

Your studies

STUDENT HANDBOOK

DEPARTMENT OF HISTORY

Undergraduate 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 and contact information, facilities and meetings

2. About your course

including course structures, teaching and assessment methods, module information, attendance monitoring and absences, Rules of Assessment, intermissions and withdrawing, department prizes, student representation and feedback, staff and student expectations, coursework deadlines, submission, presentation, marking and feedback, grade criteria, coursework policies, academic offences, University regulations regarding progress, attendance and absences, appeals and complaints

3. Practicalities: getting started and support

including registration and campus information, , the Essex Student Charter; IT support, health, welfare, support and safety, Student Services Hub, support services, Library information, learn a language, campus information, careers, skills, employability and experience.

4. Index

5. 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 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

The Department of History 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 874387

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, international relations and global history. 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

Student Administrator: Hannah Mortlock Undergraduate Assistant: Matthew Davies	Hannah and Matthew are in the History Department Office and will be your first point of contact for general enquiries.	Office: 5NW.7.18 Emails: hjmort@essex.ac.uk mdavieb@essex.ac.uk Phone: 01206 87-4387/2302
Belinda Waterman Deputy Departmental Administrator	Belinda deals with student administration and can help with more specific queries.	Office: 5NW.7.14 Email: belinda@essex.ac.uk Phone: 01206 872313
Lisa Willis Graduate Administrator	Lisa deals with postgraduate administration and enquiries.	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.

A list of first-year module teachers and their contact information can be found on page 11.

Your Personal Tutor

All undergraduate 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. Your Personal Tutor will be a member of the academic staff in the Department. You can find the name of your Personal Tutor on your myEssex portal (see below). Details of all staff contact information can be found on the History website at: www.essex.ac.uk/history/staff/.

Departmental support contacts

If you have any pastoral or academic problems or questions, the following staff are available to help or can advise you on who to contact.

First-Year Director	Dr Justin Colson	Room: 5NW.8.4 Phone: 01206 872287 Email: jcolson@essex.ac.uk
Second-Year Director	Dr Lisa Smith	Room: 5NW.7.10 Phone: 01206 874120 Email: lisa.smith@essex.ac.uk
Undergraduate Director & Progress Officer	Dr Amanda Wilkinson (Autumn Term)	Room: 5NW.8.8 Phone: 01206 873761 Email: a.wilkinson@essex.ac.uk
	Dr Mark Frost (Spring & Summer Terms)	Room: 5NW.7.11 Phone: 01206 872307 Email: mrfrost@essex.ac.uk
Deputy Departmental Administrator	Belinda Waterman	Office: 5NW.7.14 Phone: 01206 872313 Email: belinda@essex.ac.uk
Senior Tutor & Disability Liaison Officer	Dr Justin Colson (Autumn Term)	– details above
	Dr Amanda Flather (Spring & Summer Terms)	Room: 5NW.7.8 Phone: 01206 872311 Email: flatak@essex.ac.uk

Other staff you may wish to contact

Head of Department	Professor Edward Higgs	Room: 5NW.7.13 Email: ejhiggs@essex.ac.uk
Director of Education	Dr Jeremy Krikler	Room: 5NW.7.9 Email: krikjm@essex.ac.uk
IRP Director	Dr Catherine Crawford	Room: 5NW.8.20 Email: crawc@essex.ac.uk
Study Abroad Officer	Dr Lisa Smith	Room: 5NW.7.10 Email: lisa.smith@essex.ac.uk
Employability Development Director	Dr Nadine Rossol	Room: 5NW.8.14 Email: nrossol@essex.ac.uk

Your Peer Mentor

All first-year students are assigned a peer mentor, who will be a current second or final-year Essex history undergraduate. You should have been contacted by your peer mentor before you arrive at Essex and will also have the chance to meet them in person at the 'Meet your Peer Mentor' meeting during Welcome Week. You can make as much or little use of your peer mentor as you like, but they can be a source of really useful information, especially during the first few weeks of term.

myEssex, the 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>

More about the Department

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 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.

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 a Student 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 (eg 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	<p>Autumn Term: Wednesday 19 October Wednesday 14 December</p> <p>Spring Term: Wednesday 18 January Wednesday 8 March</p> <p>Summer Term: Wednesday 10 May</p>
Student-Staff Liaison Committee (SSLC) Meetings	<p>Autumn Term: Wednesday 9 November</p> <p>Spring Term: Wednesday 8 February</p> <p>Summer Term: Wednesday 3 May</p>
IRP/ Reading and Research Week	<p>There are no History lectures and seminars in Week 21 (w/c 20 Feb 2016). Instead, first-year students will have a Reading and Research Week, and for second-year and final-year students it is the Independent Research Project Week. Timetabled meetings and study sessions will be held which you are expected to attend.</p>
Module Fair	<p>The Module Fair will be held at the end of the Spring Term where you can get information about enrolling for modules for the following year and a chance to consult staff.</p>
Exam dates and results	<p>Examinations for History modules take place in weeks 33-36 of the summer term (15 May – 10 June).</p> <p>Examination results are published online: http://www.essex.ac.uk/results/</p>
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>
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, just contact 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

The standard format for module delivery is through lectures and seminars, although there is some diversity. For example, some modules are taught through seminars with an emphasis on small group work. Special Subjects are taught over a two-hour time-tabled slot which enables a varied pattern of lectures, seminars and small group work for the analysis of primary source material. Fortnightly workshop classes are held for final-year students to discuss and exchange ideas about methods, approaches, sources and other issues concerning the Independent Research Project.

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.

Becoming an Historian at Essex

Your History course follows a clear progression from the first to the final year, ensuring that you develop the skills you need to produce your Independent Research Project in your final year of study. These skills are also transferable to the world of work after you graduate. In core and optional modules you will learn to:

- analyse primary sources and secondary works critically and with confidence
- identify and find primary and secondary resources in libraries and databases
- convey historical ideas and arguments fluently in writing and verbally
- work effectively independently and with others
- produce an Independent Research Project
- manage your time effectively and respond to feedback

Skill	First Year	Second Year	Final Year
Critically read secondary works	Detect the structure and main argument of an article or book.	Relate the argument to its evidence base; set secondary works into historiographical context.	Critique the author's use of evidence and the strength of his/her argument.
Analyse primary sources	Develop an understanding of the author's purpose; set the source in context.	Detect the techniques of persuasion and bias in a source.	Place a source in dialogue with other primary evidence.
Find and investigate hard-copy and on-line resources	Learn to access a range of materials in differing locations.	Recognise the need to evaluate the material available.	Apply your skills to the research for your Independent Research Project.
Write in a fluent	Construct an essay with each paragraph	Develop your writing style to show	Translate your writing skills to your Independent

historical style, using footnotes properly.	being a step in your argument; write fluently, using scholarly language and style; learn how and why you need to provide accurate footnotes and a Bibliography.	increasing engagement with historiography and primary sources. Use your writing skills in other formats.	Research Project and enhance your skills by embedding the fruits of primary research within the argument.
Produce your own piece of independent historical research	Develop key skills of historical research and writing.	Learn how to design and outline an original research project which is do-able with the time and resources available.	Manage the planning, research, writing and submission of your Independent Research Project.
Present your ideas fluently verbally.	Participate in seminar discussions; prepare and deliver an individual presentation.	Participate regularly in seminar discussions; prepare and deliver an individual presentation.	Participate regularly in seminar discussions and debates; do an individual presentation about your Independent Research Project.
Work effectively in collaboration with others	Undertake a group presentation on HR101.	Participate effectively in group work on History Works.	Work effectively with your supervisor on your Independent Research Project.
Manage your time effectively	Submit all coursework on time.	Submit all coursework on time; begin to plan your Independent Research Project.	Submit all coursework on time and manage the research and writing up of your Independent Research Project.
Respond effectively to feedback	Respond to formative assessment on autumn-term assignments.	Develop good habits of responding to coursework feedback.	Respond effectively to feedback from your IRP supervisor and on your IRP presentation.

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 <https://www.essex.ac.uk/timetables>. 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 at: www.essex.ac.uk/programmespecs. Your own course structure can be found in the **myStudy** section of your **myEssex** homepage.

Course Directors have overall responsibility for a degree programme and as such have an overview of the programme's modules. They are responsible for addressing any problems both staff or students may have. They offer advice and support to the students.

Single Honours Courses:	Course Director:
BA History	Director of Education (see page 5 for details)
BA Modern History	Director of Education
BA Social and Cultural History	Director of Education
BA American History	Director of Education
BA Global History	Director of Education

Joint Honours Courses:	Course Director:
BA History and Literature	Jeremy Krikler
BA History with Modern Languages	Felix Schnell
BA Modern History and Politics	Felix Schnell
BA Modern History & International Relations	Felix Schnell
BA History and Criminology	Catherine Crawford
BA History and Sociology	Catherine Crawford
BA History with Human Rights	Felix Schnell
BA History with Film Studies	Peter Gurney
BA History of Art and History	Please consult Department of Art History
BA Philosophy and History	Please consult Department of Philosophy
BA History and Economics	Please consult Department of Economics
BA English Language and History	Please consult Dept of Language and Linguistics

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.

Credits

You will take 360 credits of modules in total during your course – 120 credits in each year of study. For a single honours course you will take 45 credits of core modules in your first year. Your remaining credits can be chosen from our optional modules and from a range of outside options in other subjects. If you are taking a joint honours course then you will also have compulsory and optional modules in your other department.

Changing your degree and maximum period of study

If you want to **change your course**, you should talk to someone in your department first. Check the deadlines for course changes with the Student Services Hub. 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 are considering changing course due to academic worries with your current course you might find it useful to seek academic support before changing course. Contact the Talent Development Centre for advice www.essex.ac.uk/students/study-resources/tdc. If you want to make a formal request for a course change, you should do so via the online Course Change form. Go to www.essex.ac.uk/students/course-admin/changing-course.aspx for more information.

Undergraduate students have a **maximum period in which to complete their studies**. This is set at the point at which you register, and is normally the length of your programme plus two additional years. This is to allow some flexibility in cases where you find you must intermit, or you fail a stage of study and must repeat it, or you want to transfer to a new course and must retake a stage of study.

Opportunities for Study Abroad

All History courses may also be taken as four-year courses, to include a year studying at a University abroad. It is also possible for students to study abroad for one term in their final year. If you are interested in study abroad, please see the departmental Study Abroad Officer.

www.essex.ac.uk/studyabroad/

Opportunities for a Work Placement

Alternatively, all History courses may also be taken as a four-year course, to include a work placement year. It is the student's responsibility to find, apply for and be accepted to a placement. However, the Employability and Careers Centre and Department will provide support in finding placements and will advertise relevant placements to students. If you are interested, please see the departmental Placements Supervisor.

(www.essex.ac.uk/careers/placements).



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 (eg 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 assessment

History modules are assessed either by 50% coursework and 50% unseen examination or 100% coursework. For a full-year module, examinations are of three hours duration; first-year half-option examinations are two hours long. Coursework for a full-year module usually consists of several pieces of written work totalling 6,000 words; for a first-year half option 3,000 to 3,500 words; and for second and third-year half options, which are 100% coursework, approximately 5,000 words in total. In some modules, students are given a mark for participation or are required to do an oral presentation which may form part of the assessment. Module directors will explain the system for each individual module at the beginning of each year.

All first-year full-year and autumn-term modules will include an early assessment opportunity to provide feedback before the end of the Autumn Term on individual student performance to allow any additional support to be targeted at an early stage.

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.

First-Year Modules

All first-year students take either HR111 *Society, Culture and Politics in Europe, 1500-1750*, HR100 *The Making of the Modern World, 1789-1989* or HR105 *Global History*, depending on their course syllabus. All single honours and most joint honours History students also take HR101 *Becoming a Historian*.

First Year Module Directors and Teachers

Module	Seminar teachers
HR100-4-FY Module Director: Felix Schnell	Felix Schnell, Elijah Bell, Ben Fuggle, Amanda Wilkinson
HR111-4-FY Module Director: Tom Freeman	Tom Freeman, Peter Good, Helen Kemp, James Raven
HR101-4-AU Module Director: Justin Colson	Justin Colson, Lisa Smith, Claire Sims, Robert Foulkes
HR105-4-AU Module Director: Xun Zhou	Xun Zhou, Christopher Timms
HR141-4-SP Module Director: Matthias Röhrig Assunção	Matthias Röhrig Assunção
HR162-4-SP Module Director: Laila Haidarali	Laila Haidarali, Claire Sims, Christopher Timms

Second and final-year History modules:

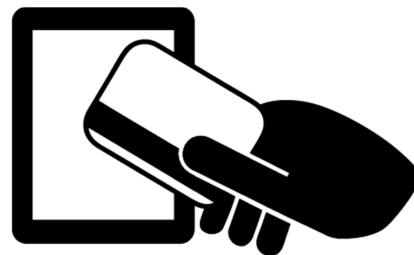
Second-Year Compulsory Modules	<p>All second-year students take the following compulsory modules:</p> <p>HR211 <i>Making Histories: Concepts, Themes and Sources</i>. It offers students a guide to the development of History as a discipline. Focussing on key texts, it provides a critical introduction to the most important approaches used by historians, and provides essential training in the skills of historical analysis.</p> <p>HR200 <i>History Works: Beyond your BA</i>. This module explores a number of key skills that historians are using in their profession and how this set of skills fits to a great range of other career choices. Divided into three parts, students will first find out how historians communicate their work to the public and what skills they use for doing so. In the second part, the module will focus on the current labour market and students will explore how their abilities can be presented as convincingly as possible and how these skills fit to different career options.</p>
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Employability Skills	<p>Having completed a course successfully, which will include an employability module in your second year, students will have acquired the following skills:</p> <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; • the ability to understand the needs of employers in the not for profit and for profit sectors.
Options and Half-Options	<p>The Department offers a variety of optional modules each year, with topics in line with staff research interests. Depending on their syllabus, students are also able to take one or more options from another Department.</p>
Final-Year Special Subjects	<p>All final-year single-honours History students take a Special Subject. It offers training in historical methods and in the use of primary sources. There are a variety of Special Subjects on offer each year. Joint degree students do not take a Special Subject but may do so if space permits.</p>
Independent Research Project (IRP)	<p>History students are required to complete an Independent Research Project (IRP). A separate IRP Handbook sets out the guidelines, requirements and marking criteria in full. The IRP handbook will be circulated at the first IRP meeting for second-year students and can be found online at www.essex.ac.uk/history/current/ug.aspx?tab=3.</p> <p>Students should not under-estimate the importance of the IRP. This single piece of original research, which is undertaken during the second and third years of study, makes up one whole component of their course.</p>
Module Choice	<p>During the Spring Term the Department produces a <i>Module and Enrolment Information</i> booklet with details of modules running in the following academic year. Meetings for first and second-year students are held towards the end of the Spring Term where module directors outline their modules on offer and are available for consultation .</p>
Module Directory	<p>Module details including outlines and assessment information can be found in the online Module Directory www.essex.ac.uk/modules/.</p>
Module Materials	<p>Module reading lists and essay lists are available from the History Office and on Moodle.</p>
Enrolment and Changing Modules	<p>Students are required to choose their optional modules for the following academic year at the end of the Spring Term through the University's online module enrolment system (eNROL). It is essential that students complete module enrolment and ensure that any changes are shown correctly on their student record since this forms the basis of their examination entry (this can be seen in the myStudy section of the myEssex student portal).</p>

	<p>Changes to modules can be made up until the end of the second week of the Autumn Term. If you wish to change an optional module after the deadline, you should seek advice from the Department Office in the department that runs the module you want to change into. Late changes may be permitted but will be subject to the approval of the department that runs the module and the relevant Dean. Late changes into modules that run for one term or less will not normally be permitted. Students are not permitted to change modules that are compulsory for the course for which they are registered.</p>
Requesting a class change	<p>Students are automatically assigned to classes based on availability by the Central Timetabling Office and in the attempt to produce a clash free timetable for every student.</p> <p>In special circumstances students may request a change in their class allocations – for example, if you have childcare or caring commitments, work commitments, attendance on other courses of study or for medical reasons. Permission to change to an alternative class or lecture is agreed at departmental or school level and the right is reserved to refuse permission to change. The above list is not exhaustive, and we understand there may be other genuine reasons for changes. Your Department may ask for evidence to support your change of class request. Please note class change requests are subject to availability within other classes.</p>
Listen Again	<p>Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. It's available in teaching rooms or lecture theatres where you see the sign.</p> <p>listenagain.essex.ac.uk</p>
Library Services	<p>At our Colchester Campus, the Albert Sloman Library on Square 5 has long opening hours, a new extension 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.</p> <p>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.</p> <p>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: libwww.essex.ac.uk.</p>

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.

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

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/general/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, which meets at the end of the Summer Term. The Board of Examiners use the Rules of Assessment to decide:

- whether you can be awarded credit for the modules you have studied
- whether you have done enough to move on to the next stage of your course
- whether you have done enough to pass your course
- what classification you will receive
- what reassessment you could be offered
- whether you must withdraw from your course, with or without an exit award

Intermitting or withdrawing

Intermitting is a temporary withdrawal or leave of absence from your studies. 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.

Please see www.essex.ac.uk/students/course-admin/intermission for guidance on intermission.

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>.

Exit Awards

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded a Bachelor's degree, you may be awarded a qualification at a lower level, if appropriate.

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

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 module description with aims and objectives, a reading list and assessment rules;
- a series of well-prepared lectures and seminars, the themes of which are clearly indicated in the module description;
- for modules with separate seminars, that the seminar will discuss material relevant to topic(s) covered in the previous lecture;
- to be informed at least two weeks in advance if they are expected to make a seminar presentation;
- that coursework submitted on time will normally be returned within four weeks of the relevant

- coursework deadline (or the first day of the following term if the deadline falls in the last week of term);
- that legible comments will be provided on or with essays - 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;
- that members of staff will be available to see students during consultation hours, the times of which will be posted on the member of staff's office door;
- that members of staff will normally to reply to emails within two working days during term-time and a week out of term-time, unless otherwise indicated;
- that students will be informed of any last minute changes to the timetable (eg due to teacher's illness) by email or text message.
- that any cancelled teaching will be rescheduled for a time at which all students can attend.

What teachers can expect from their students

- that students arrive punctually, and attend regularly, all lectures and seminars - in the event of an absence an explanation is expected;
- that any required reading has been completed before the relevant lecture or 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 coursework is submitted on time, both online and 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 the coursework deadline policy
- that students read, reflect on, and take account of feedback.

Student representation, feedback and 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 the 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 SSLCs 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 your experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year 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 undergraduate students not covered by the NSS. The surveys are run online and you will receive a link to the survey in your email.

Coursework and Examinations

Coursework

Moodle, ORB and FASER	<p>Our online resource bank (ORB) stores important module materials such as reading lists and past exam papers.</p> <p>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.</p> <p>FASER (Feedback, Assessment, Submission, Electronic Repository) is our online coursework submission and feedback system. faser.essex.ac.uk www.essex.ac.uk/it/elearning</p>
Coursework Submission	<p>History coursework must be submitted online via FASER by the published deadline for the module (see paragraph below on the Coursework Deadline Policy). For most modules, 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.</p> <p>Under no circumstances should an essay be handed directly to your lecturer or teacher. Further information about watermarking and online submission of coursework can be found in the help pages of FASER. In some cases, a paper copy is not required. The module outline and your module director will make clear if this applies to your modules.</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 website and 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</p>

	<p>written later in the year. The reasons for having a strict system of deadlines (see paragraph below on Course 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>
Coursework Deadline Policy	<p>We have a single policy at the University of Essex on the late submission of coursework in Undergraduate courses: All coursework submitted after the deadline will receive a mark of zero. No extensions will be granted. A student submitting coursework late will have the University's and department's arrangements for late submission drawn to their attention. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline.</p> <p>For example, minor ailments, computer failure, confusion about deadlines, etc, are NOT extenuating circumstances. More information about extenuating circumstances relating to late submission of coursework is available on the Registry webpages at www.essex.ac.uk/dsh/latesubmission.</p>
Essay Writing	<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>
Referencing	<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 your own views, is a key aspect of your coursework. It is 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 Appendix A: Guide to Writing Coursework for information on referencing and where to seek advice.</p>
Presentation	<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

	<ul style="list-style-type: none"> • margins: top and left = 3 centimetres; bottom and right = 2 centimetres • all pages numbered
Proof-reading	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 and weaknesses in your own writing when you see it on paper, than when you see it on a screen.

Academic Offences Procedure

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

The University takes academic offences very seriously. It is your responsibility to make yourself aware of the Academic Offences Policy, 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. Academic offences include plagiarism, falsifying data or evidence, submitting a fraudulent claim of extenuating circumstances and copying the work of another candidate or otherwise communicating with another candidate in an examination. This list is not exhaustive. An academic offence can take place even if you didn't mean to commit one.

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 8: Referencing and good academic practice in this handbook.

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.

Marking and feedback

Marking scale

80 and above	Exceptional First Class (normal maximum mark 89)
70-79	First Class
60-69	Upper Second
50-59	Lower Second
40-49	Third
39 and below	Fail

Grade 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 grades:

GRADE CRITERIA: EXAMINATIONS

Exceptional First Class

- Excellent awareness of the historiographical debates;
- imaginative, often original argument and analysis backed by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem;
- an individual approach to the question;
- a mature, accurate and 'sparkling' style of writing;
- excellent breadth of coverage, with a good awareness of links and interconnections.

First Class:

- Good awareness of the historiographical debate;
- imaginative, sometimes original argument and analysis backed by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem;
- signs of individual reflection and thought;
- fluency, cogency and accuracy of expression;
- breadth of coverage, with a good awareness of links and interconnections.

Upper second (2.1)

- Well-structured argument, with emphasis upon analysis, and expressing own opinions intelligently, fluently and clearly;
- clearly focused upon the question, with presentation of appropriate detail;
- awareness of broader context of the particular historical problem, and the historical debates associated with it;
- good understanding of the varying (conflicting) approaches by different historians;
- a confident, lucid (and often concise and focused) style.

Lower second (2.2)

- Relevant and accurate answers;
- competent argument, demonstrating conventional understanding of issues and problems and backed up by historical examples;
- reasonable body of knowledge, although it may not be used to its full effect;
- analysis competent, but often without an understanding of subtle layers of analysis;
- occasionally an answer that misses the point of the question, but demonstrates a solid argument.

Third

- Showing an awareness of issue addressed;
- relevant knowledge, but may be superficial, incomplete or inaccurate;
- argument is either unstructured or with limited focus upon question asked;
- historical evidence used, but in superficial manner;
- poorly structured and written, with poor attention to vocabulary and grammar.

Fail

- Inadequate revision;
- comprehensive failure to answer question or to understand it, so that few, if any sections of answer relevant to question posed;
- very poor style, on occasion verging on incomprehensible - often includes problems with spelling, grammar, etc;
- short-weight.

GRADE CRITERIA: COURSEWORK

Exceptional First Class:

- Evidence of exceptionally wide reading (beyond recommended works), and demonstrating an excellent critical engagement with the relevant historiography;
- imaginative and genuinely original insights and argument, supported by command of details, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem;
- an individual approach to the question;
- a mature and 'sparkling' style of writing; usually of publishable or near-publishable quality; complete accuracy of presentation;
- excellent breadth of coverage, with an excellent awareness of links and interconnections.

First Class:

- Evidence of wide, critical reading, beyond recommended works in many cases, and demonstrating an excellent awareness of the literature and historiography of the topic;
- imaginative, sometimes original argument and analysis, and also demonstrating a sophisticated awareness of the broader context of a particular historical problem;
- signs of individual reflection and thought;
- fluency, cogency and accuracy of expression, maturity of style;
- breadth of coverage, with a good awareness of links and interconnections.

Upper second (2.1)

- An essay based upon extensive (and comprehended) reading, with a good use of material in support of argument, and a sound awareness of issues reflected in the reading;
- well-structured argument, with emphasis upon analysis, and expressing own opinions intelligently, fluently and clearly;
- clearly focused upon the essay question, with presentation of appropriate evidence;
- awareness of broader context of the particular historical problem, and the historical debates associated with it;
- good understanding of the varying (conflicting) approaches by different historians;
- a confident, lucid (and often concise and focused) style, with sound grasp of scholarly conventions

Lower second (2.2)

- Relevant and accurate answers, showing evidence of appropriate, but rarely extensive, reading;
- competent argument, demonstrating conventional understanding of issues and problems and backed up by historical examples and use of evidence;
- reasonable body of knowledge, although it may not be used to its full effect;
- analysis competent, but often based heavily upon secondary sources and lectures, without an understanding of subtle layers of analysis;
- occasionally an answer that misses the point of the question, but demonstrates a solid body of research and argument.

Third

- Based upon limited range of available literature, or upon weak understanding of more extensive reading, but shows an awareness of issue addressed;
- relevant knowledge, but may be superficial, incomplete or inaccurate;
- argument is either unstructured or with limited focus upon essay question asked;
- historical evidence used, but in superficial manner;
- poorly structured and written, with poor attention to vocabulary and grammar.

Fail

- Inadequate reading - based on a very poor range of available literature;
- comprehensive failure to answer question or to understand it, so that few, if any sections of essay relevant to question posed;
- very poor style, on occasion verging on incomprehensible - often includes problems with spelling, grammar, etc;
- short-weight.

GRADE CRITERIA: DOCUMENT ANALYSIS QUESTIONS

First: a well-written and fluent analysis that displays an excellent knowledge and understanding of the meaning, purpose, methods of persuasion and significance of the text, the ability to provide a highly detailed critical analysis of the content of the document, an excellent awareness of the context of the text, how it relates to other primary sources and how it comes to bear on particular historical debates.

2.1: a coherently written analysis that displays reasonable knowledge of the meaning, purpose and significance of the document, the ability to provide some critical discussion of the content of the text, a good understanding of the context of the document, how it relates to other primary sources and how it comes to bear on particular historical debates.

2.2: a fairly clearly written analysis that displays some knowledge of the text, some attempt at critical analysis and some understanding of the context of the document.

Third: a relatively unclear and unfocussed analysis that shows little knowledge of the text, little attempt to analyse the document critically, relies heavily on unstructured description, includes some inaccuracies or misunderstandings.

Fail: a poorly written analysis with errors of spelling, grammar and syntax that shows limited knowledge and understanding of the meaning and purpose of the text and little or no attempt at analysis.

Presentation

A document analysis should be neatly presented according to the guidelines laid down in the undergraduate handbook and references and a bibliography should be included following the format laid down in this handbook.

Further Guidance

For further guidance on how to analyse documents go to:

<http://apps.carleton.edu/curricular/history/resources/study/primary/>

For further information and for our full range of study guides go to:

<https://www.essex.ac.uk/history/current/ug.aspx>

GRADE CRITERIA: PRESENTATIONS

<u>Content:</u>	First 80+	First 70-79	Upper second 60-69	Lower second 50-59	Third 40-49	Fail 0-39
Structure	Extremely logical/thematic.	Very logical/thematic.	Mainly logical. Some gaps and/or jumps.	Logical in places. Several gaps and/or jumps	Illogical structure. Many gaps and/or jumps.	Very illogical. Rambling. No apparent structure.
Content amount and substance	Appropriate amount. Exceptionally interesting and informative	Appropriate amount. Very interesting and informative.	Good amount of detail. Interesting and informative.	Adequate detail but too thin or dense in places. Somewhat interesting and informative.	Too much or too little content. Rather uninteresting and uninformative.	Excessive, superficial or irrelevant content. Way below expectations.
Understanding of topic	Exceptional explanations. Very clear and correct.	Very good explanations. Very clear and correct.	Good explanations. Usually clear and correct.	Decent explanations. Some unclear/incorrect assumptions.	Weak explanations. Often unclear/incorrect assumptions.	Very poor. Unclear/incorrect assumptions.
Research	Outstanding research. A very wide range of sources used.	Very good research. A very wide range of sources used.	Good research. A wide range of sources used.	Average research. A fair range of sources used.	Poor research. Few sources used. Lacks depth and range.	Deficient research. Little to no sources cited.
<u>Delivery:</u>	First 80+	First 70-79	Upper second 60-69	Lower second 50-59	Third 40-49	Fail 0-39
Slide design	Extremely attractive. Very clear. Excellent use of font, colour, graphics and text.	Very attractive. Very clear. Very good use of font, colour, graphics and text.	Mainly clear. Generally attractive. Mainly good use of font, colour, graphics and text.	Clear in places, difficult to read. Average use of font, colour, graphics and text.	Often messy or illegible. Poor use of font, colour, graphics and text.	Very messy or illegible. Very poor use of font, colour, graphics and text.
Fluency, volume and pace	No hesitation. Perfectly judged volume control and pace. Appropriate use of inflection	Minimal hesitation. Excellent volume control and pace. Very good use of inflection.	Minor hesitation. Very good volume control. Pace a little too fast/slow. Slightly monotonous.	Frequent hesitation. Good volume control. Pace rather too fast/slow. Rather monotonous.	Frequent/prolonged hesitation. Too loud/quiet. Too fast/slow. Monotonous.	Many major hesitations. Inaudible/unlistenable. Much too fast/slow. Soporific.
Body language	Extremely confident. Open, upright posture. Always facing the audience. Appropriate gestures	Very confident. Open, upright posture. Mainly facing the audience. Appropriate gestures.	Mainly confident. Mostly open and upright posture. Generally faces the audience. Positive use of gesture, some negative.	Some confidence. Little open and upright posture. Partially faces the audience. Infrequent or excessive gestures.	Little confidence. Mainly defensive posture. Rarely faces audience. Inanimate or hyperactive gestures.	Almost no confidence. Defensive, hunched posture. Barely faces audience. Inanimate or hyperactive gestures.
Eye contact	Makes excellent eye contact with the whole audience. No script reading.	Makes very good eye contact with the whole audience. Minimal script reading.	Makes generally good eye contact with the whole audience. Some script reading.	Makes some eye contact with the whole audience or focuses on a few. Often reading from script.	Only occasionally make eye contact with audience or focused on a few. Mainly script read.	Did not make eye contact with the audience or focused on one or two. Completely script read.
Timing and duration	Excellent overall and individual slide timing.	Very good overall and individual slide timing.	Good overall, little too long/short. Visuals not always in sync.	Somewhat too long/short. Visuals often out of sync.	Substantially too long/short. Poor synchronisation.	Excessively long/short. Very poor synchronisation.
Teamwork (for group presentations)	Excellent transition between presenters. Superb collaboration. Even division of talk.	Very good transition between presenters. Very effective collaboration. Practically equal division of talk.	Good transition between presenters. Effective collaboration. Almost equal division of talk.	Mediocre transition between presenters. Fair or slightly uneven collaboration. Unequal division of talk.	Poor transition between presenters. Very varied levels of collaboration. Unsatisfactory division of talk.	Dreadful transition between presenters. Complete lack of collaboration. Very poor division of talk.

Anonymous marking	<p>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.</p> <p>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 some students that they have done well and other students that 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.</p> <p>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 coursework.</p>
Return of Marked Coursework	<p>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.</p> <p>Once you have collected your marked assignments you must keep them as University Regulations specify that undergraduate coursework must be retained by students for a period of three months after graduation.</p>
Right of Appeal for Re-marking	<p>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 at: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marki ng_policy.</p> <p>You will need to complete a form and be aware that marks can go down as well as up.</p>
Moderation, second marking policies and External Examiners	<p>The University policy on moderation is 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 he or she believed that the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.</p> <p>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</p>

	<p>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.</p> <p>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 at: www.essex.ac.uk/quality/external_examiners/default.asp</p> <p>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.</p>
Samples of coursework	<p>Examples of previous first-class Independent Research Projects can be borrowed from the History Department Office. You can also find some examples of HR211 journal entries and reviews.</p> <p>For guidance on producing good coursework see Appendix A of this booklet, the Guide to Writing Coursework.</p>
Re-submission of assessed coursework	<p>Second-year and final-year coursework contributes to your final degree result and therefore must be available to the external examiners at the end of each year, who may need it in judging your overall performance. You will be asked to hand in your current year's coursework at the end of the examination period each year. As you will doubtless need your essays for revision purposes, you will be asked to leave that year's essays in the Department Office by a date which will be notified to you during the Summer Term (normally the date of the last history examination). Outside option essays and (for joint degree students) essays for the other department, are not required by the History Department, but you may be asked to leave them with the appropriate department.</p> <p>Failure to re-submit your coursework could jeopardise the ability of the external examiners to assess fairly your overall performance on modules.</p> <p>Procedures for re-submitting coursework will be notified to students in the summer term. The essays will be available for collection once the examination procedures are complete. Students are required to keep all assessed coursework until three months after the conferment of their degree.</p>

Referencing and good academic practice	<p>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.</p> <p>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 at moodle.essex.ac.uk/login.</p> <p>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 in this handbook on Academic Offences Procedure).</p> <p>Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.</p>
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Examinations

Exam regulations

The General Regulations which govern examinations can be found via the website here

www.essex.ac.uk/about/governance/regulations/affairs.aspx#exams.

Attendance at examinations is **compulsory**. For exams that are more than an hour long, you will not be allowed to enter the examination room if you arrive later than 55 minutes after the start of the exam. If your exam is only an hour long, you will only be admitted up to ten minutes after the start of the exam.



Help with examination preparation	<p>Exams create stress for most people and to help students prepare, History modules have timetabled revision seminars. In addition, the Student Support Office offers a series of Examination Workshops which are run by specialist staff. Sessions cover revision, including planning and techniques; the examinations, using the exam paper and the examination room, as well as sessions on relaxation and how to cope with stress. Staff in the Counselling Service can also provide sessions on stress management.</p> <p>If you find examinations difficult or unusually stressful, you should discuss this with your Personal Tutor.</p>
General information about summer exams and examination results	<p>You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/</p> <p>You must bring your registration card and exam entry form with you to the exam. You will not be allowed entry without them. Remember to check your exam entry form carefully and contact the Examinations Office if there are any errors.</p>

	<p>You can download a guide to examinations, and watch a short video at http://www.essex.ac.uk/students/exams-and-coursework/default.</p> <p>You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule at: www.essex.ac.uk/students/exams-and-coursework/schedule</p>
Anonymous marking policy in examinations	All formal examinations at the University of Essex are marked anonymously.
Reassessment in coursework & examinations	<p>You can find information relating to resitting exams at: http://www.essex.ac.uk/students/exams-and-coursework/resits.</p> <p>Remember that reassessment in examinations (and coursework) carries a fee.</p>
Access to exam scripts	<p>If you want to see your exam script, you should normally make the request within four weeks after the exam to the department which is responsible for that module. The department should either: let you see the script in the presence of one of the staff responsible for teaching the module or give you a copy or summary of the examiners' comments on your performance. You can find further information about Assessment Policies for Undergraduate Awards at: www.essex.ac.uk/quality/university_policies.</p>
Dictionaries	Electronic dictionaries are not permitted in the examinations and if you take one to the examination you will be reported on suspicion of committing an Academic Offence. If English is not your first language, you may use a translation paper dictionary (native language/English) for your History examinations.
Transcripts	<p>As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Registry will publish your results, close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Registry has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents.</p> <p>www.essex.ac.uk/students/graduation/award-documents/default.aspx</p>
Students in debt	Formal transcripts will not be issued to students who are in debt to the University and degrees will not be conferred until any debt has been cleared. Students with financial difficulties can obtain advice from Student Support.

Extenuating circumstances

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, see: www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx

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/default.aspx if you need any guidance.

For claims of extenuating circumstances relating to your inability to submit coursework by the deadline and to request for your marks to be instated, you should read the [Guidelines on Late Submission of Coursework](#) and complete the Late Submission of Coursework form.
www.essex.ac.uk/dsh/latesubmission.

Appeals and complaints

The Academic Appeals Procedure can be found at www.essex.ac.uk/see/appeals-ug.

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.

The 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

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.

3. Practicalities: getting started and support

Whatever level of study you're following at Essex, you're here for an excellent education. We're committed to research-led teaching and your personal development, and during your time here, we'll support you in demonstrating your academic potential, and in developing the knowledge and skills you'll need as you embrace your future graduate career.

Registration

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 five working days for your results to be confirmed. The Assessment Team will publish your results and update your record. For graduating students, Degree Certificates will be provided by the Graduation Team either for collection at Graduation, or they will be sent afterwards for students who do not attend the Graduation event. For more about registration, visit our student webpages.

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

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

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. For example, 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

Your IT account

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.

University 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

The 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

Freedom of speech policy and the 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

Tier 4 Students

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/

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, two banks, a general store run by the Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, 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

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.

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/ | 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

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

Health, welfare, support and safety

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 on campus can listen and talk you through the issues.

www.essex.ac.uk/studentfinance/money_matters

www.essexstudent.com/services/advice_centre/money

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

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/default.aspx

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

Health and safety 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.

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

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

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

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 section 8.4 Tier 4 Information of 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

Skills, employability and experience

Employability and Careers Centre

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

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

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/

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/welcome/careerhub

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/bige

Frontrunners

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

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.ac.uk/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/

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.

For example, final year project supervisors, year organisers, core course supervisors are likely to be more suitable than lecturers that have taught you on a first year option course. Every reasonable effort will be made to meet a request for a reference for a student who has undertaken study within our School, within a minimum period of three years following his/her departure from the University. Requests received outside of this time scale may, of course, be met if a member of staff is equipped with the necessary information on the student and is willing to provide a reference. In the case of research students, it would be normal to expect to provide a reference for a more extended period of up to ten years.

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.

www.essex.ac.uk/dsh/studentreferences.

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 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

HEAR

When you study at Essex, you get far more than just a degree. Along with showcasing your academic achievements, the Higher Education Achievement Report (HEAR) records any activities you've undertaken and logged through the Big Essex Award, and any awards and prizes you receive.

When you graduate, you'll have full electronic access to your HEAR for free, for life. You'll be able to share this with employers and other universities, providing them with a University-certified record of your achievements. To start making the most of your HEAR; visit our website to activate your account.

www.essex.ac.uk/see/hear/

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5. 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 Andrle 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. Foote 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. Foote, *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.

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).

Barracclough, 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.aspx 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 fetuses, 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).