Welcome to the Department of History!

We all hope that you will enjoy 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 hope you get the most for your studies at Essex, and we will try our hardest to ensure that you do.

Dr Mark R. Frost
Head of Department

Term dates

Information relating to the University’s term dates for students can be found at https://www.essex.ac.uk/governance/key-dates.
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, 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, Students’ Union, 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 gives you essential information about the Department of History and the University.

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

At our three uniquely intimate campuses we celebrate diversity and challenge inequality. Whatever your
background, race or sexual orientation, you’re 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-office@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 from 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 professional services 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:

The following provides information on specific support roles; however, we are all here to help and you can talk to whoever you feel most comfortable with about any academic or personal problems.

Professional services contacts

| Student Administrators: Mrs Hannah Onslow Mr 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: hannah.onslow@essex.ac.uk
mdavieb@essex.ac.uk
Phone: 01206 87-4387/2302 |
| Mrs Belinda Waterman Deputy Department Manager | Belinda deals with student administration and can help with more specific queries. | Office: 5NW.7.14
Email: belinda@essex.ac.uk
Phone: 01206 872313 |
| Mrs Lisa Willis Graduate Administrator | Lisa deals with postgraduate administration and enquiries. | Office: 5NW.7.18
Email: lwillis@essex.ac.uk
Phone: 01206 872190 |
| Mrs 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 academic support 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 this time without an appointment. Details of academic support 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 academic support 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 can be found on page 12.

Your Personal Tutor

All undergraduate students have a Personal Tutor who you will meet soon after you arrive and 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 & Progress Officer | Dr Tom Freeman | Room: 5NW.8.12  Phone: 01206 873407  Email: tfreeman@essex.ac.uk |
| Second Year Director & Progress Officer | Dr Tom Freeman | |
| Undergraduate Director & Progress Officer | Dr Amanda Flather (au & su)  Dr Jeremy Krikler (sp) | Room: 5NW.7.8  Phone:01206 872311  Email: flatak@essex.ac.uk  Room: 5NW.7.9  Phone: 01206872249  Email: krikjm@essex.ac.uk |
| Deputy Department Manager | Mrs Belinda Waterman | Office: 5NW.7.14  Phone: 01206 872313  Email: belinda@essex.ac.uk |
| Senior Tutor | Dr Amanda Flather (au & su)  Dr Jeremy Krikler (sp) | -  Details above |
| Disability Liaison Officer | Professor Lucy Noakes | Room: 5NW.8.13  Phone: 01206 873404  Email: l.noakes@essex.ac.uk |

Other staff you may wish to contact

| Head of Department | Dr Mark Frost | Room: 5NW.7.13  Email: mrfrost@essex.ac.uk |
| Director of Education | Dr Nadine Rossol | Room: 5NW.8.14  Email: nrossol@essex.ac.uk |
| Research Project Director | Professor Alison Rowlands | Room: 5NW.8.15  Email: alisonc@essex.ac.uk |
| Study Abroad Officer | Dr Sean Kelley | Room: 5NW.8.16  Email: skelley@essex.ac.uk |
| Employability Development Director | Dr Justin Colson | Room: 5NW.8.4  Email: jcolson@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 Induction Day during Welcome Week. You can make as much or as 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.
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 which provides free hot drinks in term time. This is where you will also find the student photocopier, a computer for student use, 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 free of charge.

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, Local History and Student Experience.

Communication
The Department uses email for routine communication between staff and students. A system of email groups allows members of staff to send messages simultaneously to groups of students (e.g. all students registered for a particular module), so even if you have not divulged your email address, you may well receive messages. It is, therefore, vital that you check your Essex email regularly, ideally once a day.

As a matter of courtesy, please follow these general expectations about the use of emails:

- **The level of formality:** if you are writing to your lecturer for the first time, please use a relatively formal manner and make sure you have checked their title, for example ‘Dear Dr Jones’ or ‘Dear Professor Smith’. If your lecturer signs their reply using their first name, then you can use their first name in your next message; if not, stick with the formal address.
- **Identify yourself:** in the first few weeks our academic staff will still be busy getting to know all their students. Please identify yourself, for example, by saying ‘I’m taking HR100 and was at your lecture about Vietnam on Tuesday morning’ and use your Essex email which will give your full name to the recipient.
- **Consider your question:** are you writing to the most appropriate person (lecturer, seminar leader, personal tutor, administrative staff) or could your query be resolved by, for example, checking the University website, your student Handbook, the Department Moodle pages or by contacting a subject librarian.

Remember, if you have a question which is likely to require a longer or more detailed answer, it might be quicker and more useful to see someone in person. The History Office is open daily and all staff hold academic support hours when you can just drop in. Of course, you can also email beforehand to make an appointment.

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’ve missed a lecture or class, contact the Student Services Hub and much more. [https://www.essex.ac.uk/myessex](https://www.essex.ac.uk/myessex)
What’s going on in the Department?

| Department Meetings | Autumn Term: Wednesday 17 October  
|                     | Wednesday 5 December         
|                     | Spring Term: Wednesday 16 January  
|                     | Wednesday 6 March            
|                     | Summer Term: Wednesday 8 May  
|                     | Wednesday 19 June (if required) |

| Student-Staff Liaison Committee (SSLC) Meetings | Autumn Term: Wednesday 7 November  
|                                                | Spring Term: Wednesday 30 January  
|                                                | Wednesday 20 March |

| Module Fair | The Module Fair will be held at the beginning of the Summer Term where you can get information about enrolling for modules for the following year and a chance to consult staff. |

| Exam dates and results | Examinations take place in the summer term, 13 May–7 June. Examination results are published online: http://www.essex.ac.uk/results/ |

| Research Seminars | 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. |

| History Society | 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.  

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/). |
**2. About your course**

**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 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 a Research Project
- manage your time effectively and respond to feedback

<table>
<thead>
<tr>
<th>Skill</th>
<th>First Year</th>
<th>Second Year</th>
<th>Final Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically read secondary works</td>
<td>Detect the structure and main argument of an article or book.</td>
<td>Relate the argument to its evidence base; set secondary works into historiographical context.</td>
<td>Critique the author’s use of evidence and the strength of his/her argument.</td>
</tr>
<tr>
<td>Analyse primary sources</td>
<td>Develop an understanding of the author’s purpose; set the source in context.</td>
<td>Detect the techniques of persuasion and bias in a source.</td>
<td>Place a source in dialogue with other primary evidence.</td>
</tr>
<tr>
<td>Find and investigate hard-copy and on-line resources</td>
<td>Learn to access a range of materials in differing locations.</td>
<td>Recognise the need to evaluate the material available.</td>
<td>Apply your skills to the research for your Research Project.</td>
</tr>
<tr>
<td>Write in a fluent historical style, using footnotes properly.</td>
<td>Construct an essay with each paragraph 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.</td>
<td>Develop your writing style to show increasing engagement with historiography and primary sources.</td>
<td>Translate your writing skills to your Research Project and enhance your skills by embedding the fruits of primary research within the argument.</td>
</tr>
<tr>
<td>Produce your own piece of independent historical research</td>
<td>Develop key skills of historical research and writing.</td>
<td>Learn how to design and outline an original research project which is do-able with the time and resources available.</td>
<td>Manage the planning, research, writing and submission of your Research Project.</td>
</tr>
<tr>
<td>Present your ideas fluently verbally.</td>
<td>Participate in seminar discussions; prepare and deliver an individual presentation.</td>
<td>Participate regularly in seminar discussions; prepare and deliver an individual presentation.</td>
<td>Participate regularly in seminar discussions and debates; do an individual presentation about your Research Project.</td>
</tr>
<tr>
<td>Work effectively in collaboration with others</td>
<td>Undertake a group presentation on HR101.</td>
<td>Participate effectively in group work on History Works.</td>
<td>Work effectively with your supervisor on your Research Project.</td>
</tr>
<tr>
<td>Manage your time effectively</td>
<td>Submit all coursework on time.</td>
<td>Submit all coursework on time; begin to plan your Research Project.</td>
<td>Submit all coursework on time and manage the research and writing up of your Research Project.</td>
</tr>
<tr>
<td>Respond effectively to feedback</td>
<td>Respond to formative assessment on autumn-term assignments.</td>
<td>Develop good habits of responding to coursework feedback.</td>
<td>Respond effectively to feedback from your project supervisor and on your project presentation.</td>
</tr>
</tbody>
</table>

**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 or workshops with an emphasis on small group work. You will be given more details on the individual modules’ teaching methods at the start of the term. The Module Directory [https://www.essex.ac.uk/modules/](https://www.essex.ac.uk/modules/) also gives information about the teaching and learning methods used.

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

**Your timetable**

Once you have chosen all your modules and received confirmation, they will appear on your personal timetable. Your individual timetable can be found at [https://www.essex.ac.uk/timetables](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](http://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.

<table>
<thead>
<tr>
<th>Single Honours Courses:</th>
<th>Course Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA History</td>
<td>Director of Education (see page 5 for details)</td>
</tr>
<tr>
<td>BA Modern History</td>
<td>Director of Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Joint Honours Courses:</th>
<th>Course Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA History and Literature</td>
<td>Dr Jeremy Krikler</td>
</tr>
<tr>
<td>BA Modern History and Politics</td>
<td>Dr Felix Schnell</td>
</tr>
<tr>
<td>BA Modern History &amp; International Relations</td>
<td>Dr Felix Schnell</td>
</tr>
<tr>
<td>BA History and Criminology</td>
<td>Dr Catherine Crawford</td>
</tr>
<tr>
<td>BA History and Sociology</td>
<td>Dr Catherine Crawford</td>
</tr>
<tr>
<td>BA History with Human Rights</td>
<td>Dr Felix Schnell</td>
</tr>
<tr>
<td>BA History with Film Studies</td>
<td>Dr Tom Freeman</td>
</tr>
<tr>
<td>BA History of Art and History</td>
<td>Please consult Department of Art History</td>
</tr>
<tr>
<td>BA Philosophy and History</td>
<td>Please consult Department of Philosophy</td>
</tr>
<tr>
<td>BA History and Economics</td>
<td>Please consult Department of Economics</td>
</tr>
<tr>
<td>BA English Language and History</td>
<td>Please consult Department of Language and Linguistics</td>
</tr>
</tbody>
</table>

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/compulsory 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

Changing your course
If you are thinking about changing course, we recommend that you speak to someone in the department as soon as possible. We will be able to advise you if there are any specific requirements for the course you are looking to change to. If the course you are looking to change to is within a different school/department, then you should also speak to someone in that department.

There are deadlines in place for when you need to change course by, so please make sure you are aware of these deadlines before requesting to change. Further details on changing course and the relevant deadlines can be found at www.essex.ac.uk/students/course-admin/changing-course.aspx or by visiting your 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 want to make a formal request for a course change, you should do so via the online Course Change form available here: www.essex.ac.uk/esf/

Maximum period of study
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. https://www1.essex.ac.uk/essexabroad/study/default.aspx

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 (e.g. social, economic, cultural, political) and may make their own choices of particular periods, problems or countries. Their choices will, naturally, be governed by the syllabus they are following and also by the availability of modules.
Module 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. Coursework usually consists of several pieces of written work. 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.

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
First-year History students take either HR111 Europe Transformed: 1450-1750 or HR100 The Making of the Modern World Since 1750 along with HR101 Becoming a Historian: Researching and Writing History at Degree Level.

First Year Module Directors and Teachers

<table>
<thead>
<tr>
<th>Module</th>
<th>Seminar teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR100-4-FY</td>
<td>Elijah Bell, Lucy Noakes, Lisa Smith</td>
</tr>
<tr>
<td>Module Director: Lucy Noakes</td>
<td></td>
</tr>
<tr>
<td>HR111-4-FY</td>
<td>Justin Colson, Tom Freeman</td>
</tr>
<tr>
<td>Module Director: Tom Freeman</td>
<td></td>
</tr>
<tr>
<td>HR101-4-AU</td>
<td>Rob Foulkes, Tom Freeman, Sarah Marshall, Michael Sewell, Lisa Smith</td>
</tr>
<tr>
<td>Module Director: Andrew Priest</td>
<td></td>
</tr>
<tr>
<td>HR102-4-AU</td>
<td>Matthew Grant, Sarah Marshall</td>
</tr>
<tr>
<td>Module Director: Matthew Grant</td>
<td></td>
</tr>
<tr>
<td>HR103-4-AU</td>
<td>Amanda Flather, Rob Foulkes</td>
</tr>
<tr>
<td>Module Director: Amanda Flather</td>
<td></td>
</tr>
<tr>
<td>HR104-4-SP</td>
<td>Tbc</td>
</tr>
<tr>
<td>Module Director: Sean Kelley</td>
<td></td>
</tr>
<tr>
<td>HR162-4-SP</td>
<td>Sean Kelley, Claire Sims</td>
</tr>
<tr>
<td>Module Director: Sean Kelley</td>
<td></td>
</tr>
</tbody>
</table>

Second and final-year History modules:

<table>
<thead>
<tr>
<th>Second-Year Compulsory Modules</th>
<th>All second-year students take the following compulsory modules:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR211 Approaches to History. The purpose of this module is to encourage you to think about the many and diverse ways in which historians approach the writing of history. You may at first find the module unusual, but it will illuminate everything you study in History.</td>
<td></td>
</tr>
<tr>
<td>As historians, we recognise that history exists only in the present and in our heads; it is actively constructed and not simply rediscovered in the records of</td>
<td></td>
</tr>
</tbody>
</table>
the past. Historical research involves a process of selection and interpretation, whereby historians examine the records of the past in order to construct an interpretation which they believe to represent the past in a meaningful way. In this process there is an active exchange between theory and evidence: historians don’t simply research facts about the past, they build theories test them using the sources available.

The introductory lecture surveys the ‘History of history’ and the way in which history is inevitably subjective, and therefore constantly changes. Each subsequent lecture will be delivered by a different historian. They will introduce you either to an important historical concept that has shaped historical writing, such as gender or Marxism, or a particular historian or group of historians who have had a profound impact upon the way in which history is written. In every case the focus is on the way in which history has been constructed in different contexts and with different theoretical approaches. Each lecture will offer you readings and documents to reflect upon both in seminars and in your written assessments.

HR200 History Works: Beyond your BA. This module explores a number of key skills that students as historians are using in their courses 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 do different career options. After having established a set of key skills and practised the presentation of them, the third part of the module will focus on the different choices and career opportunities our former history students have made. In four panel discussions, former students and other experts will visit the History Department to talk about the professions they decided to go into with their history degrees. While some of these professions are closely linked to the subject of history, others are not at all.

HR231 Choosing Your Past: How to Design and Manage a Research Project. This is an essential preparation module for the History Research Project (HR831). The module explains the purpose of the Research Project, and provides a sense of how historians develop research questions and proposals. In seminars you will be able to discuss and practise the skills you are learning and to benefit from peer discussion of ideas. The portfolio tasks will keep you engaged with the module and enable you to complete the final pieces of module coursework – the proposal for your own Research Project, and a short verbal ‘pitch’ (presentation) about your Project.

<table>
<thead>
<tr>
<th>Options and Half-Options</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project (RP)</td>
<td>Students should not under-estimate the importance of the Research Project. This single piece of research, which is undertaken during the second and</td>
</tr>
</tbody>
</table>
third years of study, makes up one whole component of their course. Students' projects will be supervised by relevant members of academic staff.

| Employability Skills | Having completed a course successfully, which will include an employability module in your second year, students will have acquired the following skills:
|                       | • 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. |

| Module Choice | In the Summer Term the Department produces a *Module and Enrolment Information* booklet with details of modules running in the following academic year. Meetings for first and second-year students will be held where students can discuss their choices with their Personal Tutor. |

| Module Directory | Module details including outlines and assessment information can be found in the online Module Directory [www.essex.ac.uk/modules/](http://www.essex.ac.uk/modules/). |

| Module Materials | Module reading lists will be available through Talis Aspire ([https://essex.rl.talis.com/index.html](https://essex.rl.talis.com/index.html)) and Moodle. Essay lists and additional module materials will also be on Moodle. |

| Enrolment and Changing Modules | Students registered on programmes of study leading to a degree may have options to select as part of their course structure. The eNROL system is an online tool to review and select available modules specific to a particular course and year of study. All new and returning students should use the online system prior to the start of each academic year. Returning students will access the system from the April preceding the next academic year. New students will access the system from the end of August. Departments will approve student selections within a few weeks of eNROL use and timetables will take module enrolment into account when planning for the next academic year. Early module enrolment will ensure students know which modules to attend and where the lectures and classes are held. 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. |

| Requesting a class change | 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. |
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 in another class.

| Listen Again | 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. In History only lectures are available on Listen Again. Modules that are wholly seminar or workshop-based are not available on Listen Again; if you miss any of these classes, arrange to meet your seminar leader to discuss what you have missed, how to catch up and to pick up any handouts. https://listenagain.essex.ac.uk/ |
| Library Services | At our Colchester Campus, the Albert Sloman Library on Square 5 has a variety of study spaces over six floors, including 24/7 facilities and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, overnight chat service and the opportunity to book appointments with your Subject Librarian to help you through your studies and beyond. libwww.essex.ac.uk

The library has a team of Subject Librarians who can help you to find appropriate resources for your assignments and show you how to search effectively. They can also provide advice on referencing and how to avoid plagiarism, using reference management software, and evaluating sources. Your Subject Librarian is Esther Wilkinson – contact her at ewilkin@essex.ac.uk or use the Book a librarian form on the Library website to get in touch. More information can be found at http://libwww.essex.ac.uk/subject.htm

For guidance in relation to third-party proofreading of student work: www.essex.ac.uk/proofreading

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.

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: http://libwww.essex.ac.uk/.
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 the electronic reader in the teaching room. Just ‘tap in’ for every timetabled teaching event you attend.

**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 may result in disciplinary action being taken against you.

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). The University operates a zero tolerance policy on forgotten cards so make sure you carry it with you at all times. Any notified absence requests of this nature will be denied. In the case of a lost card, your department will normally record you as present for up to seven days.

For more information on attendance, and for links to forms and guidelines visit:  [www.essex.ac.uk/students/course-admin/attendance.aspx](http://www.essex.ac.uk/students/course-admin/attendance.aspx)

If you need to **report an absence** from a teaching event, test or exam due to medical reasons, representing the University in British Universities and Colleges Sport (BUCS) competitions, or in regional, national or international competitions; being selected or training for a national sports team e.g. Home Nationals or Great Britain, on a University organised placement, or other circumstances you should do so by completing the relevant form in myEssex for a **notified absence**. Your department 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 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.

**LEAP (Learner Engagement Activity Portal)**

Learner Engagement Activity Portal is our student centered, personalised engagement tool. LEAP focuses on **what you do** rather than **who you are**. It's expected that the more engaged you are with your studies the more likely you are to achieve your academic goals.

LEAP calculates and shows you your average engagement for the last seven days based on your usage of each university resource (Faser, Moodle and Listen Again as well as attendance and University computer logins). By providing you with this information, we hope to empower you to become more effective, independent learners and achieve your study goals.

Log into LEAP via Pocket Essex, My Essex or [leap.essex.ac.uk](http://leap.essex.ac.uk).
Rules of Assessment

The Rules of Assessment are used to calculate your results. There is a main set of rules for 3 year and 4 year courses, but some departments also have additional variations which can be found in Appendix A. https://www1.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx

Each module you will take will have a credit value which you are awarded if you successfully complete the module. You need to obtain a certain amount of credits to be awarded your degree, and the Rules of Assessment give you more information about this.

The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your Personal Tutor, departmental professional services staff, or SU Advice.

Decisions about your results are made at the meeting of the Board of Examiners at the end of the Summer Term.

The rules cover:

• whether you have passed the modules you have studied and can be awarded credit
• whether you have met the requirements to move on to the next stage of your course
• whether you have met the requirements to pass your course, and what classification you will receive
• if you have not passed, what reassessment you could be offered
• if you have not passed, whether you must withdraw from your course, with or without an exit award

Marks and degree classification:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Pass/third class (3)</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Lower second class (2.2)</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Upper second class (2.1)</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>First class (1)</td>
<td></td>
</tr>
</tbody>
</table>

Your final degree classification is based upon your marks in year 2 and year 3 (for a three year course). You must meet the requirements for the first year to continue on the course.

Core, compulsory and optional modules

To understand the requirements to pass your course, you need to know the status of the modules that you are taking. You can find details of the status of your modules in Section C of your programme specification via My Essex.

<table>
<thead>
<tr>
<th></th>
<th>You must take this module</th>
<th>Must pass this module. No failure can be permitted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory</td>
<td>You must take this module</td>
<td>There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.</td>
</tr>
</tbody>
</table>
Optional | You can choose which module to study | There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.

Most modules in each year must be passed, with only a small number of credits, if any, being allowed to be failed in the degree.

What do I need to do to pass my course?

To understand what you need to do to pass your course, you should read the Rules of Assessment webpages; look up the status of the modules you are taking; and see whether there are any additional course requirements by checking any variations for your department (Appendix A under the rules of assessment).

If you are thinking of undertaking a work placement or year abroad, you should check the requirements for these programmes.

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 equalopps@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 be returned within 20 working days of the relevant coursework deadline;
- 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 academic support 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 (e.g. 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 students do not use mobile phones in class unless relevant to the discussion;
- that coursework is submitted on time;
- 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 time to feedback to the University. You can do this in a number of ways:

You can contact (or volunteer to be) a student representative who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.

http://www.essexstudent.com/representation/courserereps/
http://www.essex.ac.uk/quality/student_representation/student_rep.asp
http://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. The National Student Survey (NSS) for final year students feeds into university league tables. NSS also lets us know how we’re doing and where we can make improvements. The survey is run online and you will receive a link to the survey via email. Students not eligible for NSS will be invited to complete the UK Engagement Survey (UKES) which asks about how you spend your time on your course, what kind of learning you’ve taken part in and your views on your teaching and learning experience.
# Coursework and Examinations

## Coursework

| Moodle and FASER | 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. You will also be able to access past exam papers through Moodle.

**FASER** is our **online coursework submission and feedback system**. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

daser.essex.ac.uk | www.essex.ac.uk/it/services/learning-technology/

| Coursework Submission, Assignments and Deadlines | History coursework must be submitted online via FASER by 12:00 noon on the published deadline date for the module (see paragraph below on the Coursework Deadline Policy).

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.

All deadline dates will be announced at the start of the academic year by module teachers and published on the History website.

Producing assignments to specified deadlines throughout the academic year is an important aspect of the educational experience of doing your degree. It develops your ability to plan and organise your own work and time efficiently, and enables you to apply lessons learnt in the writing of assignments earlier in the year to those written later in the year. The reasons for having a strict system of deadlines (see paragraph below on Course Deadline Policy) are:

- 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.

You should allow ample time for typing your essay in case things go wrong with computers, WiFi, 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. |
| **Coursework Deadline Policy** | We have a single policy at the University of Essex on the late submission of coursework: 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.

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 website at https://www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essay Writing</strong></td>
<td>Please refer to Appendix A: <em>Guide to Writing Coursework</em>. 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.</td>
</tr>
</tbody>
</table>
| **Referencing and good academic practice** | Respecting authorship through good academic practice is one of the key values of higher education in the UK.

The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Referencing is a key academic/scientific skill. It is how you will acknowledge all sources used within a piece of work. You must reference all works used directly (quotes) and indirectly (paraphrasing and summarising).

Referencing allows you to give credit to authors' researchers' concepts and ideas, demonstrate your breadth of reading and knowledge on a subject, direct readers to your sources, and avoid plagiarism.

You should always use the best available sources of evidence, such as peer reviewed journals and recognised books.

To find out about your departmental referencing style, MHRA, and for help with referencing, visit the library website: http://libwww.essex.ac.uk/referencing.htm

Remember the Academic Offences Policy applies to all students [https://www1.essex.ac.uk/students/exams-and-coursework/academic-offences.aspx](https://www1.essex.ac.uk/students/exams-and-coursework/academic-offences.aspx)

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. |
Presentation

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:

- use a minimum font size of 11pt
- double-spaced text, except long quotations, footnotes and the bibliography
- quotations of more than four lines should be single spaced and indented
- footnotes and bibliography should be double-spaced between each item
- margins: top and left = 3 centimetres; bottom and right = 2 centimetres
- all pages numbered

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.

Marking and feedback

Marking scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 and above</td>
<td>Exceptional First Class (normal maximum mark 89)</td>
</tr>
<tr>
<td>70-79</td>
<td>First Class</td>
</tr>
<tr>
<td>60-69</td>
<td>Upper Second (2.1)</td>
</tr>
<tr>
<td>50-59</td>
<td>Lower Second (2.2)</td>
</tr>
<tr>
<td>40-49</td>
<td>Third</td>
</tr>
<tr>
<td>39 and below</td>
<td>Fail</td>
</tr>
</tbody>
</table>

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 the Department Moodle page.
## Grade Criteria: Presentations

<table>
<thead>
<tr>
<th>Content:</th>
<th>First 80+</th>
<th>First 70-79</th>
<th>Upper second 60-69</th>
<th>Lower second 50-59</th>
<th>Third 40-49</th>
<th>Fail 0-39</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content amount and substance</strong></td>
<td>Appropriate amount. Excellent interesting and informative.</td>
<td>Appropriate amount. Very interesting and informative.</td>
<td>Good amount of detail. Interesting and informative.</td>
<td>Adequate detail but too thin or dense in places. Somewhat interesting and informative.</td>
<td>Too much or too little content. Rather uninteresting and uninformative.</td>
<td>Excessive, superficial or irrelevant content. Way below expectations.</td>
</tr>
<tr>
<td><strong>Body language</strong></td>
<td>Makes excellent eye contact with the whole audience. No script reading.</td>
<td>Makes very good eye contact with the whole audience. Minimal script reading.</td>
<td>Makes generally good eye contact with the whole audience. Some script reading.</td>
<td>Makes some eye contact with the whole audience or focuses on a few. Often reading from script.</td>
<td>Only occasionally make eye contact with audience or focused on a few. Mainly script read.</td>
<td>Did not make eye contact with the audience or focused on one or two. Completely script read.</td>
</tr>
<tr>
<td>Anonymous marking policy in coursework</td>
<td>All coursework which contributes to your final module mark should be marked anonymously where it is practical to do so, where this is not possible, departments will inform you in advance of the assessment task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Return of Marked Coursework</td>
<td>Seminar teachers will mark assignments and provide feedback, within a maximum of 20 working days of the deadline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right of Appeal for Re-marking</td>
<td>You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. You will need to complete a form and be aware that marks can go down as well as up. The University Marking Policy can be found at: <a href="http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy">www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy</a>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Moderation, second marking policies and External Examiners | 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 individual marks for the work, but would liaise with the first marker to agree whether marks should be reviewed across the particular piece of assessment or module, which may lead to marks being adjusted.  

**Second marking** is where a second marker marks the work but has access to the first marker’s marks and/or comments.  

**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 here: www.essex.ac.uk/quality/external_examiners/default.asp  

**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. |
| Samples of coursework                  | Examples of previous first-class Research Projects can be borrowed from the History Department Office.                                                                                                   |
|                                        | For guidance on producing good coursework see Appendix A of this booklet, the Guide to Writing Coursework.                                                                                               |
| Departmental Prizes | The Department awards prizes annually in the form of vouchers. The prizes for final-year students are presented at the reception for graduands and their guests, given by the Department on Degree Day. The prizes for first and second-year performances are presented at the meeting for second and final-year students which takes place in the first during Welcome Week.  

1. The Research Project Prize is awarded to the final-year BA History or History joint course student deemed by the Board of Examiners in History to have written the best IRP.  

2. The Pop Ronson Memorial Prize for the best Research Project on a Local History Topic is awarded to the final-year BA History or History joint course student deemed by the Board of Examiners in History to have written the best research project on any topic on local and regional history.  

3. The Simon Collier Essay Prize is awarded by the Board of Examiners in History to the best second or final-year essay on a topic relating to the history of Asia, Africa, Latin America, Australasia and Oceania.  

4. The Harry Lubasz Memorial Prize for the best performance on HR211  

5. The HR111 Prize is awarded to the student with the best performance on the first-year core module HR111 Europe Transformed: 1450-1750.  

6. The HR100 Prize is awarded to the student with the best performance on the first-year core module HR100 The Making Of The Modern World Since 1750.  

7. The Prize for the Best Overall Degree Performance by a Final-Year History Student (in joint or single honours History) |
| Academic Integrity and Academic Offences | The University expects students to act with honesty and integrity in relation to coursework, examinations and other assessed work, and to follow our conventions for academic writing (including appropriate referencing of sources) and ethical considerations. If you don’t meet these expectations, then you may be charged with having committed an academic offence, a matter the University takes very seriously.  

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn’t mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.  

If you aren’t sure what the conventions are, particularly in relation to referencing, you should ask your department, contact the Talent Development Centre, and also refer to **Referencing and good academic practice** in this handbook. More information about academic offences and getting support can be found at: [www.essex.ac.uk/see/academic-offence](http://www.essex.ac.uk/see/academic-offence). |
Examinations

Exam regulations

The General Regulations which govern examinations can be found via the website here, namely under Regulations relating to Academic Affairs:
www.essex.ac.uk/governance/regulations

Attendance at examinations is compulsory, and if you do not attend them and do not have extenuating circumstances then you are at risk of being withdrawn. See ‘Attendance Monitoring’ above for more information about absence. 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 | 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. If you find examinations difficult or unusually stressful, you should discuss this with your Personal Tutor. |
| Exams, examination results and award documents | You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/ The exam timetable will be published on the date shown at https://www1.essex.ac.uk/students/exams-and-coursework/dates-and-timetables.aspx  

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. You can download a guide to examinations and watch a short video at: www.essex.ac.uk/students/exams-and-coursework/default.aspx

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.aspx |
| Anonymous marking policy in examinations | All formal examinations at the University of Essex are marked anonymously. Your Exam Entry form also has your candidate number in large print in the centre of the page. This is the number you should write on your examination scripts. |
| Reassessment in coursework & examinations | You can find information relating to resitting exams at: www.essex.ac.uk/students/exams-and-coursework/resits.aspx. Remember that reassessment in examinations (and coursework) carries a fee. |
### Access to exam scripts
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.

### 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.

### Award Documents
As your studies draw to a close, and once your exam board has met, it takes up to five working days for your results to be confirmed. You will be sent an email to inform you when the results are live on a password protected web page. Graduating students will receive a degree certificate at Graduation and graduating undergraduate students also be able to access their electronic HEAR which gives details of all marks obtained during their studies. Further information can be found at: www.essex.ac.uk/students/graduation/award-documents/default.aspx

### Graduation
Graduation is 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: https://www1.essex.ac.uk/students/graduation/

---

### Extenuating circumstances, withdrawing and intermitting

**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 assessment. You need to submit your form by the deadline given here – https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

You will **not** get extra marks if you submit 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.

You should read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Seek advice from SU Advice (www.essex.su/advice) or the Student Services Hub (www.essex.ac.uk/students/contact/default.aspx).

**Thinking of leaving or taking a break from your studies?**
You may experience doubts at some point during your studies, if you’re thinking about leaving Essex, we’re here to support you and give you the advice you need to help you make an informed choice.
Intermission is a temporary withdrawal or leave of absence from the University and provides you with the opportunity to take a break from your studies. Normally, this is for reasons beyond your control (e.g. health or personal problems) although other reasons are permitted. Intermission must be approved by the University first, so if you are thinking about intermitting, we strongly advise you to contact your department and your Student Services Hub to talk to one of their advisers.

You should also read our guidance on intermitting very carefully at www.essex.ac.uk/see/intermit. If your intermission is agreed to, we will also give you the advice and support you need to help you carry on with your studies.

Withdrawing is the formal process for permanently leaving your programme of study and the University. If you are thinking of withdrawing, you should seek advice from your Department or the Student Services Hub at the earliest opportunity. It is very important that you discuss your circumstances with the University and follow the formal procedure for withdrawing. If the university is not formally notified, then you may risk continuing to incur further tuition or accommodation fees. More advice and information is available at www.essex.ac.uk/see/withdraw.

Appeals and complaints

Appeals on academic grounds can be made following the meeting of the Board of Examiners and the publication of your results. Be aware that there are strict deadlines for the submission of the appeal form and your evidence.

We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre.

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.

More information about appeals, including the deadlines and forms to complete, can be found online at: www.essex.ac.uk/see/appeals

Making a Complaint: The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination.

A complaint is defined as the expression of a specific concern about matters that affect the quality of a student’s learning opportunities (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally. You can find the complaints procedure and the forms here: www.essex.ac.uk/see/complaints
3. Practicalities: getting started and IT matters

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 are required to register at the start of each academic year. The process for new students includes activating an IT account, completing Pre-Arrival Online, and attending the University’s main registration event.
New students: www.essex.ac.uk/students/new/registration.aspx

Returning students are required to complete Online Registration. In addition to this, returning students who hold Tier 4 visas are required to complete a document check in person at the University’s main registration event.
Returning students: www.essex.ac.uk/students/course-admin/registration.aspx

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 e.g. 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 e.g. 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 (e.g. 4S is the south corner of square 4), which matches the labels on the entrances (e.g. 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 e.g. 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.
Your IT account
Visit our website to set up your IT account and password, register an external email address and passphrase and request a reminder for a forgotten passphrase: www.essex.ac.uk/it/getaccount.

You must change your password within four weeks of your account being created, and then once every four months after that. The easiest way to change your password is online at: www.essex.ac.uk/password.

Once you’re set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more. As part of your Office 365 email account you get 1TB 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.

Information on computers and software is available here: www.essex.ac.uk/it/services/computers-and-software/default.aspx?tab=3

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/services/computers-and-software/default.aspx

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, see the University’s website:
www.essex.ac.uk/students/study-resources/handbooks/default.aspx
https://www.essex.ac.uk/about/governance/regulations
Immigration information
If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a visa to enter or remain in the UK to study. The University must ensure all students hold the right to study in the UK throughout their studies and there are regulations regarding your Immigration status. For Tier 4 students, the Home Office attach conditions to your Tier 4 leave that restrict study, work and access to state benefits, some nationals have to register with the Police. The University has many duties as a Tier 4 sponsor and must ensure we remain compliant in order to retain our Tier 4 licence. Find out more on the University’s website: www.essex.ac.uk/immigration/ and www.essex.ac.uk/about/governance/regulations.

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, two general stores 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 What’s on?
Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin.
http://blogs.essex.ac.uk/essexspirit/ | www.essex.ac.uk/news

We have more than 60 Facebook pages, including one for each department. We’re also on Twitter.

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. The Students’ Union is run by students for students, and you have the ability to shape what we do. From suggesting what we serve in our venues, to changing aspects of your course, we are here to represent you and work with you to make amazing things happen. There are opportunities to join 45 different Sports Clubs, to get involved with our BUCS teams which offer a wide individual championships programme of activities taking place across the year and lots of competitions take place on Wednesdays and weekends, or if you don’t want to commit to a regular team check out our Just Play programme of activities.

We have 120 existing Societies where you can meet people with similar interests, challenge yourself with something new or, if you can’t find what you’re looking for, start your own society!

Furthermore, we have our very own letting agency SU Homes designed to offer help and support for students to find off campus accommodation.

Say hello and find out more at https://www.essexstudent.com/hello/
You Matter: Health, Welfare, Support and Safety

We know university life can throw up all kinds of concerns and questions - if you need some information, advice or support to succeed, stay healthy and happy, we've got it covered.

Student Services Hub

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. Ask us about health and well-being, accommodation, money matters and much more. Your questions matter and you'll get answers from our team of experts.

Colchester email: askthehub@essex.ac.uk | Colchester telephone number: 01206874000
www.essex.ac.uk/students/contact/

Wellbeing, counselling and confidential issues

Your Student Services Hub provides advice, information and support on a range of health and wellbeing issues. https://www1.essex.ac.uk/students/health-and-wellbeing/

Money management

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 on campus can listen and talk you through the issues.

https://www1.essex.ac.uk/fees-and-funding/

Harassment Report and Support Service, 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

Religion, faith and beliefs

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 camp beds, 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 disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

www.essexstudent.com/safetybus

www.essex.ac.uk/students/campus/emergency.aspx | http://www.essex.ac.uk/health-safety/fire/peep.aspx

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

https://www1.essex.ac.uk/accommodation/support/reslife.aspx

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. You can speak to us about Academic processes and procedures, representation at University meetings, Tier 4 UK visa extensions, housing, complaints, welfare and consumer issues.

www.essex.su/advice  |  suadvice@essex.ac.uk  |  01206 874034

Disability and emotional wellbeing
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 Student Services Hub so that we can plan how best to support you in your studies.

You can find out about the support we offer here: www.essex.ac.uk/students/contact/help.aspx

UK students may be eligible for a Disabled Students’ Allowance grant. See our webpages for more information, including application forms and key changes:

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

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

You can find helpful information here - www.essex.ac.uk/students/new/international/default.aspx.
Mature and part-time 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
Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. Come and see us or log in to CareerHub+ whether you have one hundred questions or just don’t know where to start! We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online services for creating CVs, interview preparation and 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

English classes for the dependants of international students and staff (ECDIS)
The Department of Language and Linguistics offers dependants of international students and staff at the Colchester Campus, the chance to improve their English language, through our ECDIS programme, at no extra cost. Classes are taught at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.
https://www.essex.ac.uk/departments/language-and-linguistics | ecdis@essex.ac.uk

Talent Development Centre
Operating on Colchester and Southend campus, the TDC offers a range of ways to help you realise your potential and improve your academic performance. Our tutors provide expert guidance on study skills; mathematics and statistics; assignment writing and English for academic purposes. Look online to find out more about our classes, workshops, drop-in clinics and on-line resources.
www.essex.ac.uk/students/study-resources/tdc/

CareerHub+
Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on CareerHub+, the online Essex careers and jobs portal.
Login with your Essex IT ID and password: careerhub.essex.ac.uk/students/login
The Big Essex Award
The University’s employability award gives you recognition for all your extra-curricular achievements. All of your Big Essex Award activities go onto your Higher Education Achievement Report (HEAR). Get involved and get ahead of the game. Activate your Hear and get started.
www.essex.ac.uk/careers/bige

Frontrunners
Challenge yourself. Frontrunners is Essex’s unique on-campus work placement scheme for students. You’ll get the chance to work on real projects in real workplaces and develop real skills for you to brag about on your CV. You’ll get fully trained in your role and you’ll get paid for it.
www.essex.ac.uk/frontrunners

Student ambassadors
Be a Student Ambassador and make a difference to others and make a difference on your CV! Student Ambassadors help to promote the University and higher education. You’ll be a valued part of the Student Recruitment and Outreach teams. Keep an eye out for Student Ambassador vacancies on CareerHub+ in January.
www.essex.ac.uk/careers/job_hunting/on_campus

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

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

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

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. https://www1.essex.ac.uk/students/experience/hear.aspx

Alumni
Essex is forever and although your time here will fly by, you’ll be part of this place for life. When you graduate, you’ll get an alumni card and join a community of 100,000 fellow graduates around the world. We’d love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits. 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/masters | https://www.essex.ac.uk/postgraduate-research-degrees | www.essex.ac.uk/coursefinder
# 4. Index

## A
- Academic Offences ................................................................. 28
- Advice Centre, SU ................................................................. 36
- Albert Sloman Library ............................................................ 15
- Alumni .................................................................................. 39
- Anonymous marking .............................................................. 29
- Anonymous marking .............................................................. 27
- Appeals .................................................................................. 31
- Assessment ............................................................................ 12
- Attendance monitoring .......................................................... 16
- Award documents ................................................................... 30

## B
- Big Essex Award ..................................................................... 38

## C
- Campus facilities ..................................................................... 34
- Career Hub ............................................................................ 37
- Careers .................................................................................. 37
- Changing Modules .................................................................. 14
- Changing your course ............................................................ 11
- Class changes ......................................................................... 14
- Code of Conduct ..................................................................... 33
- Common room ....................................................................... 6
- Communication ....................................................................... 6
- Complaints ............................................................................ 31
- Course structures .................................................................... 9
- Coursework ............................................................................ 20
- Credits .................................................................................. 10

## D
- Deadlines, coursework ............................................................. 20
- Department meetings .............................................................. 7
- Dictionaries (exams) ............................................................... 30
- Dignity & Respect ................................................................... 35

## E
- Employability .......................................................................... 14
- Enrolment ............................................................................. 14
- Equality and Diversity ........................................................... 18
- Essay writing .......................................................................... 21
- Essex internships ..................................................................... 38
- Ethics .................................................................................... 54
- Exam Boards .......................................................................... 7
- Exam dates ............................................................................. 7
- Exam regulations .................................................................... 29

## F
- Exam scripts, access to .......................................................... 30
- Examination preparation ......................................................... 29
- Extenuating circumstances ..................................................... 30

## G
- Grade criteria .......................................................................... 22
- Graduation .............................................................................. 30

## H
- Harassment ............................................................................ 35
- Health and Safety .................................................................. 36
- Health Centre .......................................................................... 36
- HEAR .................................................................................... 39
- History Society ...................................................................... 7

## I
- Intermission ............................................................................ 31
- International student information .......................................... 36
- IT account .............................................................................. 33

## J
- Joint Honours Courses ............................................................ 10

## L
- Languages for All .................................................................... 37
- Late Submission of Coursework ............................................. 21
- Learning and teaching methods ............................................. 9
- Learning outcomes .................................................................. 10
- Library, Albert Sloman ........................................................... 15
- Listen Again .......................................................................... 15
- Location of Department .......................................................... 3

## M
- Marking scale .......................................................................... 22
- Mature students ..................................................................... 37
- Maximum period of study ...................................................... 11
- Meetings ................................................................................ 7
- Moderation ............................................................................ 27
- Module choice ........................................................................ 14
- Module information ............................................................... 11
- Module information meeting .................................................. 7
Rules of Assessment .............................................................. 16
Samples of coursework ....................................................... 27
Senior Tutor ........................................................................... 5
Single Honours Courses ....................................................... 10
Skills advisors ........................................................................... 37
Social media ............................................................................... 34
SSLC meetings ........................................................................... 7
Staff research interests ........................................................... 3
Student ambassadors ............................................................. 38
Student and staff expectations ................................................. 18
Student Charter .......................................................................... 33
Student representation .......................................................... 19
Students’ Union ......................................................................... 34
Study Abroad ............................................................................ 11
Submission, coursework ......................................................... 20
Support contacts ....................................................................... 5
Surveys ....................................................................................... 19
Term dates ................................................................................... 1
Tier 4 students ........................................................................... 34
Timetable .................................................................................... 9
Volunteering .............................................................................. 38
What students can expect from their teachers ......................... 18
What teachers can expect from their students ......................... 19
Withdrawing ............................................................................... 31
Work Placement ........................................................................ 11
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 - e.g. 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, i.e. 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 (i.e. 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’ (i.e., 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’.

46
Generally, in a historical essay you would not be advised to construct an argument in this way, i.e. 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


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


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.

For more advice on writing in academic style, download the full Modern Humanities Research Association Style Guide: http://www.mhra.org.uk/style/download.html

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 Originality Check 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 L statements of opinions derived from written sources, in fact, anything that is not your own idea. 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).


**REFERENCING STYLE**

There are many different styles of referencing and footnoting that you will see in different publications. We would like you to use the following conventions, which are based upon the *Modern Humanities Research Association (MHRA) Style Guide*. You can access the full, definitive guide to referencing using this style at [http://www.mhra.org.uk/style/11](http://www.mhra.org.uk/style/11)

Need help finding the way to reference something? The University Library has a subscription to the online service ‘Cite Them Right’ which will help you – just [login via the library catalogue](http://www.mhra.org.uk/style/11) and select the *MHRA* style.

Many websites will automatically create references for you using a button called something like “Cite this” – just select the Modern Humanities Research Association style. Similarly, if you use referencing managing software like EndNote, Zotero, or Mendeley, this style is available for you to use automatically.
Form for books and pamphlets:

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).


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.


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


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.


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.


Form for edited primary sources or translations:

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).


**Form for newspapers:**


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

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

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

**Form for original archival primary sources and manuscripts:**

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

Kew, National Archives, Treasury Board Papers (T1): T1/4573, William Rickman to C. G. Trevelyar, 10 Feb. 1841.

Later references can be abbreviated:

TNA, T1/4573: Rickman to Trevelyar, 10 Feb. 1841.

**Form for government publications:**


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 and video:**

**Title (date), director.**


**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.

**Form for online sources and databases:**

All citations general items from the web 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. The URL should be enclosed within angle brackets ‘< >’ and the date accessed within square brackets ‘[ ]’.

For example:


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


In the case of printed works that have been scanned into websites such as JISC Historical Texts, you should cite the publication according to its original format, but follow it with a note of where you accessed it (and when):


**Form for blogs and social media:**

Blog posts and general online articles should be cited by author, title in inverted commas, and URL, followed by date accessed. When no individual author is identifiable, it is acceptable to list the username or the publisher of the website.

Where the website gives the option, use a ‘permalink’, which is shorter and easier to read – you can often find these by clicking an option called something like “Share”.

Example of a blog:

Brodie Waddell, ‘What is microhistory now?’, <https://manyheadedmonster.wordpress.com/2017/06/20/what-is-microhistory-now/> [accessed 22 August 2017]

References to online video and audio (e.g. YouTube, SoundCloud) should include the author, the title in italics, the type of source, the title of the website, the date of publication, the URL, and the date of access, e.g.:


Social networks can be problematic to reference, so you should try to both explain and quote as fully as possible in your reference. Remember to reference the original, not a reposting or re-sharing. For example:

Sarkozy’s campaign office made regular use of social media to push talking points from his stump speech, tweeting, for example: ““J’ai besoin de vous. J’ai besoin de votre courage. J’ai besoin de votre énergie. J’ai besoin de votre enthousiasme.” #Bordeaux’ (@NicolasSarkozy, 3 March 2012)
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.


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


Form for articles


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, e.g.:

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, e.g.

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

Internet sources should be cited in the same way as in footnotes, but with the author’s surname listed first.

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 by an appropriate body 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 foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may require and research involving human tissue or adults lack capacity to consent will require Health Research Authority approval.