the following support staff for postgraduate students:

Lisa Willis Graduate Administrator	Lisa deals with postgraduate administration and enquiries. You can find Lisa in the History Department Office	Office: 5NW.7.18 Email: lwillis@essex.ac.uk Phone 01206 872190
Karen Shields Department Manager	Karen deals with departmental administrative matters and can arrange appointments with the Head of History.	Office : 5NW.7.20 Email: karen@essex.ac.uk Phone: 01026 872303

Your module tutor

All teaching staff hold regular weekly office/consultation hours during term-time. This is a time when you can go and see them about anything to do with your modules, from difficulties you might be having with your seminar readings to discussions about feedback on your coursework. It is fine to turn up at the office hour without an appointment. Details of office hours are posted on office doors and on the main History noticeboard. If you cannot make the advertised time for any reason, email your tutor to make an appointment.

Academic staff do not hold regular office hours during the vacations, and may well be away from the University on research trips. If you need to get in touch with them during the vacations, please email them in the first instance.

Your Personal Tutor

All students have a Personal Tutor who you'll meet soon after you've arrived, and who you'll meet regularly throughout your course. Your Personal Tutor is there to help you feel connected to your department, and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your Personal Tutor may also recommend other support services on campus that might be able to help. Dr Catherine Crawford, the Graduate Director Taught, is the Personal Tutor for all MA Taught students.

Graduate Director Taught

The Graduate Director Taught is the member of staff responsible for the smooth running of taught postgraduate schemes. He/she is the first 'port of call' for any general enquiries. The Graduate Director Taught helps students in the initial stages of selecting a suitable subject and supervisor for the MA dissertation.

The Graduate Director Taught can also advise you on related practical or personal matters, or matters relating to the University's formal requirements. He/she can be contacted in person during consultation hours, or by email or telephone.

If the Graduate Director Taught is unable to help you, you may contact the Director of Education.

Graduate Director Taught	Dr Catherine Crawford	Room: 5NW.8.20 crawc@essex.ac.uk
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Other staff you may wish to contact

Director of Education	Dr Jeremy Krikler	Room: 5NW.7.9 Email: krikjm@essex.ac.uk
Head of Department	Professor Edward Higgs	Room: 5NW.7.13 Email: ejhiggs@essex.ac.uk
Employability Development Director	Dr Nadine Rossol	Room: 5NW.8.14 Email: nrossol@essex.ac.uk

More about the Department

Postgraduate Lockers

Lockers are available in the History Common Room for postgraduate students. These are allocated on a first-come first-served basis. If you are allocated a locker it will be necessary for you to supply your own padlock. Please speak to Lisa Willis in the History Department Office if you are interested in using a locker.

Postgraduate Training

Taught students are provided with structured training throughout their scheme of study. The Department offers a wide range of postgraduate taught modules that either explore particular fields and concepts, or offer specific training in research methods and skills. Students should peruse the modules available and discuss with the Graduate Director Taught which of these modules would be suitable.

Publications

Copies of the following reference books are available from the History Department Office and may be borrowed for short periods of time.

A useful publication is the *MHRA Style Book*, which is obtainable from the University Bookshop. The final version of your MA dissertation or research thesis should conform as strictly as possible to the guidelines laid down in this publication (London: Modern Humanities Research Association, 2002).

Grants for History - guide to funding specifically for historians and the history discipline (University of London: Institute of Historical Research, 2013).

History Common Room

The History Common Room (5NW.7.1) is located on the same corridor as the History Office, and is for the use of students (both undergraduate and postgraduate) and staff. The Guardian is delivered daily during term-time, and there is a drinks machine. This is where you will also find the student photocopier, and the History Society and general noticeboards.

Student Photocopier/Scanner

The Department provides a photocopier, for the use of all students, located in the History Common Room. Copy cards can be purchased in the History Office. A copy card costs £2 and provides credit for 40 A4 copies (5p per copy). The copier also has a scanning facility where you can scan documents to your own email address.

Department Library

The Department runs a small Library (room 5N.7.22), to supplement the Albert Sloman Library. Some (but by no means all) of the recommended reading is placed in the Department Library, in the form of both books and photocopies. It is provided for the use of all students taking History modules. Readings and books may be borrowed from the Department Library. During term-time the Department Library is opened for a short time each day, although opening times can be extended with the help of student library volunteers. Please check the Library door for opening times. Please note that the Department Library is not open during vacations, although items may be borrowed in advance of the vacations.

Please use the Department Library responsibly. If you find a book or photocopy in the wrong place, take the time to replace it. **ALWAYS** sign items out, and return them promptly. Many students donate books and especially photocopies to the Library upon completion of their degree and we would invite everyone to do so. This is of great help in maintaining its value.

Noticeboards

A list of academic staff and their contact details and location of seminar rooms is posted on the noticeboards situated on Level 7 near the History Office and the Common Room. Other noticeboards on Levels 7 and 8 have information on Careers, Seminars and Public Lectures, the Local History Centre and 'miscellaneous' information, and an Essex Experience noticeboard.

Communication

Our policy is to use email for routine communication between staff and students. A system of aliases allows members of staff to send messages simultaneously to groups of students (e.g. all students registered for a particular module), so even if you have not divulged your address or do not use email for sending messages, you may well receive messages via email. It is, therefore, vital that you check your email regularly, and **we require students to access their University email account ideally once a day, but at least twice a week during term-time**, so as to acquaint themselves with messages sent by academic departments and administrative sections. **Please note, coursework may NOT be submitted via email.**

What's going on in the Department?

Department Meetings	Autumn Term: Wednesday 19 October Wednesday 14 December Spring Term: Wednesday 18 January Wednesday 8 March Summer Term: Wednesday 10 May
Student-Staff Liaison Committee (SSLC) Meetings	Autumn Term: Wednesday 9 November Spring Term: Wednesday 8 February Summer Term: Wednesday 3 May
Boards of Examiners	Autumn Term: week commencing 14 November Summer Term: week commencing 26 June
Research Seminars	<p>The Department arranges and hosts research seminars by both Essex and other university academics, on a wide variety of historical themes. These usually consist of a fairly informal paper about work-in-progress, followed by extensive discussion, which invariably continues over drinks in the bar or in the History Common Room. The seminars are an excellent way to meet staff as well as students, both undergraduate and postgraduate. Members of the public are also welcome to attend. For more details please see the History website.</p>
Postgraduate conferences	<p>The Department holds regular one-day postgraduate conferences. The Essex conference is an important forum for research students to meet and discuss their work in a constructive setting and all students in the Department are encouraged to get involved in similar events in the future.</p>
History Society	<p>The History Society is run by students and is a great way to get to know people in the Department, going beyond lectures and seminars. If themed socials, quizzes, day trips, pizza & movie nights, workshops and talks interest you then the History Society is for you! We will be offering all of these events over the coming year and look forward to involving our new and returning members in them. As well as this there will be the opportunity to get involved with volunteer projects and help run the Society.</p> <p>If you have any suggestions, email the History Society via email soc@histsoc.com or you may find them in the Common Room. (find out who they are at https://www.essexstudent.com/organisation/6722/).</p>

2. About your course

Learning and teaching methods

There are essentially three modes of teaching at postgraduate level. Most teaching is through small group seminars, groups ranging from 5-12 students with discussion led by the seminar teacher but often with short presentations by students. One module, Research Methods in History, is designed to introduce students to a range of research methods, and can have greater numbers and follows a different format. Finally, there is teaching through dissertation supervisory sessions. This teaching – like student consultation about coursework – is entirely individual. It involves consultations with a supervisor, as well as critical discussion of draft chapters and comments on them by the supervisor. This particular mode of teaching largely takes place in the summer term and vacation and is fundamental to honing students' research and writing skills.

You will find that you are expected to work more independently than during your undergraduate degree; this is both a reflection of the higher level of study and preparation for those wishing to continue to a PhD.

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is taken into account when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations. Where appropriate, reasonable adjustments will be made for individual students to support them through their studies.

Your timetable

Once you have chosen all your modules and received confirmation, they will appear on your personal timetable. Your individual timetable can be found at www.essex.ac.uk/students. You may find that the first week of your timetable is blank if you do not have any course commitments in Welcome Week. You can also access your timetable on most mobile devices including smart phones and tablets. There may be unavoidable room changes during the year, so be alert for notices of last minute alterations, especially in the first couple of weeks. If you have any timetable difficulties you can report these through the online timetable links.

Course structures

Each course involving History has its own syllabus, full details of which are given in the Programme Specifications Catalogue (<http://www.essex.ac.uk/programmespecs/>). Your own course structure can be found in the **myStudy** section of your **myEssex** homepage. The Department offers the following Certificate and MA courses in History:

- History
- History (Cultural and Social History Pathway)
- History (Local and Regional History Pathway)
- History (Public History Pathway)

Changing your degree

Students wishing to discuss the possibility of changing course should speak to the Graduate Administrator or Graduate Director Taught. Normally, you would be required to make a new application for admission.

Investigate your potential new course by looking at course information on the department's web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.

If you want to **change your mode of study** from full-time to part-time, you should discuss this with our departmental staff. If this is possible, you will need to make a formal request using the online **Change of Mode of Study form** which you can find here: <https://www.essex.ac.uk/esf/>

Changing your mode of study may affect your immigration status if you have a Tier 4 visa and you may need to contact the Home Office or make a new Tier 4 application. **Please read carefully our guidance on Tier4 and course changes at www.essex.ac.uk/immigration/studies/changes.aspx**

Programme specifications

Programme Specifications provide key information, such as the structure and aims of your course, as well as the knowledge and skills you will develop. The relevant Programme Specification for your course and stage of study will be available to you when you log onto **myEssex**.

Learning outcomes

Your course's learning outcomes are set out in Programme Specifications. They are categorised into knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes and assessment on the modules you take. You can measure your progress against the outcomes, for example when reviewing coursework feedback, and they can be used to guide you when undertaking independent study. You can find a copy of the module map showing how your course learning outcomes are connected to the modules on the History website.

Full module outlines are available from the History Office or Moodle.

Module information

Most modules taught in the Department reflect the individual research interests of members of the academic staff. New modules are regularly introduced. In their optional modules, students learn to apply specific approaches to history (e.g. social, economic, cultural, political) and may make their own choices of particular periods, problems or countries. Their choices will, naturally, be governed by the syllabus they are following and also by the availability of modules.

Module Directors are responsible for the individual modules, which make up courses. They design the modules, teach them and examine them. They monitor student progress and talk to students about any academic issues related to their particular module.

Module Directory	Module details including outlines and assessment information can be found in the online Module Directory www.essex.ac.uk/modules/ .
Module Choice and Enrolment	Information about choosing taught modules is sent to all postgraduate students during the summer vacation. To avoid disappointment students are advised to make their choice as soon as possible and well in advance of the beginning of the academic year in October. Students are required to complete their module enrolment through the University's online module enrolment system (eNROL).
Changing Modules	Students wishing to discuss the possibility of changing modules should speak to Lisa Willis and/or the Graduate Director Taught. Students may change modules during the first two weeks of term with the permission of the Graduate Director Taught and the new module tutor. After the first two weeks, students will not normally be permitted to change modules.
Module Materials	Module reading lists and essay lists are available from the History Office and on Moodle.
Training and Optional Modules	Postgraduate courses consist of a number of compulsory training modules and some optional modules. For all courses students must be assessed on five modules (which vary according to the degree scheme). For most schemes these are made up of two compulsory training modules and three optional modules (or four, if the student is assessed on one training module only). A typical History module consists of ten seminars, and modules are usually taught weekly in either the autumn or spring term.
Assessed Modules	For most assessed modules students are required to do the necessary reading; prepare for and attend each weekly seminar; take part in each seminar discussion; and submit an essay. Different forms of assessment apply to the Research Methods in History.
Audited Modules	When students audit a module they are required to do the necessary reading; prepare for and attend each weekly seminar; take part in each seminar discussion; but are not required to submit an essay.
Skills	Having completed a course successfully, students will have acquired the following skills: <ul style="list-style-type: none"> • the ability to gather and assimilate large amounts of information and data; • the critical analysis of such material for deployment in a reasoned argument; • fluent and lucid communication, both oral and written; • self-discipline and self-direction; • the ability to work with others.

Assessment

Methods of Assessment

Except where otherwise specified (see individual course syllabus and requirements) each student must submit one essay for each assessed module. Please note: for any module not assessed by a single essay, arrangements for assessment and deadlines will be communicated via the module tutor and/or History postgraduate noticeboards.

Students are expected to agree each essay title with the module tutor in advance of the coursework deadline. History essays should be 5,000 words in length.

Postgraduate Certificate Coursework

The Postgraduate Certificate is made up of five taught modules, each with a credit weighting of 20 credits. Postgraduate Certificate students submit coursework for four assessed modules, usually consisting of one 5,000-word essay, although some modules may require more than one piece of work to be submitted. In addition students submit a dissertation proposal of 1,500 words for the training module Research Methods in History which is assessed on a pass/fail basis.

In the case of Modular Study students, the coursework for each module has normally to be marked at the pass level before the student can proceed to the next module. A student may, however, be permitted to proceed once only with a module marked below 40.

MA Coursework

The MA is made up of five taught modules, each with a credit weighting of 20 credits, plus the dissertation with a credit weighting of 80 credits. Some of the modules are core, which must be taken and passed to gain the qualification. Some of the modules are compulsory, that is, they must be taken but a failure to pass them can be condoned in certain circumstances. The pass mark for MA coursework is 50.

MA students submit four essays of 5,000 words, one for each module, which they are assessed on plus a dissertation of 20,000 words. In addition they submit a dissertation proposal of 1,500 words for the training module Research Methods in History. The assessment for the training module Research Methods must be at the pass level.

In the case of Modular Study students the coursework for each module should normally be marked at the pass level before they can proceed to the next module. A student may, however, be permitted to proceed once only, when a module has been marked between 40 and 49.

Please see the section on *Academic guidance and information*, later in this booklet, for details of the assessment policies and regulations that apply to your course. The section *Support information* contains information about the range of academic and personal support available to you to in addition to that provided by your Department.

Equality and Diversity

The University of Essex recognises the value of diversity and is committed to equality of opportunity within the University. It therefore aims to create the conditions whereby students and staff are treated with dignity and respect and solely on the basis of their merits, abilities and potential, regardless of, race, ethnic or national origin, gender, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political beliefs and affiliations or other irrelevant distinction.

The University is committed to a programme of action to ensure that this policy is fully effective. If you have any comments/questions on equal opportunities at the University please e-mail diversity@essex.ac.uk

Coursework

Coursework Submission	<p>Coursework must be submitted online via the University's online coursework submission website: FASER: (Feedback, Assessment, Submission, Electronic Repository) http://faser.essex.ac.uk/ by the published deadline for the module (see paragraph below on the Course Deadline Policy). A watermarked paper copy must be submitted to the Department Office by 4.45pm the day after the module deadline with a completed cover sheet attached. Cover sheets are available from the Department Office. Under no circumstances should an essay be handed directly to your lecturer or teacher.</p> <p>Further information about watermarking and online submission of coursework can be found in the help pages of FASER.</p> <p>In cases of extenuating circumstances, students should request an extension in advance of the deadline from the Graduate Director Taught.</p>
Assignments and Deadlines	<p>In order to make sure that you submit an assignment by the deadline you must be organised and start the work for your assignment well in advance of the deadline. You must allow yourself time to find and read the necessary books and articles, to think about and plan your assignment, to read and think some more, and then to write up your assignment.</p> <p>All deadline dates will be announced at the start of the academic year by module teachers and published on the History noticeboard.</p> <p>Producing assignments to specified deadlines throughout the academic year is an important aspect of the educational experience of doing your degree. It develops your ability to plan and organise your own work and time efficiently, and enables you to apply lessons learnt in the writing of assignments earlier in the year to those written later in the year. The reasons for having a strict system of deadlines (see paragraph below on</p>

	<p>Coursework Deadline Policy) are:</p> <ul style="list-style-type: none"> • to reinforce the importance of meeting deadlines; • to ensure that no students have an unfair advantage in taking longer to do their assignments than others; and • to ensure that staff members are able to use their time for marking assignments as efficiently as possible and in a way which is most beneficial to all students. <p>You should allow ample time for typing and printing your essay in case things go wrong with computers, printers, etc. Do ensure that you back up your work regularly to another location, e.g. memory stick. Remember also that if you have a deadline then so do lots of other students and that pressure on resources increases, the closer the deadline looms.</p>
<p>Essay Writing</p>	<p>Please refer to Appendix A: Guide to Writing Coursework. This guide will help when you write essays and other similar pieces of coursework and outlines the use of quotations, referencing, footnotes, stylistic advice and much more.</p>
<p>Referencing</p>	<p>Drawing on the wide range of reading you do around your subject area, and demonstrating how you have used this to develop your knowledge and form you own views, is a key aspect of your coursework. It's essential that you reference your source materials so it's clear where the information has come from, and to avoid any misunderstanding over whether you are presenting ideas as your own. Please refer to the section on academic offences for information on referencing and where to seek advice.</p>
<p>Presentation</p>	<p>Students should follow the style guidelines provided in the Guide to Essay Writing in Appendix A of this Handbook. It is particularly important that coursework be correctly presented as follows:</p> <ul style="list-style-type: none"> • one watermarked paper copy, with a cover sheet attached, must be submitted • each essay should be stapled in the top left corner • use a minimum font size of 11pt • double-spaced text, except long quotations, footnotes and the bibliography • quotations of more than four lines should be single spaced and indented • footnotes and bibliography should be double-spaced between each item • margins: top and left = 3 centimetres; bottom and right = 2 centimetres • all pages numbered <p>We strongly advise everyone to print out a paper copy of each essay for proofreading and correcting before submitting the essay electronically. As any experienced writer will confirm, you are much more likely to spot errors</p>

	<p>and weaknesses in your own writing when you see it on paper, than when you see it on a screen.</p> <p>Postgraduate Essay Cover Sheets are available from the Department Office.</p>
Progression to the Dissertation	<p>Students are required to complete their coursework before proceeding to the dissertation. To be allowed to proceed to the dissertation three out of the five modules must be passed. Failure with a mark of 40 or more for up to 40 credits in non-core taught modules will be condoned provided the overall weight average for the taught module is 50. Students who do not meet this requirement will not be permitted to proceed to the dissertation.</p> <p>Students who have failed any taught module may have a second attempt for module(s) that have been failed, up to a maximum of 40 taught module credits. The maximum mark that may be recorded for a module as a result of a second attempt is 50.</p> <p>Please see the PGT rules of assessment which are published on the web for further details relating to progression, awards and reassessment opportunities.</p>

Marking, feedback and results

Marking scale

The Department of History adopts the following numerical scale to assess all postgraduate coursework and dissertations with the exception of the training module Research Methods in History:

70 or above	= MA distinction standard
60-69	= MA merit standard
50-59	= MA pass standard
40-49	= Fail, condonable if one module only
less than 40	= Fail

Mark criteria

Senate requires that all Departments inform their students of the specific criteria for their marking ranges. In an essay-based discipline such as History, grade descriptions can be, at best, suggestive; judgement must include a subjective element that cannot be quantified. However, members of the Department have provided the following indicators for the respective marks:

80+	A truly outstanding performance covering everything one would hope to find in an answer, and based on wide, critical reading. Well organised, well-expressed and having overwhelming originality and flare. Excellent and striking work of a publishable standard shedding new light on the field, richly researched and theoretically sophisticated.
75-79	A very strong distinction. As well as being comprehensive, such an answer must show that the candidate has synthesised and analysed the material necessary to engage with the question directly, and to fit the points he or she wants to make. Marked originality in approach and ideas is required. An exceptional performance.
70-74	A solid distinction. Well structured and written, with a wide coverage of the literature. Evident originality in approach, ideas, and methodology. A high standard of excellence in terms of argument and presentation.
60-69	Well structured and argued, with a good literature review that connects well with theoretical development and/or methodological analysis. Clear understanding and critical engagement with ideas and methods.
50-59	Good, competent account, with a structured argument, and a decent coverage of literature. Shows a respectable grasp of key issues and the ability to analyse. An adequate scholarly apparatus.
40-49	Fail, but condonable in one module only, if all other modules are passes. Insufficient engagement with the question for an MA pass. Relatively unreflective use of literature, with gaps in the analysis. Modest depth of analysis. Issues with scholarly apparatus and literary style.
0-39	Fail. Does not engage with the question, and fundamental problems with the structure and argument. Serious gaps in reading and analysis. Deficiencies in the literary style and a lack of a proper scholarly apparatus, which make the piece difficult to follow and to verify evidence.

Clarification of Marking Criteria

- Some of the terms used in the marking criteria need to be clarified in order to ensure that students and markers understand the distinction between a 'good' and 'poor' piece of work.
- Critical reading/engagement: this relates to how one has understood the issues and ideas raised in the historiography of a subject. A good piece of work will show that the student has understood the issues and ideas raised in secondary works, and can see how the ideas and evidence of different authors support, refute, or modify each other. Critical insight is shown when the student does not parrot what he or she has read but uses primary and secondary sources to provide support for such ideas, or to refute and modify them.

- **Originality:** this is when a piece of work illuminates a subject in a new way. This may relate to such things as the investigation of an unusual subject, the generation of new conceptual models, or the application of existing ideas to a field of research where they have not been applied before.
- **Publishable:** a piece of work is of such quality that it could be the basis of a submission to a learned journal or academic publisher. This does not mean that the piece would necessarily be published as it stands but could be so with a reasonable amount of editing.
- **Reflection:** this relates to evidence that the student has not only read something but has asked his or herself what it means, how it could be related to their subject matter, and how it is linked to other reading.
- **Scholarly apparatus:** this shows the sources of the ideas and evidence from which the piece of work has been constructed, especially through footnotes and the bibliography. Those reading the essay or dissertation should be able to locate such sources easily. The footnotes and bibliography should follow the conventions set out in this handbook.
- **Sophisticated:** a sophisticated approach is one that is aware of the various ways of attacking the subject under discussion, and which is able to craft arguments and use evidence in a way that allows understanding of the topic considered. But an approach that does not use particular approaches slavishly, and is aware of their limitations.
- **Structured argument:** the argument should progress logically through the text, and the relevance of the material being covered to the original questions posed should be made evident as the argument unfolds. The piece of work should not read as a collection of disparate thoughts or disjointed sections.
- **Synthesised and analysed:** information and ideas should be brought together and linked to create a coherent argument, which shows that the student has understood the information and ideas, and their relevance to the task at hand.

Anonymous marking in coursework policy

Effective feedback helps students to understand the mark given for a particular piece of work, and helps students to reflect on their own learning and to achieve better marks in future pieces of work. A variety of methods of providing feedback are used across the University, and departments chose the most appropriate for their courses and modules. The University does not have an institution-wide approach to anonymous marking in coursework. Departments decide whether to use anonymous marking in coursework or not.

This department does not operate a system of anonymous marking. We believe that marking provides an important point of contact with the student, through which individualised and personal forms of encouragement and involvement can be fostered. We believe that the quality of formative feedback is enhanced when the marker knows the student, and current work can be seen in the context of earlier assignments and classroom interactions. The comments we provide in coursework seek to encourage students in areas where they have done well and to

highlight what they could do better. We take great care to mark fairly and effectively and we feel strongly that our ability to do this is improved through knowing our students.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not and how to submit your coursework.

Return of Marked Coursework

Seminar teachers will leave marked assignments in the History Office, for collection by students, within four weeks of the deadline (if the deadline falls in the last week of term, assignments will be returned on the first day of the following term). Students will be informed by email when coursework is ready to collect.

Right of Appeal for Re-marking

You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. The University Marking Policy can be found here: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy. You will need to complete a form and be aware that marks can go down as well as up.

Moderation, second marking policies and External Examiners

The University policy on **moderation** can be found as part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker if s/he believed that the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.

Second marking is where a second marker marks the work but has access to the first marker's marks and/or comments. Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked.

External Examiners are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners by following this link: www.essex.ac.uk/quality/external_examiners

Please note: you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of Department or the Students' Union.

TAUGHT MA DISSERTATIONS

The dissertation is a very important part of an MA course. In all MA courses students are required to take the module HR935 Research Methods in History. This module helps with preparation for the dissertation.

Commencing Work on the Dissertation

All full-time and part-time students are required to commence work on their dissertation during the spring term of their first year. Modular Study students are required to commence work on their dissertation during their penultimate year.

It is necessary that by the end of week 25 of the spring term of the relevant academic year all students must have:

- 1 decided and agreed a dissertation topic with the Graduate Director Taught;
- 2 agreed dates for supervision sessions over the spring and summer terms with their dissertation supervisor;
- 3 agreed the timetable for submission of draft chapters with their dissertation supervisor;
- 4 submitted a 1,500-word dissertation proposal to the History Department Office (Lisa Willis), unless their assessment for module HR935 is a proposal for their dissertation.

Dissertation Supervisors

At the beginning of the spring term the Graduate Director Taught will ask students to decide on their dissertation topic. Once decided the Graduate Director Taught allocates a Dissertation Supervisor to each student. Dissertation supervisors allocated are normally History Department staff but where the subject is appropriate, staff from other departments may be invited as to act as supervisors.

Permission to Proceed to the Dissertation

To be allowed to proceed to the dissertation stage of the degree the majority of a student's coursework must be marked at MA pass standard. Please refer to the Assessment Procedures for Taught Students section for more details. The formal decision as to whether to allow a student to proceed will be made at the Examinations Board meeting which takes place at the end of summer-term of each year or every final year. This meeting discusses whether the student has sufficient coursework marks and has submitted a dissertation proposal.

Word Length

Students will be asked to sign a declaration indicating the word length of their dissertation, which should not exceed 20,000 words. The word length refers to the text of the dissertation. Therefore it does not include appendices, bibliographies etc, or footnotes (provided that in the latter case the footnotes stand alone and thus do not form an intrinsic part of the argument of the dissertation). The Department reserves the right to return any dissertation, which is over the specified word length, for condensing.

Presentation

A useful publication is the *MHRA Style Book*, which is obtainable from the University Bookshop. A copy of this publication can also be borrowed from the History Department Office. The final version of your MA dissertation or research thesis should conform as strictly as possible to the guidelines laid down in this publication (London: Modern Humanities Research Association, 1981).

www.mhra.org.uk/Publications/Books/StyleGuide/

It is most important that your dissertation be correctly presented as follows:

- two copies of the dissertation must be submitted;
- each copy should be presented either comb bound, heat-sealed or in a hard-backed spring binder;
- the paper should be standard continental A4, of good quality;
- the dissertation should be neatly typed in double spacing, on one side of the paper only;
- set margins as follows: top and left = four centimetres; bottom and right = two centimetres;
- include a title page giving your name, the degree scheme title, the dissertation title, and year submitted;
- include a contents page;
- include a page with the following acknowledgement 'I gratefully acknowledge the help of my supervisor in matters of style and substance';
- quotations, footnotes, captions to illustrations, etc may be in single spacing;
- footnotes may be at the foot of the relevant page or placed at the end of the dissertation together with the bibliography and any appendices. For more specific information regarding referencing in footnotes and your bibliography please see sections below;
- you are reminded that it is **ESSENTIAL** to read through the dissertation after it has been typed to remove any typographical or other errors before submission.

Deadline for Submission

The University deadline for submitting MA dissertations is **12th September**. If this falls on a weekend then submission must be on the Friday **before** the 12th.

In the case of students taking the MA on the basis of modular study, the dissertation should be submitted by 12th September in the final year of their degree, or in the fifth year succeeding, at the very latest.

Applying for an Extension

Requests for extensions must be made to the relevant Dean, in advance of the University deadline. Extensions going beyond this deadline can be given only by the Dean of Postgraduate Research and Education, on the recommendation of the Graduate Director Taught, and only in the case of (documented) illness or comparable personal emergency.

If you are granted an extension please let the History Office (Lisa Willis) know (in advance of the original deadline) by which date your dissertation will be submitted.

Submission of Dissertations

When you submit your dissertation please remember:

- To complete and submit a Submission of Dissertation form - please ask the administrative staff for this form.
- Two copies of the dissertation must be submitted in the specified form above.
- Please ensure that you forwarding address is up to date via your myEssex.

Marking of Dissertations

The dissertation is assessed by two internal examiners, including the student's supervisor, and then by the External Examiner. Marks are then considered by the Examination Board, which usually meets in week 8. After this meeting students will be asked to collect one copy of their dissertation, and the Department will retain one copy.

Resubmission of Dissertations

Re-submission of dissertations is only permitted in the following circumstances:

- i. Either substantiated extenuating circumstances accepted at the discretion of the Board of Examiners; or
- ii. Where the original mark awarded is at least 40 and the work required does not include any additional experimental or practical work.

Re-submission is subject to the following conditions:

- i. A dissertation must normally be re-submitted within two months of the formal notification of permission to resubmit; in cases of extenuating circumstances, this may be extended to a maximum of twelve months;
- ii. Permission to resubmit will not be given where the Board of Examiners judges that the work required would include additional experimental or practical work.
- iii. A dissertation which has been re-submitted because of a marginal fail shall be awarded no more than the minimum pass mark; in the case of re-submissions because of extenuating circumstances, the full range of marks shall be available to examiners.

Department annual prizes

The Department awards prizes annually in the form of vouchers or money. The prizes are presented at the Graduation Reception.

1) The MA Dissertation Prize is awarded to the MA History student deemed by the Board of Examiners in History to have written the best dissertation.

2) The John S Appleby Prize is awarded to the MA History student deemed by the Board of Examiners in History to have written the best dissertation on Essex or local history.

Graduation

The culmination of all your hard work, Graduation ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages: www.essex.ac.uk/students/graduation

Student and staff expectations

It will help both staff and students if they can try to meet the following expectations.

What Students Can Expect from their Teachers

- for each module, a description with aims and objectives, a reading list and assessment rules;
- a series of well-prepared seminars, the themes for which are clearly indicated in the module description;
- to be informed at least two weeks in advance if they are expected to make a seminar presentation;
- that coursework submitted on time (including an agreed extension) will normally be returned within four weeks of the relevant coursework deadline (or the first day of the following term if the deadline is just before the Christmas or Easter vacation);
- that comments will be provided on or with coursework. These comments will normally offer a broad rationale for the mark awarded and where possible suggest some direction for further development. The length of comments will vary but will usually be about 50-100 words. Coursework submitted after a deadline (or an agreed extension) may be returned without comments;
- that members of staff will be available to see students during office hours, the times of which will be publicised;
- that students will be informed of any last minute changes to the timetable (eg due to teacher's illness) via email or text message.
- that members of staff will normally reply to emails within two working days during term-time and a week out of term-time, unless otherwise indicated;
- In addition, for supervision of postgraduate taught MA dissertations:
 - full-time, second-year part-time and final year modular studies students can expect to see their supervisor on at least two occasions during the summer term;
 - to have their dissertation read and commented on in draft form, provided it is submitted by an agreed date;
 - to be provided with initial bibliographic assistance on their agreed dissertation;
 - to be given guidance on the general structure of the dissertation itself.

What Teachers Can Expect from their Students

- that students arrive punctually, and attend regularly, seminars. In the event of an absence an explanation is expected in advance of the seminar;
- that students should arrange a meeting, at the beginning of the relevant term, with each of their module tutors to discuss individual module requirements;
- that any required reading has been completed before the relevant seminar;
- that a sufficient amount of time is spent each week reading and preparing for each module, including the writing of coursework;
- that students participate actively in seminars and honour commitments to produce work for a seminar, including presentations;
- that students discuss and agree an essay title for each module with their module tutor, in advance of the relevant coursework deadline;
- that coursework is submitted on time, in a word-processed format with a completed coversheet attached;
- that all coursework is properly documented, cites all sources used and is the student's own work;
- that students be familiar with the Departmental Student Handbook, and the rules contained therein, particularly relating to essay writing, submission and extensions;
- In addition, for taught MA students, it is necessary that by the end of week 25 of the spring term of the relevant academic year all students must have:
 - decided and agreed a dissertation topic with the Graduate Director Taught;
 - agreed dates for supervision sessions over the spring and summer terms with their dissertation supervisor;
 - agreed the timetable for submission of draft chapters with their dissertation supervisor;
 - submitted a 1,500-word dissertation proposal to the Graduate Administrator.

3. Academic guidance and regulations

Your progress

Our University is committed to excellence in education, and to supporting your progression and achievement as an Essex student. Regular monitoring of student attendance allows us to identify any students who may need guidance or support, to help them to succeed in their studies. Your engagement with your programme of study is primarily measured by attendance, and completion of, and performance in, assessments, as appropriate. We monitor attendance and will follow-up concerns about any student in accordance with the University's Progress Procedures at: www.essex.ac.uk/dsh/progress. As a student, if engagement in your studies, as measured by attendance and/or submission of assessed work, is unsatisfactory you'll be contacted and offered guidance and support. If your progress causes concerns you'll initially be contacted by your Personal Tutor, and then by the departmental progress officer. Where serious concerns persist, you may be referred to the Deputy Dean Education and your case formally considered by a Progress Committee.

Attendance monitoring (Count-me-in) and absence from sessions

Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You'll need to **record your attendance** at teaching events using your registration card and the electronic reader in the teaching room. Just 'tap in' for every timetabled teaching event you attend. Your tap will count from 15mins before the start time and up to 15mins after the start time on your timetable.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This is breaking the Student Code of Conduct and you could be fined.

Attending is especially important if you are here on a Tier 4 visa.

If you **lose your card** or it is **faulty**, go to the Student Services Hub to get a new card (a small fee is applicable for lost cards).

If you need to **report an absence** from a teaching event you should do so by completing the notified absence on MyEssex. We will consider the reasons and may record it as an authorised absence. Be aware that you may need to provide evidence, including medical evidence if relevant. Please see www.essex.ac.uk/see/attendance for acceptable reasons to be absent.

You will be able to **check your attendance record**, and notified absences on MyEssex. We are introducing this by department during the year.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.

For more information on attendance, and for links to forms and guidelines visit:
www.essex.ac.uk/see/attendance

Rules of assessment

www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/assess-rules

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. These decisions are made by the Board of Examiners who use the Rules of Assessment to decide:

- you can be awarded credit for the modules you have studied
- you have done enough to move on to the next stage of your course (if you are on a course which lasts more than one year)
- you need reassessment
- whether you have done enough to pass your course
- whether you are eligible to receive a merit or distinction

If you **fail your course** you are not able to repeat it. The Rules of Assessment for Postgraduate Taught Awards only allow reassessment for up to a maximum of 60 credits worth of modules for taught masters degrees. The Board of Examiners will inform you if you are eligible for reassessment once it has considered your marks.

If you **fail your dissertation** you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate Taught Awards. Alternatively, if you have obtained enough credits in your taught modules, you may be eligible for another award such as a postgraduate diploma or certificate.

You can decide if you want to **accumulate credit** by taking individual modules with the aim of achieving a postgraduate award; this is called **Modular study**. There are opportunities to achieve postgraduate awards through **credit accumulation study** in an increasing number of departments, as an alternative to standard full or part-time study.

Individual modules can yield 15, 20, 30 or 40 credits depending upon which department you are studying in. Each award has a defined structure, normally consisting of a combination of core, compulsory and optional modules, and requires a specific volume of credit to be achieved:

- Graduate/Postgraduate Certificates - 60 credits (all taught module credits)
- Graduate/Postgraduate Diplomas - 120 credits (all taught module credits)
- Masters Courses - 180 credits (normally 120 credits of taught module credits and a 60 credit dissertation or equivalent)

Credit is awarded for successful completion of individual modules. Students taking a credit-accumulation route of study register for the separate modules individually and accumulate the required volume of credit for the relevant award, including the dissertation if necessary. You will be given a different registration number for each module.

The Rules of Assessment are different when you study individual modules; make sure you check the relevant Rules of Assessment for the award you're studying towards.

You will have a maximum of six years to study (this is usually five years with a sixth year for a dissertation). We measure the six years from the first module you register on towards the award. You can find out more information here: www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular and you should talk to your tutors about fees, and applying accumulated credit towards an award.

Exit awards

If you are unsuccessful in achieving the number of credits required for the qualification for which you are registered, the Board of Examiners will consider whether you have sufficient credits to be awarded a lower award.

If you need further information, please see the Graduate Director Taught or Graduate Administrator.

Notification of Results

After the meeting of the Examination Board, usually in week 38 (during the summer term) and in week 8 (during the autumn term), the results will be available.

NB students are required to keep all assessed coursework until six months after the conferment of their degree.

Issuing Degree Transcripts

A transcript detailing your final taught degree result will be provided after the Examination Board meeting (usually in week 8 during the autumn term) has taken place. Further copies can be obtained via myEssex.

Extenuating Circumstances, withdrawing and intermitting www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your coursework or examinations than you might have expected. In general, extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during the examination period.

You need to submit your form by the deadline given here www.essex.ac.uk/students/exams-and-coursework/ext-circ

You will **not** get extra marks you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre (www.essexstudent.com/services/advice_centre/) or the Student Services Hub (www.essex.ac.uk/students/contact/registry.aspx) if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example, the impact on your module choices and maximum period of study, accommodation, financial matters including the impact on your tuition fees, and visas if you have a student or Tier 4 visa.

If you decide to intermit you will no longer be entitled to attend tuition but you will still have access to your Essex email account (which we will use to communicate with you) and some Library access.

If you decide to intermit, you will need to complete the online form at: www.essex.ac.uk/esf/ and you will receive an email confirming whether your request to intermit has been successful.

You should read the guidance on intermitting very carefully before submitting your form at www.essex.ac.uk/students/course-admin/intermission.aspx. You are strongly advised to discuss intermitting with your department.

You may experience doubts about continuing on your course at some point during your studies. **Withdrawing** from your course is the formal process for permanently leaving your programme of study and the University. There are plenty of people at Essex who can provide you with information, advice, guidance and support to help you to make a decision that's right for you. For instance, you might find that taking a temporary break from your studies (intermitting) will enable you to resolve the current situation that is causing you to think about leaving. Also, please note that if you are thinking about withdrawing from the University, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, and careers advice. Who to contact for advice, the practical matters that you need to consider, your options, and the withdrawal process are all detailed here: <http://www.essex.ac.uk/students/course-admin/withdrawing.aspx>.

If you decide to withdraw, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive a letter confirming that your withdrawal has been completed.

Academic Offences Policy

www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn't intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren't sure what referencing system you should use, you should ask your department and also refer to Referencing and good academic practice below.

If an allegation of an academic offence is made against you, we strongly advise contacting the Students' Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

Referencing and good academic practice

Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting www.essex.ac.uk/see/tdc. You can also complete the online Academic Integrity course: moodle.essex.ac.uk/login/index.php

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section above on Academic Offences Procedure).

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

Freedom of speech policy and Code of Conduct

For regulations relating to the **Code of Student Conduct**; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University's website and is updated annually.

www.essex.ac.uk/students/study-resources/handbooks

www.essex.ac.uk/about/governance/regulations/code-conduct.aspx

Appeals procedures

Following the release of your end of year results, you are eligible to submit a formal appeal against the progress decision of the Board of Examiners that have made the decision regarding your academic progress. Formal appeals can take up to 6 weeks to be considered, however, if you are not in the final year of your programme of study, you can "Consult the Dean" before submitting a formal appeal. The Dean can take action and change the original progress decision, and can also consider requests from students who want to repeat the year rather than take reassessment

across the summer. Please visit the Appeals webpage for information regarding the deadline by which you must “Consult the Dean” and/or submit your formal appeal by.

As with all appeals, you would be required to provide any relevant evidence that substantiate your claims. The main legitimate grounds for appeal are any extenuating circumstances that you could not make the Board of Examiners’ aware of in advance, or procedural irregularities in the conduct of the Board of Examiners (including alleged administrative error) of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred. Other grounds will be considered on their merits but you may not appeal against academic judgement. This means that you can’t appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.

The Appeals Procedure gives examples of grounds for appeal which are not considered legitimate. You should read these before submitting an appeal. You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances.

We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre. Please visit www.essexstudent.com/advice for more information.

You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances. You can find more information at:

www.essex.ac.uk/students/exams-and-coursework/ppg/ug/appeals.aspx

Complaints procedure

The University is a large community engaged in many activities, both academic and non-academic. If you feel dissatisfied with some aspect of your dealings with the University, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms here:

www.essex.ac.uk/see/complaints

Student representation and feedback

The Department is keen to know the views of its students. There are several mechanisms for formal student representation:

Student representation, Student Staff Liaison Committees, Student Assessment of Modules and Teaching and Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is therefore important that you are given the opportunity to feedback and that you take time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website www.essexstudent.com/representation/course reps/ and the University's policy here: www.essex.ac.uk/quality/student_representation/student_rep.asp.
3. You can find out information about Student Staff Liaison Committees here: www.essex.ac.uk/quality/student_representation/sslc.asp.

Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT)**. This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance the student experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year undergraduate students which feeds into university league tables. We also run our own Student Satisfaction Survey (SSS) which tells us on a local level how we're doing and where we can make improvements. It's for all postgraduate students (except those in the first year of a part-time postgraduate taught programme). The surveys are run online and you will receive a link to the survey in your email.



4. Practicalities and support information

Registration, enrolling and transcripts

All new and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year, getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to ten working days for your results to be confirmed. The Assessment Team will publish your results, close your record and send you an award confirmation letter. You will receive an email when your results have been published on a secure web page. Your award certificate and academic transcript cannot be produced until the Assessment Team has released the results. For more about registration, visit our student webpages.

www.essex.ac.uk/students/new/registration |

www.essex.ac.uk/students/graduation/award-documents

Privacy statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: 'How to access your personal data'.

www.essex.ac.uk/site/privacy_policy.aspx | www.essex.ac.uk/records_management/request

University of Essex Student Charter

Our Student Charter is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community.

www.essex.ac.uk/students/experience/charter

Support services

Wellbeing, counselling and confidential issues

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you'll get answers from our team of experts.



Colchester email: askthehub@essex.ac.uk | www.essex.ac.uk/students/health-and-wellbeing

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.

www.essex.ac.uk/fees-and-funding/money | www.essexstudent.com/advice/money/

Health Centre

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor. www.rowhedgesurgery.co.uk | www.nhs.uk

Students' Union Advice Centre

Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. www.essex.su/advice | suadvice@essex.ac.uk | 01206 874034

Nightline

Established at Essex in 1970, **Nightline** is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

www.essex.ac.uk/students/health-and-wellbeing/nightline.aspx

Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents' assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you've got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed. www.essex.ac.uk/accommodation/support/reslife

Disabled students

We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies. You can find out about the academic and learning support we offer here: www.essex.ac.uk/students/disability/academic.aspx

UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2016-17:

www.essex.ac.uk/students/disability/funding.aspx

Information for international students

We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country. Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, advise and assist you during your time at Essex. You can find helpful information here -

www.essex.ac.uk/students/new/international/default.aspx.

If you are studying on a Tier 4 visa, don't forget to read the section on Tier 4 Information in this handbook which has further information and links.

Mature students

As a mature student you'll be in very good company – around 37% of our students are mature students. We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex. You can find more information here: www.essex.ac.uk/life/students/mature.aspx

Faith groups on campus

We're proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other. www.essex.ac.uk/students/experience/mfc

Harassment advisory network, dignity and respect

We are Essex. We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.

www.essex.ac.uk/equality; www.essex.ac.uk/equality/harassment; www.essex.ac.uk/students/new

Health and safety and on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.

<http://www.essex.ac.uk/students/experience/safety>

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

www.essex.ac.uk/students/experience/safety

www.essexstudent.com/services/safety_bus

www.essex.ac.uk/students/campus/emergency

www.essex.ac.uk/ohsas/fireSafety/peep.htm

Financial support for postgraduate students

Postgraduate students are entitled to help with photocopying. Each student will receive photocopying cards to the total value of £12, to be used in the Department student photocopier, during the course of their degree.

- Full-time students - cards are given out twice during the year.
- Part-time students - cards are given out at the beginning of their first and second year.
- Modular Study - cards are given out over the period of their studies.

Funding Information

As well as the funding opportunities information, which is included in the Department's postgraduate application pack, information about funding opportunities is placed on the History website and on the postgraduate noticeboards, which are located near the History Office. In addition to the *Grants for History* publication, a file – 'Postgraduate Funding' – that contains information regarding sources of funding for postgraduates is available in the History Department Office.

For taught MA students planning to embark on a further research degree, there will be a meeting to discuss funding early in the spring term.

IT and educational support

Library Services

At our Colchester Campus, the **Albert Sloman Library** on Square 5 has long opening hours, a new extension set to open in 2015, and 24 hours a day access in the weeks leading up to exam time, the library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk



Information on periodicals and databases relevant to History, and also links to internet resources useful to History students are available from the History subject resources page on the Library website at http://libwww.essex.ac.uk/Subject_Guides/hist.htm. Collections of primary source materials are available from some Library databases, such as Early English Books Online, Eighteenth Century Collections Online, Empire Online and Defining Gender. All of these databases are

available through the catalogue or from the Electronic Resource & Database Menu on the Library website: www.essex.ac.uk/dsh/library,

IT support, wifi, email account, free MS office, computer labs, m:drive

Visit our website to set up your IT account and password. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

www.essex.ac.uk/it/getaccount.

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to change your password is online at:

www.essex.ac.uk/password.

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. www.essex.ac.uk/it

If you can't find what you're looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. www.essex.ac.uk/see/software

If you need to use a computer on campus our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: www.essex.ac.uk/it/computers/labs.

The myEssex student portal

myEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you're doing on your course, let us know if you'll miss a lecture or class, contact the Student Services Hub and much more. <https://www.essex.ac.uk/myessex/>

Moodle, ORB and FASER

Our **online resource bank (ORB)** stores important module materials such as reading lists and past exam papers.

We use **Moodle** as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER is our **online coursework submission and feedback system**. Use it to submit your coursework electronically, produce a watermarked copy of your work and, for some modules, receive electronic feedback all in one place.

www.essex.ac.uk/e-learning/tools/faser/account/login | www.essex.ac.uk/it/elearning

Learning languages at Essex

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

www.essex.ac.uk/study/why/languages

Tier 4 Information

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a visa to enter or remain in the UK to study. The type of visa you need to apply for will depend on your personal circumstances, proposed study and where you are applying from. Find out more on the University's website at: www.essex.ac.uk/immigration

Colchester campus information

Find Your Way and room numbering system

Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There's also a handy web version - <http://findyourway.essex.ac.uk/> If you're looking for a specific room, follow these rules:



If the room number has **three parts and the first is**

alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. E.g. 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits shows the room number. **Also**, if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

On-campus facilities

There is a broad range of facilities to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, three banks, a general store run by the Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, laundrettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

www.essex.ac.uk/students

www.essex.ac.uk/welcome

Students' Union

We're famous for our Students' Union at Essex, and for good reason. Here you're not just a member of a normal Students' Union, you're part of a family. We're here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We've given students the tools to set up over 100 societies for anything they want. And if you're into sport – we run more than 40 sports teams and unlike other Universities ours are free

to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we'll do our absolute best to get it in stock for you ASAP.

Say hello at essex.su

Essex Spirit, social media and other channels of communication with students

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.

<http://blogs.essex.ac.uk/essexspirit/> | www.essex.ac.uk/students/new/

We have more than 60 Facebook pages, including one for each department. We're also on Twitter. www.facebook.com/uniofessex/ | https://twitter.com/Uni_of_Essex

Our 'What's on?' calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex. www.essex.ac.uk/events

Careers, employability and experience

Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies. www.essex.ac.uk/careers

Career Hub

Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal. www.essex.ac.uk/see/careerhub

Talent Development Centre

Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be. www.essex.ac.uk/students/study-resources/tdc/

The Big Essex Award

This is the University's employability award and will help you stand out from the crowd and get University recognition for all your extra-curricular experience. www.essex.ac.uk/careers/bigex

Frontrunners

Frontrunners is the on-campus work placement scheme, and one of the best ways to enrich your experience. Frontrunners is our unique placement scheme for students. We'll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too. www.essex.ac.uk/welcome/frontrunners

Student ambassadors

Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term. www.essex.ac.uk/careers/job_hunting/on_campus.aspx

Volunteering

There are plenty of opportunities to volunteer during your time at Essex. The Students' Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills. www.essex.su/vteam

Voluntary roles in local museums

Pick up a leaflet about this scheme in the Departmental Office or Common Room, or check out the careers and volunteering noticeboard. We have links with various local museums and other history related organisations which welcome enquiries from History students seeking voluntary work experience. The Department also has some money to help students with the costs of travel to gain voluntary work experience.

Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package.

www.essex.ac.uk/careers/internships

Postgraduate Conference

Each year the Department makes available a budget for our annual Postgraduate Conference. Postgraduate students in the Department are given the opportunity not only to present papers, but also to gain experience in conference administration and organisation. Recent conference themes have included 'Creating the Other', 'Worlds of Violence', 'The Rude Body' and 'Scandalous Histories'.

Job References

Requesting references from members of staff

If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject. It is helpful if you can provide the member of staff with details about the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – It is not always possible for a member of staff to write a reference immediately.

Copies of references

A copy of any reference provided will be retained within our department for no longer than three years for taught students and ten years for research students. If a reference is retained beyond this timeframe, our department will seek explicit consent from the student concerned.

Alumni

Your time will fly by. But Essex is forever, not just for a few years, and you'll be part of this place for life. When you graduate, you'll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch alumni.essex.ac.uk/home.

What comes next?

Choosing to be a postgraduate research student at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you'll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You'll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

www.essex.ac.uk/study/pg | www.essex.ac.uk/coursefinder

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6. Appendix A

Guide to Writing Coursework

The guidance below will help you write essays and other similar pieces of coursework based on a structured argument supported by historical evidence. There are, of course, other types of coursework, such as document analyses, secondary source criticisms, pieces of empathy writing, and presentations. Please consult your module tutor for specific guidance on these, but please note that you should always follow the general principles outlined below, and especially the guidance on how to footnote your work and avoid plagiarism

Reading for the Essay

A good essay, in part, rests on a broad range of reading. It is important to demonstrate a range of thought, and this can only come if you have read extensively and are not reliant on one or two works. Remember that work of quality derives from a critical engagement with the works you have read, where you show not only what you have learnt from the work, but also your ability to evaluate it. This means that when you are reading, you should attend both to the empirical content of the work, **and** to the methodology and approach of the historian, to the evidence deployed and to the mode of argumentation.

Do not simply look to length of bibliography, but to relevance. It is better to read four articles that address a particular essay topic, than seven textbooks, all of which give the same basic information (but better again to read ten or more items). Remember the vital importance of academic journals: these are the principal medium in which scholarly exchange takes place. You should form the habit from an early stage of consulting recent numbers of journals in the Current Periodicals section of the library: many journals are also available in the library, and online via the library website.

In starting to read for an essay, you are normally coming to a topic about which you know little or nothing. Begin by reading the relevant section of one or more textbooks that cover the topic in general terms. This will provide you with an overview of the subject. Do not dive into the more specialist literature (monographs and journals) until you have gained an overview. You can then begin to embark on more specialist monographs and journal articles. This means giving yourself time to plan and locate your reading.

Note-taking

Individuals collect and process information in differing ways, and the following can only be an outline of a system that works well for many people.

- a) When you are reading a work, do not initially take any notes. Rather construct an index of themes that are suggested to you by the book or article. For an essay on 'Why Did Revolution Occur in Russia in 1917', some appropriate themes might be: a) the development of revolutionary organisations; b) the privations of war; c) the radicalization of workers and soldiers; d) the impoverishment of the peasants and their drive against landowners; e) the narrow social base of Tsarist support etc. Alongside these themes, jot down the pages of the work where the themes are dealt with and no more.
- b) When you have finished reading the work, put it to one side, and write - merely on the basis of the

index heads you have - your thoughts on each theme. Take each theme in turn and write what the work has suggested to you about it. When you have written that, and only then, turn back to the work, and look at the pages pertaining to the theme and write down in brackets after your treatment of the theme the page numbers that particularly have led you to your thoughts - sometimes its a few pages, sometimes its a whole chapter. That way you can be sure to specify what your source is. At the same time, looking at those pages again - you will now simply be scanning - will allow you to pull out some key facts, quotations, statistics, always being careful to note on which pages these are to be found on and always being sure in your transcription that you know - through quotation marks - where you are using your words and where you are not.

- c) When you have finished that theme, move on to the next and repeat the process.
- d) Do not take voluminous notes - a scholarly article of 20 to 40 pages should not lead you to take more than 2 or 3 pages of notes. Do not forget that there are different modes of reading. Some sources must be read very closely; others - even rather large ones - can be scanned and gutted for what is relevant to your subject. It sometimes happens that a long work, because it is marginal to your essay topic, or because it is dealing with themes/evidence that you have picked up elsewhere, provides you with no more than a paragraph of notes.
- e) Never take notes verbatim. Be vigilant about using your own formulations. This will help you to avoid the academic offence of plagiarism (for which, see below). Clearly indicate in your notes what is direct quotation, and what is paraphrase. Otherwise, you will be confused later on. If a chapter or article seems particularly relevant, photocopying it and highlighting the relevant sections can be a time-saving alternative to writing out large sections.
- f) The Department is not allowed to set the same or similar questions for essays and examinations. Remember, therefore, that from the point of view of examinations, it is wise to take notes on the topic in all its different aspects, rather than to concentrate only on the particular aspect covered by the essay question. At the same time, when it comes to writing the essay, avoid the temptation to write on all aspects of the topic, rather than the actual question asked, simply to show how much you have read and understood.

Planning the Essay

Concentrate upon the question posed, which will in most cases reflect only one aspect of a larger historical topic. Reflect upon the ideas and information gathered in your notes, with a view to developing an argument around the question. Make sure that you are covering all the relevant issues connected with the question. Sometimes it is possible to refine an essay topic - eg by deciding to use one or two case studies to illuminate the question - but beware of trying to rewrite the question in such a way as to change its basic thrust. You will be marked on your ability to answer the question set - not one of your own devising (except, of course, where setting your own title is required by the module teacher). One way of ensuring that you construct an argument rather than write a report is to attend to the different interpretations or approaches of historians.

When thinking about the implications of an essay topic, consider different ways of approaching it, before plumping for a particular line of argument. Assess the relative strengths of different arguments, and weigh the evidence that can be mustered in support of them. Once you have chosen a line of argument, think of possible counter-arguments and counter-evidence. Do not be afraid to engage with these, or to incorporate elements of them into your own argument in order to qualify or expand it.

Write a plan, even if it is only very rough. If you cannot do this, it is a sign that you have not really thought through the implications of the question, or the argument you wish to make. You then need to

refine your plan to ensure that there is a consistent development of your analysis throughout the essay.

Writing the opening paragraph

This should 'unpack' the problem or issues raised by the essay question, ie explain to the reader what the question is getting at. This might, for instance, entail explaining the importance of the topic; or a controversy among historians around the issue; or setting the issue in a wider historical and/or historiographical context in order to frame the question for the reader. You should, however, also avoid making the opening paragraph a catalogue of your intentions ('I shall first discuss...then go on to discuss' etc). This should be unnecessary, since your argument ought to emerge clearly from the essay. It is, however, acceptable (but not obligatory) to summarise your thesis (ie your answer to the question) at the end of the opening paragraph.

Arguing effectively

Plan your argument and argue it in a consistent manner. Imagine that you are trying to persuade a somewhat sceptical reader, less informed than yourself but not completely uninformed, of the validity of your argument. Effective argument depends on evidence to support its points and on logical exposition. If you say something with which a reasonable person might disagree, clinch the point by citing examples and by offering supplementary argumentation. Remember that this may mean refuting counter-evidence and counter-argument. By all means express disagreement with authorities, but do so in an informed and rational way. Avoid expressing bombastic, unsubstantiated opinions. Choose examples that are telling ones. Do not make sweeping generalisations. Do not labour the obvious.

Remember that most essays are, in large part, concerned with explanation: demonstrating why something in the past happened. Do not be content simply to list different factors, causes or trends. Try to rank them in order of importance. Do not be content to amalgamate different historians' explanations: look out for incompatibility and disagreement between them. Be critical of the explanations proffered by the historians you read. Be prepared to reject their explanations by scrutinising their methodology, mode of argumentation, or evidence deployed.

Writing in paragraphs

A paragraph should mark a new stage in your argument. It should have a main point, which should be illustrated with evidence, and be backed up with supplementary argumentation. It is appropriate to include additional points in the same paragraph if they relate to the main point, but a new stage in the argument - a full pause for breath - means that it is time to begin a new paragraph. You should never write single-sentence paragraphs, just as you should never write two-page paragraphs. The logical link with the preceding paragraph should always be clear to the reader.

Concision

We give you word limits because quality of thought is related to concision. Never write a single word more than is required by your argument. Go through your essay after you have drafted it, striking out anything that is not essential.

Writing the concluding paragraph

This should draw the threads of your argument together. If you have not stated your thesis in the opening paragraph, you should do so succinctly at this point; if you have, it is not inappropriate to restate it. A conclusion is also the place where you may wish to reflect more widely on the subject of the essay - place it in a broader context, look beyond the time-frame of the essay - or to acknowledge

continuing problems in existing interpretations.

Use of historical evidence

Successful argument relies on the effective use of evidence. This may take the form of reference to particular events, to what historical actors said or did, to the extant sources, such as documents, statistics or visual material and, very commonly, to the sense you have derived from secondary works of the operation of specific 'factors', trends or whatever. In most of your essays you will be dependent on secondary sources (other publications on the same or related subjects) for evidence. Remember that such evidence has been selected from the historical record and utilised for particular ends by the historian whose work you are using. Treat it, therefore, with a degree of scepticism. Remember, too, that historians construct their narratives on the basis of a diverse body of primary material: manuscripts, official records, contemporary accounts, press reports, diaries, interviews etc. Think about the strengths and limitations of different types of evidence, about the different ways that evidence is used in secondary works, and about your own use of evidence in essays. Evidence should be typical, not untypical; it should be 'objective', not subjective; it should be selected with a view to persuading and enlightening the reader; it should be suited to the argument you wish to make.

Conveying a sense of historical change

You should not need to be reminded that the essay is primarily an **analytical** rather than a narrative vehicle. Particular problems can arise, however, when trying to combine an analytical structure with conveying to the reader a sense of how things changed through time. It is sometimes appropriate in the paragraph which follows your opening paragraph to offer the reader some brief (and the emphasis is on 'brief') overview of the period as a whole. You should try to find ways in the course of your analysis of reminding the reader of the basic course of events and of signalling how the analysis offered was influenced by the passage of time. It is not acceptable to range back and forth through time, heedless of whether generalisations made for one period hold for another. This is not just a problem that arises if you are dealing with a long span of time. In periods of revolutionary change, for example, events become accelerated, and a generalisation, which holds at one moment, may not be valid for the situation three months later. There are no easy solutions to this problem of combining a sense of chronological change with analytical coherence, but you should think about it when planning the essay.

The use of a quotation

- 1 Avoid quotation as a way of conveying information. Look carefully at the function of the quotation in this invented extract from an essay:

By the 1930s Soviet workers had lost many of their rights. As V. Andrle writes, 'Managers were often unable to provide everything the workers were entitled to under the rules; workers often had to be asked to work without prescribed safety clothing and devices, to tolerate delays in payment of wages, and to work at a hectic pace during "storming" periods.'

This is not a good use of quotation, since Andrle is here conveying basic information, rather than expressing an opinion. You should not use a quotation as a short cut to recounting the information in your own words.

- 2 The correct use of quotation. It is best to quote directly from a historian's work only if you wish to endorse, draw attention to, or take issue with the opinion expressed. Thus it would be appropriate to quote Andrle in the following way:

In late-imperial Russia the intelligentsia played a more significant role than its counterpart in

Britain or the USA. As Andrieu suggests, 'in tsarist Russia the intelligentsia rather than the entrepreneurial bourgeoisie defined the values of progress'.

Here you are using the opinion of an authority to strengthen your point. Note, however, that this does not necessarily establish its correctness: to do that you will need to cite evidence in support of it.

- 3 Avoid quotation as a substitute for historical argument. There is a tendency on the part of some students to support their argument not with evidence and examples but with the opinions of the historians they have read. In the worst cases, whole essays consist of stitched-together quotations. Such appeal to 'authority' (ie, the opinion of another historian) does not constitute adequate substantiation of an argument. This is an issue on which there is possibly a difference in convention between history and other social sciences, so joint-honours students, in particular, should be aware of different disciplinary conventions. In a sociology essay, for example, it might be acceptable to argue in the following fashion:

Racism in Britain is, as Cohen notes, 'not something tacked on to English history, by virtue of its imperialist phase, one of its aberrant moments; it is constitutive of what has become known as the "British way of life"'. Or as Gilroy points out: 'Racism is not a unitary event based on a psychological aberration nor some historical antipathy to blacks. It must be understood as a process'.

Generally, in a historical essay you would not be advised to construct an argument in this way, ie by direct quotation of secondary authors, though it would be all right to cite their opinions if you wished to take issue with them. Contrast the following examples:

Why were Communists so prominent in the movements of resistance to the Axis powers during the Second World War?

M. R. D. Foot says that they 'alone had foreseen the possibility of a resistance war'.¹ Meanwhile, E. J. Hobsbawm suggests that the 'communists took to resistance, not only because Lenin's "vanguard party" structure was designed [for] efficient action, but because extreme situations, such as illegality, repression and war, were precisely what these bodies of "professional revolutionaries" had been designed for.'²

¹ M. R. D. Foot, *Resistance: An Analysis of European Resistance to Nazism, 1940-45* (London, 1976), p. 84.

² E. J. Hobsbawm, *Age of Extremes: the Short Twentieth Century, 1914-1991* (London, 1994), p. 166.

Here the mode of argument is similar to that of the sociology example, and relies on appeal to authority. It makes no reference to concrete examples or events. Compare the following:

Why were Communists so prominent in the movements of resistance to the Axis powers during the Second World War? One can adduce four reasons. First, the disciplined structure of the Leninist 'vanguard party' was ideally suited to situations of war and repression, in a way that mass social-democratic parties were not. Indeed in Denmark the Social Democratic government, which was in office when Germany invaded, actually remained in place for the duration of the war. Second, the internationalism of the Communist parties allowed them to mobilise those who were more responsive to a message of anti-fascism than patriotism, such as the 12,000 Spanish Civil War refugees in south-western France. Third, the bravery, self-sacrifice and ruthlessness of many Communists was an inspiration to their fellow citizens, as the Yugoslav, Milovan Djilas, brings out

in his memoir, *Wartime*. Finally, and perhaps most importantly, except in their Balkan strongholds, the Communists made no attempt to establish revolutionary regimes, being strongly supportive of broad anti-fascist alliances and coalition governments (in 1945 British Communists were opposed to the break-up of the Churchill wartime coalition).¹

¹ E. J. Hobsbawm, *Age of Extremes: the Short Twentieth Century, 1914-1991* (London, 1994), pp. 166-68.

The second example is more effective, since it relies both on an explanatory argument and on the use of evidence. It relies entirely on Hobsbawm, so his work is cited as a footnote.

- 4 The technicalities of quotation. Note that both the above quotations are properly footnoted. Look at the first example, and you will see that if you wish to skip over part of a sentence or paragraph in a quotation, you indicate this by three spaced dots... or four if you run over the end of a sentence. Words added within quotations are indicated by square brackets.
- 5 You must show clearly the distinction between your own work and the words or ideas of others. Short quotations from other writers need quotation marks (inverted commas), followed by a footnote. Long quotations are indented as a block without quotation marks, and followed by a footnote. In typed essays, your paragraphs are double-spaced, while indented block quotations are single-spaced. Summaries based on others' work should also be footnoted, as in the last example above, based on Hobsbawm.

Stylistic advice

The following are some of the rules George Orwell recommended in his 'Politics and the English Language' (1946):

- Never use a long word where a short one will do.
- If it is possible to cut out a word, always cut it out.
- Never use the passive where you can use the active.
- Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.
- Break any of these rules sooner than say anything outright barbarous.

In general you should:

- 1 Try to adopt a clear, expressive use of English. Good grammar, syntax, spelling and punctuation will indicate to the reader that you have thought about how the language is used, and will give you greater powers of expression and analytical precision. Carefully chosen words, well-constructed sentences and correct punctuation aid the flow of thought and make what you have to say more easily understood. If you find writing difficult, aim to be clear and simple, rather than convoluted and 'sophisticated'.
- 2 Pause before you intrude your ego into the text. Conventions are a little more relaxed than in the past, but it is still preferred to avoid too 'subjective' a style.
- 3 Make sure you are consistent in your usage of 'I', 'one' or 'the author'.
- 4 Avoid the use of abbreviations except in commonly accepted forms, such as the USA or UN. Do not use WW1. It is not good style to write 'don't', 'it's', 'wasn't' etc.

- 5 Avoid using quirky, eighteenth-century-style capitalisation: 'In the nineteenth century the development of Modern Industry led to increasing Social Differentiation'. Modern Industry and Social Differentiation - as abstract nouns - should be in lower case.

Equally, avoid the opposite error of putting proper names into lower case. 'The peasants' revolt of 1381 was sparked by protest against the poll tax'. Peasants' Revolt should be in upper case here, and, arguably, so should Poll Tax. This is because the Peasants' Revolt refers to a specific event, not the generic category of 'peasant revolt'. And avoid: 'Marie-Antoinette showed touching devotion to the french (sic) peasants'. You should not need reminding that in English, all names or adjectives referring to countries' languages are put in the upper case.

- 6 The key words in titles should also go into upper case. Book titles should be italicised – 'Karl Marx's *The Communist Manifesto* appeared in 1848, shortly before revolution broke out in Paris.' Titles of articles in journals or edited books should be placed in inverted commas – 'Lenin's "Theses on the Constituent Assembly", published in *Pravda* 26 December 1917, argued that the Constituent Assembly did not represent the will of the workers and peasants.'

- 7 The apostrophe indicates possession. Note the difference between its use with singular and plural nouns. 'The Emancipation Act of 1861 outraged the peasants' sense of fairness'. Here 'peasants' is in the plural, and so the apostrophe comes at the end of the word (after the 's' which denotes the plural form). 'The landowner always listened to his bailiff's advice.' Here the 'bailiff' is singular, and the apostrophe comes before the 's' to indicate possession.

- 8 Divide words at the end of a line only when the lines would be conspicuously uneven if the word were completed. If division is necessary, use the hyphen at the end of the line - **never** at the beginning of the following line. Words must be divided only at syllables. If you do not know where the syllables fall, look in a dictionary. Do not divide short words or leave one or two letters dangling on their own at the beginning or end of a line.

Punctuation

- 1 Punctuation is important as an aid to comprehension. Poor punctuation makes it hard for the reader to grasp immediately what you are trying to say.
- 2 Think about commas. One way to test out your use of commas is to read your essay through to see if you would actually pause where you have put a comma. Avoid very long sentences broken up solely by commas. Learn to employ semi-colons and colons: they have their uses – as do dashes (and brackets). Throughout this section, colons and semi-colons have been deliberately used, and it would pay you to look closely at the functions they perform. If you find it difficult to use semi-colons or colons properly, stick to short sentences.
- 3 Students may find it helpful to refer to *The Blue Book of Grammar and Punctuation* at www.grammarbook.com

Spelling

While nothing under the sun is perfect, errors in typing, spelling and punctuation annoy readers and may adversely affect the mark given. Therefore, when in doubt, use a dictionary or a guide to English usage.

FOOTNOTING YOUR WRITTEN WORK

PLAGIARISM

You must provide references in the form of footnotes or endnotes when you write essays and other types of coursework. A key function of the footnote is to avoid plagiarism. To plagiarise is to give the impression that you have written or thought something that you have in fact borrowed from someone else. To do this is considered a violation of the professional responsibility to acknowledge 'academic debts'. In its most blatant form, it entails reproducing someone else's words more or less verbatim, and presenting them as your own. Please note that the Department uses Turnitin's OriginalityCheck to check students' work for improper citation or potential plagiarism by comparing it against the world's most accurate text comparison database. We do not currently allow students to submit their own work through Turnitin.

The University regards both conscious and unconscious acts of plagiarism as equally problematic; it is your responsibility to make yourself aware of what constitutes plagiarism and to make sure that you avoid it. The University treats plagiarism as an academic offence and anyone found guilty of committing plagiarism risks being sanctioned: for more details, see the section on Academic Offences, on page 48.

Footnotes

- 1 To avoid plagiarism, footnotes are needed for all direct quotations and for all important statements of opinions derived from written sources. They should appear at the bottom of the page. Footnotes are numbered sequentially through the entire essay. In projects, separate sets of footnotes may be used for each chapter, or the whole can be numbered sequentially.
- 2 Once you have cited a reference in full - author, title, place and date of publication - merely cite it in an abbreviated form thereafter, giving the author's surname and a shortened version of the title. When two authors have the same surname, give their first names or initials to avoid confusion. The abbreviation *ibid.* is used when citing the same work immediately after a full or abbreviated reference. If the page number is different, give the page number after *ibid.* Avoid having too many *ibid.*s in a row, however: often they can more effectively be combined into a single footnote.
- 3 Note the following usages that are particularly common in historical writing.
 - a) 'The British Commander-in-Chief in the Far East referred to Japanese soldiers as "sub-human specimens"'. [Cited by C. Thorne, *The Far Eastern War*, p. 18]. Here you should cite the source of this bit of primary evidence. Since you have not read the speeches or diaries of the C-in-C concerned, you indicate that you are citing the primary evidence by way of a secondary source.
 - b) The business of 'second-hand' citation of primary sources can be a little complicated, and since it is often the primary source we wish to cite, you need to be clear about the conventions. Supposing you wish to quote Chairman Mao in an essay:

Mao Zedong liked to give his denunciations of the Soviet Union a homely flavour. 'I couldn't have eggs or chicken soup for three years because an article appeared in the Soviet Union which said that one shouldn't eat them. Later they said one could eat them. It didn't matter whether the article was correct or not, the Chinese listened all the same'.

If you found this quotation in a secondary source, rather than by reading Mao's writings for yourself, you must indicate this to the reader. The simplest solution is probably: As cited in Jonathan D. Spence,

The Search for Modern China (New York, 1990), p. 577.

If you look at Spence's own footnote, of course, you will find the original source cited: Stuart Schram (ed.), *Chairman Mao Talks to the People: Talks and Letters, 1956-1971* (New York, 1971), p. 98. If you wish, you may also cite this source, so long as you still indicate that it is 'as cited in Spence' (followed by the details). What you must not do is cite the original source without reference to Spence, as though you found it for yourself. Make it clear to the reader that the reference to a primary source comes via the secondary author.

This does not only apply to 'second-hand' citation of primary sources, but also to quotations from historians cited in other historians' works (in the following example, all titles are fictitious).

Gustavo Corni, *The Jews in the Ghettos* (Oxford, 1996), p. 6, cited in Pertti Ahonen, *After the fall of the Ghettos* (London, 2005), p. 287.

Form for books and pamphlets:

NB: Footnotes may vary in different publications. We would like you to use the following conventions.

Name/Initials Surname, *Title in Italics* (Place of publication, Year of publication), p. xx. (a series of pages is pp. xx-xxi; several discrete pages is pp. 17, 35, 37).

James Joll, *Europe Since 1870* (London, 1973), p. 113.

If you wish, you can add the publisher's name, but then you should do so consistently throughout.

Name/Initials Surname, *Title in Italics* (Place of publication: Publisher, Year of publication), p. xx.

James Joll, *Europe Since 1870* (London: Weidenfeld and Nicolson, 1973), pp. 123-4, 145, 197.

For books purchased on Kindle and other electronic sources, use the following

A. Smith, *The Wealth of Nations*, (Kindle version, 2008), accessed 20 August 2010 from Amazon.com, chapter 3.

Please note:

1. The punctuation of footnotes is as important as in an ordinary sentence. Pay attention to spaces and where the punctuation points are placed. Footnotes should always end with a full stop.
2. Page numbers may be abbreviated when a series is cited: e.g., rather than pp. 178-179, use pp. 178-9.
3. Usually, the author's full first name is used when only one is given. If several forenames are given, initials can be used: e.g. P. J. Harvey; V. A. C. Gatrell.

Form for articles in journals:

The title of the article is placed in inverted commas; the title of the journal is italicised and must be followed by the number of the volume, date of publication, and page reference (using a 'p.' or 'pp.'). When an article's argument is summarised in its entirety, or you are referring to it in passing, use the full range of page numbers.

Marc Raeff, 'The Well-Ordered Police State and the Development of Modernity in Seventeenth and Eighteenth-Century Europe: An Attempt at a Comparative Approach', *American Historical*

Review, 80 (1975), p. 1239.

Form for articles/chapters from edited books:

Author, 'Title in Inverted Commas', in editor (ed.), *Title of Book* (Place, Date), p. x.

NB: (ed.) for one editor; (eds) for two or more.

Elizabeth Haigh, 'William Brand and the Chemical Education of Medical Students', in Roger French and Andrew Wear (eds), *British Medicine in an Age of Reform* (London, 1991), pp. 186-202.

Form for edited primary sources:

This is where a manuscript source or printed work is (re)published or translated, often with an introduction, by a later editor.

Original author, *Title of Work*, ed./ trans. editor's name (Place, Date).

Henry Fitzsimons, *Words of Comfort to Persecuted Catholics Written in Exile in anno 1607*, ed. Edmond Hogan (Dublin, 1881).

Phillippe Ariès, *The Hour of Our Death*, trans. Helen Weaver (Oxford, 1991).

Form for newspapers:

The New York Times, 4 July 1976, p. 3.

If the paper does not have page numbers, leave that part out.

Form for unsigned articles (encyclopaedias, weeklies, or anonymous books):

'History', *Encyclopaedia Britannica* 19 (London, 1912), p. 248.

'Cashiering the Grocer', *Private Eye*, 50 (22 July 1979), p. 104.

The Truth about Toad Hall (Balham, 1932), p. 73.

Form for original archival manuscripts:

Repository: Name of Collection: call number for box or volume, details of authorship or title of document.

Public Record Office: Treasury Board Papers (T1): T1/4573, William Rickman to C. G. Trevelyan, 10 Feb. 1841.

Later references can be abbreviated:

PRO, T1/4573: Rickman to Trevelyan, 10 Feb. 1841.

Form for government publications:

Parliamentary Papers, 1899, I (House of Commons 98), pp. 237-40.

You should ensure that you include all the information required to locate the specific document, which will probably include an internal archive reference.

Form for films:

Title (date), director.

No Country For Old Men (2007), dir. Ethan Coen.

Form for internet sources:

All citations of texts and graphics should include the following information:

Author, title, print publication or photographic/graphic collection (if known) and URL of the specific text or graphic; title and URL of the website; and the date the document was retrieved.

For example:

John MacNamara, 'Berry Picker', *The Nation*, 139 (12 Sept. 1934), <http://newdeal.feri.org/nation/na34302.htm>. *New Deal Network*, <http://newdeal.feri.org>, accessed 1 January 2008.

In the case of primary sources, which have been scanned or transcribed on to the world-wide-web, it is important to give full details of the original document/graphic as well as the internet location, for example:

Robert Fechner to Robert J. Buckley, 4 June 1936, 'CCC Negro Selection' file, Box 700, General Correspondence of the Director, Record Group 35, National Archives and Record Administration, <http://newdeal.feri.org/texts/824.htm>. *New Deal Network*, <http://newdeal.feri.org>, accessed 12 June 2008.

Lewis W. Hine, 'A group showing some of the men working at Norris Dam', black and white photograph, 3 November 1933, Tennessee Valley Authority, Record Group 142-4-99, National Archives and Records Administration, <http://newdeal.feri.org/library/lh099.htm>. *New Deal Network*, <http://newdeal.feri.org>, accessed 12 June 2008.

In the case of printed works that have been scanned into websites such as EEBO and ECCO, it is permissible to cite the original book, rather than crediting it to the website:

I. Cranford, *The Teares of Ireland* (London, 1642), pp. 22, 80

Form for broadcasts:

References to television or radio broadcasts should give the title of the specific programme, if there is one, in single quotation marks, and the title of the series in italics, together with the date and (if relevant) the time of transmission. For example:

'Green Shoots from the Arab Spring', *Analysis*, BBC Radio 4, 12 November 2012.
Newsnight, BBC2, 2 November 2012, 10.30pm.

Information Footnotes:

In general, if it is worth saying, it is worth putting in the text. Occasionally, a peripheral fact or a statement regarding an interpretation may be added to a footnote or become a separate footnote. For example, in a paper on fourteenth-century peasant revolts, this might appear as an informational footnote:

As late as the eighteenth century, Berkshire magistrates issued warrants for the arrest of Wat Tyler.

Repeat references:

Later references to a book or article used earlier may be shortened, but must still clearly identify the source. Usually it is easiest to use: Surname, *Short Title*, p. x.

Joll, *Europe*, p. 135.

Raeff, 'The Well-ordered Police State', pp. 1222-7.

If two authors you have used have the same surname, use an initial to make the difference absolutely clear.

J. Joll, *Europe*, p. 135.

FORMS OF REFERENCE: BIBLIOGRAPHY

At the end of the essay list all the books and articles which you consulted in the course of researching the essay on a separate sheet, even if you do not make direct reference to all of them. The bibliography should exist separately from the footnotes, and should be alphabetised according to the surname of the author. The entry for a book should list the author, title (italicised), place and date of publication (publisher can also be given). The entry for an article in a journal should list the author, title (in inverted commas), journal title (italicised), the volume and number of the issue. If the journal is not numbered by volumes, indicate the number of the issue and the year published. The entry for an article in an edited book should list the author of the article, the article title, the editor(s) of the book, the book title, and the place and date of publication.

If you have used several different types of sources, it is preferable to divide the bibliography into sections: e.g. 'Primary Sources'; 'Printed Primary Sources'; 'Secondary Sources'.

Form for books

Ariès, Phillippe, *The Hour of Our Death*, trans. Helen Weaver (Oxford, 1991).

Barraclough, Geoffrey, *An Introduction to Contemporary History* (London, 1964).

Form for articles

Haigh, Elizabeth, 'William Brand and the Chemical Education of Medical Students', in Roger French and Andrew Wear (eds), *British Medicine in an Age of Reform* (London, 1991).

McKibbin, Ross, 'Working-Class Gambling in Britain', *Past and Present*, 82 (1979).

Slezkine, Yuri, 'Imperialism as the Highest Stage of Socialism', *The Russian Review*, 59 (2000).

The page numbers covered by the article can be included if you wish.

If a number of articles from the same book are used, it is possible to cite the book only once:

French, Roger, and Wear, Andrew, (eds), *British Medicine in an Age of Reform* (London, 1991).

Form for unpublished or manuscript sources

EITHER list collections alphabetically, with the archive in brackets, eg:

Sir Austin Chamberlain (University Library, University of Birmingham)

Norman Davis (Library of Congress, Washington D.C)

OR by archive, with individual collections then listed alphabetically, eg

Herbert Hoover Presidential Library, West Branch, Iowa

William Castle

Herbert Hoover, Presidential Papers Series

Hugh Wilson

Form for published primary sources

Newspapers should be listed in alphabetical order; government publications should be listed alphabetically by government and originating department or agency, and then chronologically within each section.

Form for internet sources

It is more difficult to provide precise guidance on how to refer to internet sources in a bibliography, particularly if the site contains a collection of documents and photographs drawn from a number of archives or publications. At the very least, you should provide full details (including URL) of the particular site, and the date it was consulted, for example, *New Deal Network*, <http://newdeal.feri.org>, accessed 1 January 2008.

OR *America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945*, Library of Congress American Memory Historical Collections, <http://lcweb2.loc.gov/ammem/fsowhome.html> (1 January 1998).

If, however, you have used a particular document extensively, it should be listed separately, with its specific URL. For example, to use an earlier reference

MacNamara, John, 'Berry Picker', *The Nation*, 139 (12 Sept. 1934),

<http://newdeal.feri.org/nation/na34302.htm>. *New Deal Network*, <http://newdeal.feri.org>, accessed 1 January 2008.

Further notes:

1. In History writing, dates take the form of 1 January 1672, with no internal punctuation (not 1st January, and not January 1). Abbreviations for months may be used in footnotes: 1 Jan. 1672.
2. Whichever system you follow for footnotes and bibliography, you must be consistent throughout.
3. References to notes taken during lectures or seminars: it is both unnecessary and inappropriate to include in your bibliography or footnotes references to notes taken during lectures or seminars. It is presumed that you have attended and profited from both forms of instruction and that what you have learned there has informed your approach to your essay. The only exception is when citing statistical information provided in a lecture.

Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants at www.essex.ac.uk/reo/governance/human along with the Ethical Approval application form.

'Human participants' are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements).