

Faculty of Humanities

History

Undergraduate

Handbook Information

2015-16

Contents

1. INTRODUCTION	3
Welcome from the Head of History Studying History at Southampton History Staff Deadlines for Assessed Work Additional costs	
2. ADVICE AND GUIDANCE	10
Administrative Support Services within History Staff-Student Liaison Committee History Society Study Abroad: Erasmus/Huron College	
3. ACADEMIC STUDY	13
Study Guide Programme Structure (Course modules and Maps) Checking your timetable Learning and Teaching	
4. GUIDELINES FOR WRITTEN WORK AND GOOD ACADEMIC PRACTICE	28
Writing Essays Length of Assessed Work Style, Content and Argument References and Bibliography Dissertations Academic Integrity and Plagiarism	
5. ACADEMIC PROGRESSION	37
Feedback Assessment criteria for History Undergraduate Programmes Progression Assessment and Examination Procedures Undergraduate History Prizes	

1. INTRODUCTION

Welcome from the Head of History

On behalf of all colleagues, I wish you a very warm welcome to the Department of History at the University of Southampton. Whether you have arrived for the first time, or have returned for your second, third or fourth year, we are delighted that you have chosen to study History with us and we look forward very much to working with you.

This Handbook has been designed by colleagues to provide you with essential information for the year ahead. Please use it carefully to ensure that you make the most of all the opportunities available to you within the Department and the University as a whole. As a member of the Department of History, you belong to a very large and dynamic community. And we very much want you to feel part of this community. As academics in History at Southampton, we have a long-standing reputation for being a very open and accessible department. We are here for you.

I hope you will have a wonderful year and that you will be able to make the most of the many opportunities on offer.

CARPE DIEM!

Professor Sarah Pearce
Head of History

Keep in touch with – and contribute to – the latest developments in History:

@HistoryAtSoton (<https://twitter.com/HistoryAtSoton>)

<https://www.facebook.com/SouthamptonHistory>

Places for students, staff and alumni to come together to discuss historical happenings.

Peer mentoring in History

A message from Verity Smith (graduated BA Hons History, 2014), former HistSoc President and pioneering member of this scheme:

“The Humanities Peer Mentoring scheme is designed to help new undergraduate Humanities students have a smooth and quick transition into University life and living in the city of Southampton. Mentoring will also build peer relationships across the Faculty and enhance the student experience. The scheme aims to enable new students to get the information they need to find their way around, to network, and learn from other students within the same discipline. Mentors are there to complement and promote the existing services provided by the Faculty, SUSU and Student Services, and are by no means a replacement. It also provides a personal development opportunity for second and final year student volunteers that will enhance their communication skills, leadership skills and will count towards the Graduate Passport.

The scheme is run over Semester One, and after the mentors receive training in Induction Week, there will be a mid-point and end-point review.”

Studying History at Southampton

Effective teaching and learning at Higher Education is a collaborative endeavour; you will gain skills that will allow you to take responsibility for your own education and you will also learn how to work closely and effectively, with both staff and other students. Below is a brief set of principles describing the expectations that these reciprocal relations depend upon.

History will:

- Provide you with full documentation for each module that you take: this will include a statement of aims and objectives, a full reading list, clearly defined assessments, and marking criteria.
- Provide you with prompt and detailed feedback. The University guarantees the return of work within four term-time weeks (exceptional circumstances such as serious staff illness notwithstanding), but we try to return work well within that timeframe. Meeting these rigorous deadlines means that reading additional drafts of work is not possible.
- Provide you with personalised learning support: your module tutors will be available for consultation on individual pieces of work and your personal academic tutor is there to assist in your overall intellectual development. Academic staff will normally respond to your emails within three working days during term-time and will offer weekly office hours.
- Provide you with numerous opportunities to offer feedback and include you in our academic community. Students are invited to contribute comments and ideas to the History staff-student liaison committee and during mid- and end of semester module evaluations. Student representatives also attend the History Board of Studies. All students are welcome to attend research seminars and events.

You will:

- Read and observe this handbook and its various regulations, especially regarding academic integrity, essay presentation and deadlines.
- Attend, and prepare for, all mandatory teaching sessions. Success at degree level assumes both attendance and effective and appropriate preparation, especially for seminars which rely upon collaborative participation. In extreme cases you should be prepared to be asked to leave a class if it is felt that your lack of preparation is disadvantaging other students.
- Give some consideration to how, why and when you use email. We recognize that students often work at all times of the day and night, and are quite happy for that to be the case. Equally, you need to recognize that staff generally keep to more conventional, if quite long, working hours. We cannot be expected to answer emails at very short notice, outside the working day, or at the weekend, even if we may do so sometimes. It would help us if you included your name and a clear indication of what your query is about (e.g. what assignment/what module) in each email you send.
- Recognise that you are working with and alongside active researchers: it is academic research which sustains the relevance, the vitality and the prestige of your degree. In order to meet the commitments that the University expects of them your tutors are required to prioritise research outside term-time, and to spend some time on it during term.

History Staff

Head of Discipline: Prof. Sarah Pearce – Semester 1
 TBC – Semester 2
 Director of Programmes: Dr Nicholas Karn
 Discipline Administrative Liaison: Mrs Maddy McNeill

Lecturers	Administrative Post	Room number	Extension	Email @soton.ac.uk
Dr. Remy Ambühl	On Leave	2073	27520	ra4c09
Dr Andras Becker		1024 (S1)	29397 (S1)	A.Becker
Prof. George Bernard	BGP2 Officer PGR – Sem 1	2049	22241	gwb
Prof. David Brown	On Leave – Sem 1 Head of Research – Sem 2	1024	29397	d.s.brown
Steve Chisnall		37/4057	28881	S.Chisnall
Prof. Peter Clarke	AI Officer/CMRC Director	2079	24865	p.d.clarke
Dr Eve Colpus	On Leave – Sem 1 Admissions Team	1053	27138	e.c.colpus
Dr Jonathan Conlin	On Leave	2073		j.conlin
Prof. Mark Cornwall	PG Marketing	2071	24868	jmc3
Dr Jennifer Craig-Norton	BA Research Fellow			J.Craig-Norton
Dr Niamh Cullen	Admissions Team – Sem 2	1053		
Dr Hormoz Ebrahimnejad	Dissertations	3035	26648	he1b06
Dr Chris Fuller	Marketing Officer	1051	27245	c.fuller
Dr Julie Gammon	Deputy DoP SSLC Chair	2069	22236	jg15
Dr George Gilbert	Admissions Team	1051		
Dr Shirli Gilbert	On Leave – Sem 2	2051	22230	s.gilbert
Prof. Neil Gregor	On Leave	2057	24866	ng1
Prof. Maria Hayward	On Leave	2059	27497	m.hayward
Dr Rachel Herrmann	Social Media	2057	26865	R.B.Herrmann
Dr Nicholas Karn	DoP Convenor – World Histories Year 1 Tutor – Sem 1	2063	28856	n.e.karn
Dr Matthew Kelly	MA Convenor – Sem 1 On Leave – Sem 2	1049	29427	mjk1

Lecturers	Administrative Post	Room number	Extension	Email @soton.ac.uk
Dr Andy King				A.King
Nicholas Kingwell		2063	24864	n.kingwell
Prof. Tony Kushner	Parkes Fund Raising	2053	22233	ark
Dr Craig Lambert	Fire Warden AHRC Project Manager	2063	27536	C.Lambert
Dr Christine Lattek		2051	22230	c.lattek
Dr Claire Le Foll	On Leave – Sem 1 Parkes Inst. Admin – Sem 2	2104	27536	C.Le-Foll
Dr Dan Levene	Senior Tutor	1001	24795	dl3
Dr Mark Levene	On Leave	3035	24867	ml1
Dr John McAleer	On Leave – Sem 1 Convenor – World Ideologies/ MA Convenor – Sem 2	2043	22242	j.mcaleer
Dr Pritipuspa Mishra	EVA Rep Group Project – Sem 1	2104	26865	pritti.mishra
Prof. Kendrick Oliver	Director of Centre of Imperial and Post-Colonial Studies	2061	22243	ko
Prof. Sarah Pearce	HoD – Sem 1 On Leave – Sem 2	2047	22941	S.J.Pearce
Dr Christer Petley	Head of Admissions	2081	22152	cp16v07
Dr Chris Prior	On Leave – Sem 1 Group Project – Sem 2	1047	24155	cp8g12
Dr Eleanor Quince	Ethics Committee Employability Tutor	65A/3017	22246	E.M.Quince
Dr Louise Revell	Admissions Team Ancient History Lead	3027	23023	Louise.Revell
Dr Charlotte Riley	Admissions Team	1047		C.L.Riley
Prof. Joachim Schlör	Director of Parkes Institute JHC MA Convenor	1023	22232	Schloer
Dr François Soyer	Internationalisation Year Abroad/Erasmus	2073	27520	f.j.soyer
Dr Helen Spurling	Karten Outreach Officer – Sem 1 Admissions Team – Sem 1 On Leave – Sem 2	2051	22230	h.spurling
Prof. Mark Stoye	Chair of Exams	2077	24860	Mjs
Prof. Ian Talbot	On Leave – Sem 1 PGR Chair – Sem 2	2075	22242	lat
Dr Joan Tumblety	History Seminar Convenor	2067	25425	jt7
Prof. Chris Woolgar	Head of Research – Sem 1 On Leave – Sem 2	2055	24867	c.m.woolgar

Lecturers	Administrative Post	Room number	Extension	Email @soton.ac.uk
Administrative Staff				
Maddy McNeill	Discipline Administrative Liaison	1123	22209	mm16
Lenia Batten	Recruitment and Admissions	1103	22211	lb4
Claire Wilkins	Academic Administrative Support	65a/3011	27715	c.wilkins

Please note: 1. Contact details for all part-time tutors will be displayed on the History Notice Boards. Some part-time tutors do not have an allocated office at the Avenue Campus. You can contact all part-time tutors via email to arrange a time and place for an appointment.

2. Four new members of staff will be joining History in semester 2. Once they have been appointed, an updated staff list will be available on the website.

Deadlines for Assessed Work 2015/16

Please note that some modules will deviate from the norm in terms of both submission deadlines and the nature of assessments. Those dates that are given below are the standard deadlines that apply to each different type of module. However, your tutors will set out the deadlines for your modules in person and in the handbook, thereby letting you know whether the deadlines for their own modules differ from those listed below. It is your responsibility to make sure you know what happens in the case of your module, checking with your tutor if you are unsure about what is expected of you.

Year 1

SEMESTER 1	
STANDARD DEADLINES	
HIST1151 Article Exercise	4.00pm Thursday 29 October 2015 (week 5)
Cases and Contexts Exercise	4.00pm Thursday 05 November 2015 (week 6)
HIST1151 Essay 1	4.00pm Thursday 19 November 2015 (week 8)
HIST1151 Group Presentation	Tuesday-Friday 08-11 December 2015 (week 11)
Cases and Contexts Essay	4.00pm Thursday 10 December 2015 (week 11)
HIST1151 Essay 2	4.00pm Thursday 07 January 2016 (week 12)
SEMESTER 2	
STANDARD DEADLINES	
HIST1150 Exercise	4.00pm Thursday 25 February 2016 (week 5)
Cases and Contexts Exercise	4.00pm Thursday 03 March 2016 (week 6)
HIST1150 Essay 1	4.00pm Thursday 17 March 2016 (week 8)
Cases and Contexts Essay	4.00pm Thursday 28 April 2016 (week 10)
HIST1150 Essay 2	4.00pm Thursday 05 May 2016 (week 11)

Year 2

SEMESTER 1	
STANDARD DEADLINES	
15-Credit Module Essay	4.00pm Thursday 12 November 2015 (week 7)
Option Essay 1	4.00pm Thursday 12 November 2015 (week 7)
Option Essay 2	4.00pm Thursday 10 December 2015 (week 11)
SEMESTER 2	
STANDARD DEADLINES	
Group Project Proposal	4.00pm Thursday 18 February 2016 (week 4)
Option Essay 1	4.00pm Thursday 10 March 2016 (week 7)
15-Credit Module Essay	4.00pm Thursday 10 March 2016 (week 7)
Group Project Rehearsals for Presentations	Monday-Friday 07-11 March 2016 [TBA] (week 7)
Group Project Actual Presentations	Monday-Friday 14-18 March 2016 [TBA] (week 8)
Option Essay 2	4.00pm Thursday 28 April 2016 (week 10)
Group Project Historical Essay	4.00pm Thursday 5 May 2016 (week 11)
Group Project Public Outcome	4.00pm Thursday 5 May 2016 (week 11)
Group Project Individual Reflective Essay	4.00pm Thursday 12 May 2016 (week 12)

Final Year

SEMESTER 1	
STANDARD DEADLINES	
Special Subject Essay 1	4.00pm Thursday 05 November 2015 (week 6)
Special Subject Essay 2	4.00pm Thursday 03 December 2015 (week 10)
Alternative Histories Essay	4.00pm Thursday 07 January 2016 (week 12)
Gobbets Paper	Released Monday 11 January 2016 (exam period) Submitted 4.00pm Thursday 14 January 2016 OR 4.00pm Monday 18 January 2016
SEMESTER 2	
STANDARD DEADLINES	
Special Subject Essay	4.00pm Thursday 17 March 2016 (week 8)
Dissertation	4.00pm Thursday 28 April 2016 (week 10)

Additional costs

For further information on any additional costs attached to your programme of study, please see the Faculty Handbook.

2. ADVICE AND GUIDANCE

Administrative and Academic Support within History

Student Office

All queries about your degree programme should be directed in the first instance to your module tutor, your personal academic tutor, the History year tutor, or to the Humanities Student Office.

The ***History Notice Boards*** are displayed in the History corridor (level 2). You should check these regularly for up-dated information and announcements. The Humanities Student Office has notice boards for student information on the ground floor of the Avenue Campus.

Web Pages

Please familiarise yourself as soon as possible with the History website, which contains essential information about the department:

<http://www.soton.ac.uk/history/>

Social Media

Our social media accounts allow staff and students (past, present and future) to come together to discuss historical happenings. Find us on Facebook (<https://www.facebook.com/SouthamptonHistory>) and Twitter (@HistoryAtSoton).

Module Tutors

Your module tutors are your first point of contact if you have questions about a specific module.

First Year Tutor

Dr Nick Karn is the Year 1 Tutor for History. His role is to support History students through their first year at University, to help them to develop academic study skills (by appointment), and to advise on students' academic problems. To make an appointment to see Dr Karn you can contact him via email (N.E.Karn@soton.ac.uk) or visit him during his office hours.

Director of Programmes

The History Director of Programmes, Dr Nicholas Karn (n.e.karn@soton.ac.uk) is responsible for the management of all History degree programmes. Please contact him if you wish to discuss a broader issue relating to these programmes, or if you are sure that the issue cannot be dealt with by your personal academic tutor or the relevant year tutor.

Liaison Tutors for Other Joint Honours History programmes

For specific questions relating to all other Joint Honours History programmes, please contact the Dr Julie Gammon (jg15@soton.ac.uk) or the liaison officer/Director of Programmes in the partner discipline:

Archaeology: Dr Fraser Sturt (F.Sturt@soton.ac.uk)

English: Dr James Jordan (J.A.Jordan@soton.ac.uk) or Dr Mary Hammond (E.M.Hammond@soton.ac.uk)

Film: Dr Kevin Donnelly (K.J.Donnelly@soton.ac.uk)

Philosophy: Dr Jonathan Way (J.Way@soton.ac.uk)

Modern Languages: Dr Tony Campbell (A.G.Campbell@soton.ac.uk)

MHP: Jonathan Havercroft (j.havercroft@soton.ac.uk)

Office hours

During term time, all academic staff and part-time tutors will have office hours in which they are available to meet students. Please consult the notices outside tutors' offices or the Blackboard page for the module for details of times and any changes to regular office hours. If you need to consult a member of academic staff outside the period of office hours, please make an appointment by email to arrange an alternative time. During vacation, many academic staff will be away from the University carrying out research. If you need to contact academic staff during vacation periods, you can contact them by email or voicemail message.

Staff-Student Liaison Committee

The **History Staff-Student Liaison Committee** meets three times a year to discuss matters raised by students about the History programme, to get your views on any proposals to change the current curriculum, and to get your feedback on modules, assessment and the running of the History programmes as a whole. Substantive issues discussed in recent years included the Year 1 ballot, examination feedback and dissertation guidelines. This is your opportunity to influence the development of the curriculum and to enhance the student experience in a way that responds directly to your needs. Students set the agenda. The SSLC is convened by the SUSU's History Vice-President in consultation with the Staff-Student Liaison Officer, Dr Julie Gammon. The SUSU History Vice-President also attends meetings of the History Board of Studies. In addition, History students are represented on the Faculty of Humanities' Staff-Student Liaison Committee, chaired by the Assistant Dean (Education) for the Faculty.

The History Society

The **History Society** organizes social activities and provides academic advice for students, and liaises with History staff to try to help History students to make the most of their time at Southampton. The History Society is keen to hear from you with ideas and suggestions about its activities: please contact the History Society at histsoc@soton.ac.uk. For more information about news, events, sports, academic support and student reps, please see the dedicated notice board (in the History Corridor) and the following site: <http://www.susu.org/groups/histsoc>

Study Abroad: Erasmus/Huron College

Erasmus is the education cooperation programme of the European Union. Within Erasmus, the Erasmus student mobility programme is an exchange scheme that allows students from the UK to study at a European university during their second year.

Erasmus gives you a valuable opportunity to experience another culture and improve your language skills; it can be an important addition to your CV, whilst also being hugely enjoyable. Our Erasmus partners are: Rennes, Caen and Paris in France, Potsdam and Bayreuth in Germany; Bergen in Norway; Wroclaw in Poland; and Zagreb in Croatia. In Bergen, Amsterdam and Wroclaw you will be able to take courses taught in English. Many European students, on the

exchange scheme with History and with other Disciplines in the Faculty of Humanities, take History modules, and are a valued addition to classes. History is keen to encourage students to take up an Erasmus place and tries to ensure that your work profile is enhanced by this experience. We expect you to take modules that will fit as closely as possible to the value of History modules, even if they include modules taken outside that discipline. If you plan to go on an Erasmus exchange, it is a good idea to take a course in the relevant language as an Alternative Subject in your first year. For further information about the exchange, please see the Erasmus co-ordinator Dr François Soyer (F.J.Soyer@soton.ac.uk)

History also has exchange programme with universities in the US, Canada, Hong-Kong, Japan, South Korea, and Australia. For further information about this exchange, contact the Erasmus co-ordinator. Further information is also available at:
http://www.southampton.ac.uk/international/study_exchange/studyabroad_exchange_home.shtml

3. ACADEMIC STUDY

Study Guide

The University Libraries

The History collections at the University's Hartley Library (Highfield Campus) are the best in the region (this is where the University's major History collections and the 'Special Collections' which include the Parkes Library are based), so take advantage of these precious resources while you are here. Time spent browsing and getting to know the collections is never wasted. Getting to know the Library is one of the crucial skills you will work on in Year 1, with specific library-based exercises.

A small Courses Collection of items in high demand, and digitised copies or photocopies of key articles can be found in the library at the Avenue Campus. There are also many digitised Course Collection items available. Much of the material you will need to consult is also available online through JSTOR and other electronic journal services. You will find details of opening hours on the notice board in the foyer of Level 1 of the Avenue Campus. Please note that the Avenue Campus library is *not* intended to serve as the University Library for the Faculty of Humanities! Many of the works needed for your modules will have been placed on shorter loan status at the Hartley Library. Library books and journals must be handled with care. It is an act of selfish vandalism to write in or mark books in any way, and a major infringement of University regulations, for which there are severe penalties. Besides treating library books with care, please ensure that you return them as soon as you have finished with them. The Library may bar you from borrowing books for a period if you return books late. Remember that there are strict rules (posted above self-service photocopiers) about how much you can copy from any one work.

Bibliographies and the Library Catalogue

The Library has a computerised OPAC (on-line public access catalogue) called WEBCAT which will allow you to locate the books, journals or digitised items you are looking for. In order to do this, you must make yourself familiar with how bibliographies work. Bibliographies (both those in books and those handed out by your tutors) distinguish between the title of a book or volume and the title of an item contained in a book or volume. Titles of books and volumes are indicated in italics (or sometimes by underlining). Only titles marked in this way will be found in library catalogues; only the authors and editors of complete books or volumes marked in this way will be found in library catalogues. Thus:

J. Riley-Smith, 'Crusading as an act of love', *History* 65 (1980), pp.177-92

will not be found under 'Crusading' or under Riley-Smith, but only under *History*, the title of the periodical.

S. L. Thrupp, 'The Gilds', in *The Cambridge Economic History of Europe*, vol. 3, ed. by M. M. Postan, E. E. Rich and E. Miller (Cambridge: Cambridge University Press, 1965), pp.230-80

will not be found under 'Gilds' or 'Thrupp', but under *Cambridge Economic History of Europe*, and also under the names of the editors, Postan, Rich, and Miller.

The library staff are very willing to help with any enquiries or problems. Nick Graffy is the librarian with chief responsibility for the History collections. He can be contacted at n.graffy@soton.ac.uk.

Programme Structure (Course Modules and Maps)

The basic structure of the History degree programmes is shown in the programme maps below. Full details of how the programmes work are provided in the History Programme Specification, published on the History web pages: <http://www.soton.ac.uk/history>. A full list of the optional modules running this year is accessible via the online Programme Catalogue.

All degree programmes in the Faculty of Humanities are divided into modules that may be single or double. Single modules have a credit value of 15, while double modules have a credit value of 30. Each level (Year) has a total credit value of 120. Full-time students normally take modules worth 60 credits in total in each Semester. In History, most second and third year modules are double modules (30 credits each).

Year 1 Compulsory Modules

In **Semester 1**, all Year 1 History students (Single and Joint Honours) take ***World Histories: Contact, Conflict and Culture from Ancient to Modern (HIST1151)***. This module aims to introduce you to some of the central themes that will recur during your studies here at Southampton, using the diverse expertise of History staff to examine different periods, from the ancient era to the present day. The focus includes looking at cultural contact and conflict between different world civilizations, from Greece and Rome through to the rise of the United States. It will also introduce you to some of the important skills that will be needed in your time studying here, including research and writing skills.

If you are a Single Honours History student, you will also take ***World Ideologies: The Ideas that made the World (HIST1150)*** in **Semester 2**. This module will introduce you to some of the major ideologies of the modern era, such as capitalism, socialism, feminism and multiculturalism. The course examines how these ideologies have shaped the past and present, and how historians have engaged with these ideas.

Cases and Contexts

Cases and Contexts modules offer detailed studies of a specific episode or theme in the past, making use of primary source material and historical controversies. They are meant to help you broaden and deepen your knowledge of different chronological and geographical topics. These are research-led modules, meaning that at Level 1 you are going straight into modules that are led by tutors who are research active in the particular topics covered by these modules.

If you are a Single Honours student, you will normally take two *Cases and Contexts* modules in each Semester. You will have the opportunity to apply for your preferred *Cases and Contexts* modules via an online ballot. You also have the opportunity to replace a maximum of two of your four *Cases and Contexts* courses with an alternative subject in another discipline – for example, a language. This is known as an *elective module*. Single Honours students must take at least one pre-modern *Cases and Contexts* module.

If you are a Joint Honours student, you will take two ***Cases and Contexts*** modules in Semester 2. Students on Archaeology and History must take at least one pre-modern ***Cases and Contexts*** module; MHP students may *not* choose pre-modern *Cases and Contexts* modules (for this purpose, ‘modern’ is defined as anything from c.1750 onwards).

Ballot for Year 2 and Year 3 modules

In Semester 2, there will be an online ballot for Year 1 and Year 2 students to register for modules for the following year. Instructions will be made available in due course – please read them carefully to ensure that you complete the ballot correctly so ensuring that you have the correct number of credits.

Alternative Subjects

We strongly encourage History students to make the most of their time at Southampton to build up their knowledge in other disciplines like Archaeology, English Literature, Music, and Modern Languages. For students with relevant A-level skills, there are modules in French, German and Spanish history, politics and culture. You can also take an Alternative Subject to develop skills in areas that will enhance your academic work (including your potential for postgraduate studies) as well as your employability, like languages or IT skills. The university also offers a suite of inter-disciplinary modules (known as CIP modules) focused upon issues of contemporary and global significance. Several of these are open to History students and we encourage you to take one if you wish.

In each year, Single Honours students may take up to 25% of their credits outside the History discipline (these are called ‘Alternative Subjects’). Joint Honours students can take 25% of their credits outside their two partner disciplines. Please note that you may *not* substitute Alternative Subjects for any module that is compulsory within your programme (i.e. for Single Honours students, HIST1150, HIST1151, HIST2008 and HIST3021).

You can take Alternative Subjects throughout your programme, beginning with Year 1, Semester 1. In Year 1, for example, you could replace a maximum of two Cases and Contexts, which are single 15-credit modules, with a double module or two single modules in another discipline. If you would like to pursue this option, please consult in the first instance with your personal academic tutor.

Languages

http://www.southampton.ac.uk/humanities/undergraduate/language_stages.page

The Faculty of Humanities offers excellent opportunities to develop your language skills or to learn new languages. One of the options available is to take language modules as part of your degree. A wide range of languages (from Arabic to Spanish) is available at all levels. If you are a Single Honours History student in Year 1, you could, for example, take a 30-credit language course in place of two **Cases and Contexts** modules (in either Semester). Options include French, German, Latin or Spanish. All language courses cater for beginners as well as post-GCSE level and advanced level skills. You can choose to develop your studies in a particular language right the way through your degree programme in Year 2 and Final Year.

Degree Programme Maps

Single Honours History

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module) (30 credits)	Two Cases and Contexts modules (including at least one pre-modern module that may be taken in either semester) (two single modules) (2 x 15 credits)	HIST1150 World Ideologies (compulsory double module) (30 credits)	Two Cases and Contexts modules (including at least one pre-modern module that may be taken in either semester) (two single modules) (2 x 15 credits)
YEAR 2			
Semester 1		Semester 2	
Two History Option modules (60 credits in total), OR one History option module (30 credits) and two History mini Option modules (2 x 15 credits) including at least 30 credits in pre-modern history that may be taken in either semester)		One History Option modules (30 credits) OR two History mini Option modules (2 x 15 credits)	HIST2008 Group Project (compulsory double module) (30 credits)
FINAL YEAR			
Semester 1		Semester 2	
History Special Subject part 1 (double module) (30 credits)	Alternative History (double module) (30 credits)	History Special Subject part 2 (double module) (NB You may not take Part 2 without having completed part 1) (30 credits)	HIST3021 Dissertation (compulsory double module) (30 credits)

Modern History and Politics (MHP)

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	(Compulsory single modules) PAIR1002 Political Systems PAIR1004 Introduction to Political Theory	(Compulsory single modules) PAIR1001 Introduction to International Relations PAIR1003 Issues in Contemporary Politics	Two HIST Cases and Contexts modules (<i>You must choose modern modules</i>)
YEAR 2			
Semester 1		Semester 2	
One History option (30 credits) (must be modern) OR two History mini Option modules (2 x 15 credits) (must be modern)	PAIR2010 Democracy and the Modern World <i>and one single Politics module</i>	One History option (30 credits) (must be modern) OR two History mini Option modules (2 x 15 credits) (must be modern) <i>And two single politics modules</i>	If planning a PAIR dissertation in year 3 <u>with significant statistical content</u> : PAIR2004 Research Skills in Politics and IR <i>and</i> One PAIR option OR If planning a PAIR dissertation <u>with significant history content</u> in year 3: Two PAIR options
			If planning a HIST dissertation in year 3: Two PAIR options
FINAL YEAR			
Semester 1		Semester 2	
HISTORY Dissertation students			
HIST Special Subject (modern) part 1 (double module) OR HIST Alternative History (double module)	Two PAIR modules	HIST3021 History dissertation (normally written under the supervision of the Special Subject or Alternative History tutor) (double module)	Two PAIR modules
PAIR Dissertation students			
HIST Special Subject (modern) part 1 (double module)	PAIR3003 (Dissertation) and one PAIR module	HIST Special Subject (modern) part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	PAIR3003 (Dissertation) and one PAIR module

French and History

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	FREN _____ French language modules (compulsory) <i>and</i> One FREN module	2 HIST Cases and Contexts modules (two single modules)	FREN _____ French language modules (compulsory) <i>and</i> One Modern Languages module (LING/LANG)
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits)	FREN _____ French language module (compulsory) <i>and</i> One Modern Languages module (FREN/LING/LANG) At least one of your optional modules this year must be a FREN module	30 credits History options OR two History mini Option modules (2 x 15 credits)	FREN _____ French language module (compulsory) LANG2010 Managing Research and Learning (an additional compulsory module begun in Year 2 and continued during your year abroad) One Modern Languages module (FREN/LING/LANG)
FINAL YEAR			
Semester 1		Semester 2	
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	FREN _____ French language module (compulsory) <i>and</i> One Modern Languages module (FREN/LING) At least one module in the year must be a FREN module	HIST3021 History dissertation (normally written under the supervision of the Special Subject or Alternative History tutor) (double module)	FREN _____ French language module (compulsory) <i>and</i> One Modern Languages modules (FREN/LING)
Other students			
HIST Special Subject Part 1 (double module)	FREN _____ French language module (compulsory) One Modern Languages module (FREN/LING) At least one module in the year must be a FREN module or LANG3005 FRENCH dissertation	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	FREN _____ French language module (compulsory) One Modern Languages module (FREN/LING/LANG) or LANG3005 FRENCH dissertation

German and History

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	GERM9_____ German language module (compulsory) <i>and</i> One GERMAN module	2 HIST Cases and Contexts modules (two single modules)	GERM9_____ German language module (compulsory) <i>and</i> One Modern Languages module (LING/LANG)
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits)	GERM9_____ German language module (compulsory) <i>and</i> One Modern Languages module (GERM/ LING/LANG) At least one of your optional modules this year must be a GERMAN module	30 credits History options OR two History mini Option modules (2 x 15 credits)	GERM9_____ German language modules (compulsory) LANG2010 Managing Research and Learning (additional compulsory module started in Year 2 and continued during your year abroad) <i>and</i> One Modern Languages module (GERM/LING/LANG)
FINAL YEAR			
Semester 1		Semester 2	
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	GERM9_____ German language module (compulsory) <i>and</i> One Modern Languages module (GERM/LING) At least one option module in the year must be a GERMAN module	HIST3021 History dissertation (normally written under the supervision of the Special Subject or Alternative History tutor) (double module)	GERM9_____ German language module (compulsory) <i>and</i> One Modern Languages module (GERM/LING)
Other students			
HIST Special Subject part 1 (double module)	GERM9_____ German language module (compulsory) One Modern Languages module (GERM/LING) At least one option module in the year must be a GERMAN module <i>Or</i> LANG3005	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	GERM9_____ German language module (compulsory) One Modern Languages module (GERM/LING) <i>or</i> LANG3005 GERMAN dissertation

	GERMAN dissertation	
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Spanish and History

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	SPAN _____ Spanish language module (compulsory) <i>and</i> One SPANISH module	2 HIST Cases and Contexts modules (two single modules)	SPAN _____ Spanish language module (compulsory) <i>and</i> One Modern Languages module (LING/LANG)
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits)	SPAN _____ One Spanish language module (compulsory) One Modern Languages module (SPAN/PORT/LING/ LANG) At least one optional module in the year must be a SPANISH module	30 credits History options OR two History mini Option modules (2 x 15 credits)	SPAN _____ One Spanish language module (compulsory) LANG2010 Managing Research and Learning (an additional compulsory module started in Year 2 and continued during your year abroad)
FINAL YEAR			
Semester 1		Semester 2	
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	SPAN _____ Spanish language module (compulsory) One Modern Languages module (SPAN/PORT/LING) At least one optional module in the year must be a SPANISH module	HIST3021 History dissertation (normally written under the supervision of the Special Subject or Alternative History tutor) (double module)	SPAN _____ Spanish language module (compulsory) One Modern Languages module (SPAN/PORT/LING)
Other students			
HIST Special Subject part 1 (double module)	SPAN9 _____ Spanish language module (compulsory) One Modern Languages module (SPAN/PORT/LING) <i>or</i> LANG3005 SPANISH dissertation At least one optional module in the year must be a SPANISH module	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	SPAN9 _____ Spanish language module (compulsory) One Modern Languages module (SPAN/PORT/LING) <i>or</i> LANG3005 SPANISH dissertation

MODERN LANGUAGES AND HISTORY YEAR ABROAD

As a Modern Languages and History student, you will spend the year abroad in a country where your chosen language is spoken, either as

- an English language assistant
- studying on a University course
- on an approved work placement

During the year abroad you will continue to work on LANG2010 (Managing Research and Learning), which you started in your second year.

You will also be required to complete an Investigative Project (LANG3005). This is an independent study project (6,000 words) supervised by a member of staff and written in the target language.

Modern Languages Joint Honours students spend Year 3 abroad. In Year 4, you are not required to write a dissertation (in History or Modern Languages), because the Year Abroad project is deemed to meet the requirement of an independent, research-based assessment. However, you may choose to write a Year 4 dissertation in either History (Semester 2) or Modern Languages (Semesters 1 and 2).

For details of modules in Modern Languages, please see the ML web pages at the Humanities website <http://www.humanities.soton.ac.uk>

Archaeology and History (administered by Archaeology)

This programme emphasises the history and archaeology of ancient and medieval periods, but students are free to broaden their focus by taking courses on modern history if they wish. The Archaeology part of the course includes laboratory and fieldwork.

You must take a minimum of 30 credits (equivalent to one double module or two single modules) in each of Archaeology and History per year. You may not take more than 60 credits at each level in History; this cap does not apply to Archaeology modules.

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	ARCH1057 Archaeological Thought (compulsory single module)	Two HIST Cases and Contexts (including at least one pre-modern) (single modules)	ARCH1005 Archaeological Method (compulsory single module)
	One ARCH module		One ARCH module
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits) (across the year)	ARCH2013 Archaeological Theory (compulsory)	30 credits History options OR two History mini Option modules (2 x 15 credits)	ARCH2012 Archaeology and Society (compulsory)
	One ARCH module		One ARCH module
FINAL YEAR			

Semester 1		Semester 2	
ARCHAEOLOGY Dissertation students			
HIST Special Subject part 1 (double module)	ARCH3025 (Dissertation) (compulsory single module) One ARCH module	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	ARCH3025 (Dissertation) (compulsory single module) One ARCH module
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	Two ARCH options (two single modules)	HIST3021 History dissertation (normally written under the supervision of the Special Subject or Alternative History tutor) (double module)	Two ARCH options (two single modules)

English and History (administered by English)

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	English modules worth 30 credits in total, one double or two singles	Two HIST Cases and Contexts modules	ENGL1003 Critical Theory (compulsory double module)
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits)	English modules worth 30 credits in total, one double or two singles	30 credits History options OR two History mini Option modules (2 x 15 credits)	English modules worth 30 credits in total, one double or two singles
FINAL YEAR			
Semester 1		Semester 2	
ENGLISH Dissertation students			
HIST Special Subject part 1 (double module)	Two single English modules or one English double module	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	ENGL3016 English Dissertation (double module) One English double module
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	English double module	HIST3021 History dissertation (normally written under the supervision of the Special Subject or Alternative History tutor) (double module)	Two English single modules

Film and History (administered by Film)

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	FILM 1001 Introduction to Film 1 (compulsory double module)	Two HIST Cases and Contexts modules	Two FILM modules
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits)	30 credits Film options	30 credits History options OR two History mini Option modules (2 x 15 credits)	FILM2002 Early Film (compulsory single module) <i>and one FILM module</i>
FINAL YEAR			
Semester 1		Semester 2	
FILM Dissertation students			
HIST Special Subject part 1 (double module)	FILM3003 (Dissertation) One FILM module	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	FILM3003 (Dissertation) FILM3006 American Cinema since 1965 (Compulsory single module)
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	FILM3005 World Cinema (Compulsory single module) Plus one FILM module	HIST3021 History dissertation (normally written under the supervision of the Special Subject OR Alternative History tutor) (double module)	FILM3006 American Cinema since 1965 (Compulsory single module) Plus one FILM module

Philosophy and History (administered by Philosophy)

Students may take no fewer than three Philosophy modules each year.

YEAR 1			
Semester 1		Semester 2	
HIST1151 World Histories (compulsory double module)	PHIL1002 Knowledge and Mind (compulsory for all Philosophy students) Plus PHIL 1016 Reason & Argument	Two HIST Cases and Contexts units	PHIL1005 Ethics Plus one Philosophy module
YEAR 2			
Semester 1		Semester 2	
30 credits History options OR two History mini Option modules (2 x 15 credits)	PHIL2028 Appearance and Reality Plus one Philosophy module	30 credits History options OR two History mini Option modules (2 x 15 credits)	Two Philosophy modules
FINAL YEAR			
Semester 1		Semester 2	

PHILOSOPHY Dissertation students			
HIST Special Subject part 1 (double module)	PHIL3013 Philosophy Dissertation Plus one Philosophy module	HIST Special Subject part 2 (double module) (Co-Requisite: Part 1 of the same Special Subject)	PHIL3013 Philosophy Dissertation Plus one Philosophy module
HISTORY Dissertation students			
HIST Special Subject Part 1 (double module) OR HIST Alternative History (double module)	Two Philosophy modules	HIST3021 History dissertation (normally written under the supervision of the Special Subject OR Alternative History tutor) (double module)	Two Philosophy modules

Checking your Timetable

If you have successfully enrolled, you will be able to view your timetable online via the SUSSED portal at <https://sussed.soton.ac.uk/cp/home/displaylogin>. The University makes every effort to ensure that your timetable accurately reflects the modules that you are registered on. However, if there is a clash between two of your classes or some other problem, the timetable will not show a full and accurate picture. If you think that there is a problem with your timetable, you should speak to the Faculty Timetabler. You can also call in to the Student Office at the Avenue Campus (normal office hours apply) or you can email tthums@soton.ac.uk with your name, student ID number, degree programme and details of what you think the problem is. The timetablers will get back to you as soon as possible.

Learning and Teaching

Lectures and Seminars

The History Department teaches by means of a combination of lectures and seminars.

Lectures provide a basic framework for each module and provide an opportunity to listen to experts in specific research areas. It is impossible to give definitive guidelines about note-taking, but in general it is advisable not to write down too much detail. Instead, concentrate on the key arguments put forward by the lecturer. You can always check any names or dates later in a reference work. Remember to make sure that your lecture notes are clear and well-organised.

A **seminar** is a smaller group which meets regularly to discuss a selected topic or theme. Seminars become increasingly important in the second and final years of the degree programme. Indeed, all Final Year Special Subjects are seminar-based. A seminar is not an alternative form of lecture but an opportunity for you to ask questions, respond to questions, and enter into discussion with the tutor and the other members of the student group. So you must come adequately

prepared. In both lectures and seminars you are likely to encounter a range of teaching styles. Many teaching staff will blur the distinction between lectures and seminars at times in order to create more interaction between tutor and students and thereby to encourage active learning.

Office hours/essay tutorials are offered for all modules. These provide you with an opportunity to talk about the assignments before completing them and to discuss feedback once you have received it. These sessions provide you with the opportunity for one-to-one discussion – make sure you sign up – they form an important part of the module.

Study Hours

We recommend that you should devote about 40 hours per week to your studies as a whole, including your attendance at lectures and tutorials. In terms of your overall study hours per course module, these are our recommended standards:

Single Modules (Cases and Contexts and some Alternative Subjects in other Disciplines): 150 hours

Double Modules (all other History modules including the Group Project and Dissertation): 300 hours.

We teach on the assumption that you are putting this amount of work in, and we design modules on this basis. Students who put in significantly less independent study than our recommended norms are not likely to get as much out of their teaching contact with academic staff – recognising this is central if you are to get as much as possible out of the academic side of your time at university.

First Year

As to reading and study, your tutors will give you guidance on reading and talk you through reading lists. It is not enough to rely on one or two text books. At all times you should aim to familiarise yourself with important monographs and relevant journal literature. Learn to read and think critically, and assimilate different points of view. Above all, be open to new ideas and new approaches to the study of history. Both compulsory modules and the optional Cases and Contexts modules will provide some introductory guidance on such skills and approaches, but your ability to draw on these will develop over the course of your time at Southampton.

Second Year and Final Year

As a Year 2 or Final Year student your reading should be extensive, and should focus on more specialist works, including articles in the major journals. Reading and thinking critically, assimilating different points of view and being open to new ideas and new approaches to the study of history are essential ingredients of effective study. Our expectation is that by the end of your third year, you should be developing your own historical insights based upon comprehensive reading and original historical research involving the use of primary sources where applicable.

Research Centres and Seminars

The **History Seminar** meets several times per term to hear and discuss papers by members of the History teaching staff at Southampton and distinguished visitors, and to talk about 'live' historical topics. The Seminar is your opportunity to hear lecturers, postgraduates and visiting 'names' that you might recognise from your reading talk about their research and for you to question and discuss the issues and the approaches involved. The Seminar is informal and open to everyone, so do feel free to come, whether the topic relates to your courses or is one of more general interest. The Seminar usually meets on Tuesday between 4.00 and 6.00, at the Avenue Campus. Notices of meetings will be distributed by email and on the History noticeboard. For further information, please contact Dr Joan Tumblety (jt7@soton.ac.uk).

The Parkes Institute for the study of Jewish and non-Jewish relations



Home to one of the largest Jewish archives in Europe, the University of Southampton's Parkes Institute (Director: Professor Joachim Schlör) promotes teaching, research, publications and outreach work based on the extensive holdings of the Parkes Library - the only collection in the world devoted to the study of Jewish/non-Jewish relations. There are eleven academics within the Faculty of Humanities whose work is devoted to the Parkes Institute, based in three different disciplines. We conduct research and teach in subjects ranging from the Ancient World to the post-Holocaust Jewish world. A regular lecture and conference programme provides the best of international work in this exciting and expanding area. For further information, please go to <http://www.parkes.soton.ac.uk>.

Centre for Medieval and Renaissance Culture

The Centre for Medieval and Renaissance Culture was launched at the end of April 2007. It is an interdisciplinary centre, linking staff and research students with interests in medieval and renaissance culture across the Faculty of Humanities and Winchester School of Art. Its activities include a programme of seminars and other events for specialists and the general public. For further information, see the Centre's homepage at <http://www.soton.ac.uk/cmrc> or contact Professor Peter Clarke (p.d.clarke@soton.ac.uk)

Centre for Imperial and Post-Colonial Studies

The Centre for Imperial and Post-Colonial Studies (CIPCS) (Director: Prof. Kendrick Oliver) was founded in 2006 to bring together a wide range of interests from researchers in History and other disciplines in the Faculty of Humanities at the University of Southampton. Its aim is to create a multi- and increasingly interdisciplinary research culture for academics and postgraduates working in the fields of Imperial and Post-Colonial Studies. The Centre hosts regular research seminars and conferences as well as providing specialist expertise in postgraduate teaching and supervision.

The Centre benefits from the Special Collections in the Hartley Library. The Library is home to the papers of the Duke of Wellington, Lord Palmerston (including the journals of Lord Shaftesbury) and Earl Mountbatten. It also contains a comprehensive run of British Parliamentary Papers. These archival materials supported by collections of such printed materials as the Perkins agricultural library, the Cope collection of books relating to the topography of Hampshire and the Isle of Wight and the Oates collection of books and ephemera relating to slavery in the Caribbean provide a unique resource for research around themes in colonial history relating to decolonization, migration, diaspora identities, and diplomatic history. For further information, please contact Professor Chris Woolgar (c.m.woolgar@soton.ac.uk).

The Southampton Centre for Eighteenth-Century Studies

The Southampton Centre for Eighteenth-Century Studies is an interdisciplinary research centre drawing together specialists from English Literature, History, Music, and Philosophy, as well as visual and material culture. The focus is on the long eighteenth-century and activities include talks, research seminars, conferences and field trips. In addition there are very close links with Chawton House Library, a rare books collection and the centre for the study of early women's writing since it opened in 2003. For further information about the Centre please contact Dr Laura Davies (L.I.Davies@soton.ac.uk) (English Department) or visit www.southampton.ac.uk/scecs. For further information about Chawton House Library see www.chawtonhouse.org.

Southampton Centre for Nineteenth Century Research

Officially launched as a Research Centre in the summer of 2012, after three years as a successful reading group, we now comprise over 70 researchers (staff, students and external friends) across several faculties in the University and beyond.

We meet up to three times a semester to present and discuss our work, to debate issues of central importance to interdisciplinary nineteenth-century studies, and host external events including guest speakers, seminars and conferences. Our main aims are to publicise the work done by our members, and to forge and extend links with nineteenth-century researchers in other institutions globally. For further information about the Centre, please contact Dr Mary Hammond (E.M.Hammond@soton.ac.uk) (English Department).

4. GUIDELINES FOR WRITTEN WORK AND GOOD ACADEMIC PRACTICE IN HISTORY

Writing Essays

An essay is the development of an argument, presented in lucid style, in logical order, and in which all statements are supported by evidence. Any piece of written work must comprise both argument and information. The essays you write during your first year should be treated as opportunities to develop your essay-writing skills and your own particular style. Written work forms the most important part of your study on the History programme, and it is important to do yourself justice. Since our requirements are likely to be different from anything you have previously met, in this section we go into what you should do at some length. We begin with physical presentation, move on to content and style, and finally discuss how you should acknowledge the material you have used.

The standard reference work for authors in the Humanities is the *Modern Humanities Research Association Style Guide: A Handbook for Authors, Editors, and Writers of Theses* (2nd edition, 2008). The latest edition of this publication is available as a book (obtainable from Maney Publishing for £6.00) or as a free download as an Adobe Acrobat PDF file from

http://www.mhra.org.uk/Publications/Books/StyleGuide/StyleGuideV3_1.pdf. This is an indispensable guide on all aspects of writing including spelling, abbreviations, punctuation, the correct use of italics and capitals, quotations, notes and references. Copies are available in the library, and in the University Bookshop; we advise buying a copy, which will serve you for all three years.

History-specific Presentation Guidelines

The pages should be numbered; your word-processing programme will do this for you. Indent the first line of every paragraph other than the first. Do not leave a space before a mark of punctuation (other than opening inverted commas), and never place a mark of punctuation (other than opening inverted commas) at the beginning of a new line. Clear visual presentation and legibility are prerequisites for getting your argument across, but neatness alone does not make for a good piece of written work.

Length of Assessed Work

Module outlines and module handbooks will give clear statements of the word limits for each written exercise. Year 1 and Year 2 essays will normally be about 2000 words in length. In Final Year modules some are 3,000 words and some are 4,000 words. In all cases, given word limits do not include footnotes, bibliographies and similar matter, except such supporting material as appendices, graphs and maps, which you may count as part of the text if you wish.

Please see the Faculty Handbook for details of the Faculty Over Length Policy on over length work.

Late work

Students are reminded of History's adherence to the Faculty guidelines as to penalties for the late submission of essays. For further information, consult the Faculty of Humanities Handbook.

Style, Content and Argument

Skills and assessment

There is little point in doing a history degree unless you have a strong interest in the study of the past, and this fascination with the subject is vital in order to excel as a history student.

You will, however, be judged on far more than your enthusiasm for history and your knowledge of particular topics. You will be assessed on your ability to show that you can understand, analyse and think critically about the study of the past. The skills that enable you to do this and to demonstrate your abilities are therefore just as important as enthusiasm and a good grasp of historical facts.

On most history units you will be developing skills in three areas:

- Research
- Analysis
- Communication

Exams, essays and other kinds of assessment test these skills. In order to perform at your best in your assessed work you will need to practise them.

Seminars are designed to help you to develop these skills and can only work effectively if you take the time to prepare. You should arrive having made notes and be ready to make an active and informed contribution to discussion. If you prepare properly, weekly seminars allow you to engage in the process of doing research, to analyse historical questions, and to communicate your ideas and findings in discussion with your colleagues.

Your weekly work should equip you to tackle the assessment tasks, which are usually essays and exams. You will be using the core skills of research, analysis and communication for every essay and exam answer that you write. With few exceptions, they require you to develop a clearly articulated argument in response to a specific problem or question. You will only be able to do this if you have done adequate and effective research. You will also need to think about what you have read in an analytical manner and then communicate a reasoned response to the question or set task.

Making notes

When reading chapters or articles, you are likely to want to make extensive notes on the content of the piece as you are reading it. This can help you to prepare for discussions and is a useful resource for essay writing and exam revision.

It is also very important that you reflect critically on what you read. Once you have finished an article, chapter or book, it is important that you are able to:

- Summarise its main arguments
- Identify key points and themes
- Place the piece in the context of other scholarship on the topic

In other words, as well as attending to the details of what the author is saying, you must also be able to talk in general terms about what the author is arguing and the significance of this for our understanding of the topic under discussion. Being able to do this will help you to:

- Contribute more effectively to seminar discussions
- Produce assessed work that engages with scholarship and arguments
- Construct your own arguments

In order to do this you should pay particular attention to the introduction and conclusion of the things you read. Once you have finished reading, try to summarise the argument and main points of the article, chapter or book. Look at the sources the author has used and the methods that they have adopted. Try to think of ways in which your reading relates to other reading that you have done and to the themes and issues you have encountered elsewhere.

You will benefit by thinking about what historians are arguing and about the broader context in which their work is situated. As well as asking what a historian is telling us, it is a good idea to ask more searching questions:

- What is this piece saying that is new?
- What is the broader significance of what you have just read?

You might find it helpful to make notes on these sorts of questions as you write and to collect your thoughts together by writing a paragraph on the piece or by making notes on its arguments and broad significance on a side of paper.

Writing essays

There is no simple formula or 'recipe' for a successful essay, but the basic principles set out below can be applied to most of the essays you will write at university. Of course, essays written under exam conditions will not require a bibliography and you will not be able to cite references in the same way as you would for a piece of course work.

All essays need a clear introduction. Paragraphs should deal with separate topics and issues. Each paragraph should be clearly related to the question. The conclusion should be clear, tie the strands of the essay together and answer the question.

1. Introduction

- All essays need a clear introduction
- The first paragraph should indicate how you will go about answering the question by introducing the main points or key problems that you will cover in the essay, along with the central argument.

2. Maintain your argument

- Throughout the essay, each paragraph should centre on one point that is relevant to the question and to your argument. In this way, paragraphs are like building blocks in your argument. Look at how professional scholars use paragraphs, and apply those standards to your own writing.

- As you plan and write your paragraphs, be sure to provide evidence and examples in support of the points you make.
- Each paragraph should contain analysis, including discussion of any evidence and examples that you raise. This analysis should develop your points, relate to the main question and support your argument.
- Always provide references when you use ideas and quotes from your reading. Your essays should be products of your own research, and each paragraph in the main part of the essay will probably require at least one reference.
- Avoid paragraphs that are either too long or too short. Short paragraphs of just one or two sentences will probably not contain adequate detail or analysis. Very long paragraphs (those of a page or more in length) often contain a number of themes and can be easily broken into shorter paragraphs that will make your argument much clearer.
- Indent the start of each paragraph unless it follows a heading. Avoid giving too much prominence to quotations. If quotations are longer than three lines you should separate and indent them in this way:

Separate and indent your long quotations. This is a particularly useful technique if you want to use a long quote from a primary source. You can also use it to quote particularly important and lengthy bits of analysis by scholars, although you should make sure that the quote is not too long (more than three or four sentences). Also think about whether it is best to use a long quote rather than to paraphrase some or all of what is being said.

After inserting a long quote, simply continue your paragraph, and make sure that you provide an analysis or discussion of the quote.

3. Conclusion

- Do not allow your essay to end abruptly. Use the conclusion to summarise your main points and point out their significance to your argument.
- Readdress the question and reiterate your argument.

4. Finally

- Make sure that your essay has a bibliography that includes all of the works you have cited.
- Check the formatting of your footnotes and bibliography using the guidelines provided below.

- Proof read as well as spell check your essay thoroughly! Ensure that the grammar and punctuation are accurate. Check that the essay makes sense.

Exams

Students prepare for exams in different ways. There is no one right way to revise for an exam. It is useful though to think about some of the things that examiners look for:

- A broad understanding of the themes, issues and events
- An appreciation of the different ways in which historians interpret these
- Arguments that draw on these things to answer the questions on the paper

This sort of comprehension can only be achieved by extensive reading. The best way to do well on the exam therefore is to read widely and consistently throughout the semester and to take effective notes.

At the end of the course, when you come to prepare for the exam, you will need to concentrate on two areas:

1. Consolidating your notes, making sure you understand key themes, events and debates. You should also read (or re-read) the work of historians, particularly those books and articles that provide good overviews of themes, events and topics.
2. Familiarising yourself with the sorts of questions you will have to answer and making sure that you are able to construct concise and clear arguments in response to these under exam conditions.

You only need to memorise the dates of the major events of a period and perhaps a few other important statistics. For instance, if you think you might be asked to answer a question on the causes of the American Revolution, it would be helpful to know the dates of the Stamp Act, the Boston Tea Party and the Battles of Lexington and Concord. You will of course need to know facts about the period you are writing about and you will need to illustrate your points with examples. Your revision time, however, is best spent making sure that you have a good grasp of themes, developments and debates.

In an exam, you do not have the luxury of being able to look up quotes by historians and it is best not to try to learn these. If you can remember one or two short and pithy quotes, that's fine. For instance, in an exam on historiography you might recall that Ranke's philosophy of history was only to say 'how it really was'. On the whole though, it is best to learn to paraphrase.

Style

Try to adopt a clear and uncomplicated style for your written work. Avoid verbosity (extra marks are not awarded for longer words), and overly-complex sentences. Avoid redundant linking phrases like: 'So, therefore, in conclusion...', 'And thus we see...'. Use quotations sparingly, and remember that another scholar's opinion is not evidence in itself but a summary of conclusions reached on the basis of their interpretation of evidence. When quoting someone, you should make it clear why you find their interpretation convincing (or unconvincing).

Spelling/Grammar/Punctuation

Effective and clear writing depends on a good working knowledge of the technicalities of language. Understanding the basics of punctuation and grammar is necessary if you want to be a good historian and get good marks for your written work.

The following are essential tools of the trade for a serious history student:

- Dictionary
- Thesaurus
- A guide to punctuation and grammar

In particular, avoid misspellings and misuse of the apostrophe (kings, not king's if you mean more than one king). Avoid the common confusions: 'there' and 'their'; 'a lot' and 'alot', 'it's' and 'its', etc. (You should not in fact find yourself writing it's, because it means 'it is', and you should use the longer, more formal version for your essays).

Avoid the common error of using a comma to connect what are in fact two separate sentences, as in 'The dog sat on the mat, it ate its supper'. This should read, 'The dog sat on the mat. It ate its supper.' Alternatively, a comma could be used, but with the subordinate clause correctly attached to the main clause, as in 'The dog sat on the mat, and it ate its supper.' (In this example, note the correct use of 'its', i.e. in the sense of possessing an object).

If you don't feel confident about your use of written English, always ask for help. There are many resources to help you improve your writing skills at Southampton. Good writing skills are one of the most important factors in a good degree result, and one of the key qualities that employers will be looking for.

Information and Argument

A good argument depends upon adequate supporting evidence, which means that the information you give should always back up a point in your argument. You should not give information simply for its own sake or to show that you know it.

Year 1 and Year 2 written assignments are intended to assess your abilities at critical engagement with the scholarly literature produced on specific topics. Final Year assessed essays are meant to demonstrate not only your engagement with scholarship but also your ability to analyse contemporary documents, or 'primary source' material. Your Final Year tutors will guide you further on questions of primary evidence and primary source analysis.

Further suggestions on arguing and writing

Your hard work on your course will only fully pay off if you are able to produce effective assessed work. To write good essays for coursework or exams you have to be able to research and communicate effectively. In the first instance you need to do thorough reading and to think carefully about what you read. As you plan your work, you need a clear idea of what you are arguing. Once you begin your essay you will need to write accurately and clearly to make the most of the work you have put in.

These are examples of books that could help you to craft better arguments and improve your written work:

- Bonnett, A. *How to Argue* (2001)
Greetham, B. *How to Write Better Essays* (2001)
Haddon, K Hawksley, E. *Getting the Point: A Guide to English Punctuation for Adults* (2006)
Levin, P. *Write Great Essays!* (2004)
Peck, J. *The Student's Guide to Writing: Grammar, Punctuation and Spelling* (2005)
Seely, J. *The Oxford Guide to Effective Writing and Speaking* (2005)
Seely, J. *Oxford A-Z of Grammar and Punctuation* (2007)
Trask, R. *The Penguin Guide to Punctuation* (1997)
Truss, L. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation* (2003)

References (footnotes) and Bibliography

Footnotes/Endnotes

Where you draw on the interpretations and opinions of other historians, you must show this clearly. In particular, word-for-word quotation must be indicated by quotation marks, and the name of the author indicated in a footnote or endnote. Failure to do so will be treated as plagiarism, for which the penalties are very serious indeed. For the reader's convenience, numbered notes to the main body of the text are normally placed at the foot of each page as 'footnotes'. It is also acceptable to provide a consolidated list of 'endnotes', numbered consecutively and placed at the end of the essay or dissertation, or at the end of each chapter in the case of dissertations. Standard word-processing packages allow you to do this easily (and will also renumber the notes automatically if you insert a fresh one in the middle). The footnote or endnote marker is normally placed at the end of a sentence (after the full stop).

Quotations should be acknowledged in a footnote. Do not italicise quotations. Detailed information, whether drawn from primary or secondary sources, should be acknowledged in a note, though this is not necessary if it is a fact which can be taken to be common knowledge among historians as distinct from one specially researched for the piece of work: thus no source need be given for the fact that Queen Victoria came to the throne on 20 June 1837; but the statement that she was at first expected to sign public documents as 'Alexandrina Victoria' might be supported by a reference.

Do not overload your work with explanatory references. When more than a page reference is required, give the essential information as briefly as possible. Avoid using notes to carry on a secondary argument in parallel with the text.

Referencing

The department expects student essays to be presented in accordance with academic convention, that is to say with adequate footnotes and a full bibliography - which should be a full list of works consulted, not only works cited. At undergraduate level and beyond reading the footnotes is integral to reading the essay itself: staff are looking to see how you have engaged with the scholarly literature in the field and how you have integrated, built upon, or challenged its findings with your own research and argument. At this level of study an essay without footnotes and/or a bibliography is not an essay and will

not be considered to be one. Students are expected to adhere to the guidelines set out in the MHRA style guide, section 11:

http://www.mhra.org.uk/Publications/Books/StyleGuide/StyleGuideV3_1.pdf.

Abbreviations

Titles which are frequently referred to in the notes or are commonly abbreviated (such as names of periodicals, collections of source material, series of publications) may be more drastically reduced to initial letters or a kind of 'code-word', as long as a list of these abbreviations is provided and placed at the beginning of the bibliography, e.g.

ASC: Anglo-Saxon Chronicle (title of edition used should be given in the bibliography)

BPP: British Parliamentary Paper

AHR: American Historical Review

EHR: English Historical Review

Bibliography

All books, articles or other works that have been consulted in preparing written work, whether or not they have been cited in the notes, should be listed in a bibliography at the end of your work. They should be listed in alphabetical order, using the full forms demonstrated above. For dissertations, where the bibliography is likely to be long, you should divide the bibliography into sections: manuscript and unpublished sources; primary sources; secondary sources. Don't inflate the bibliography with works you have not used or read. You might expect to find that you have used 4-5 books and 4-5 articles for a normal 2,000 word essay, and substantially more for a larger piece of assessed work (at least 15-20 items comprising a mixture of books and journal literature). Your ability to demonstrate your engagement with and knowledge of this material will be reflected in the overall mark awarded to your work.

A word of warning: for factual information or academic research, you should not rely uncritically on sources like Wikipedia, which is generated and maintained by users of the internet. While some entries may be of a very high standard and useful for research, others contain numerous errors.

Dissertations

The tutor with overall responsibilities for dissertations is Dr Hormoz Ebrahimnejad (h.ebrahimnejad@soton.ac.uk). The dissertation is compulsory for Single Honours students in their Final Year; Joint Honours students in Year 3/Final Year must choose which Discipline to write a dissertation in.

Single Honours Students

Single Honours History students will normally write their dissertations under the supervision of their Special Subject tutor, who will help them to decide which particular subject to focus on. Topics might relate to a particular person, for example, to a particular district or to a particular set of documents.

Joint Honours Students

Modern Languages and History students who have completed their year abroad project in year 3 are not *required* to take a dissertation in either subject in their final year, but may *choose* to do so in either History or the partner discipline. All

other Joint Honours students are required to write a dissertation in one of their honours subjects.

Joint Honours students who choose to write a dissertation in History have the following options:

To take Part 1 of a special subject course – that is to say, the Special Subject in Semester 1 - and then to write a dissertation under the supervision of their Special Subject tutor in Semester 2.

OR

To take an 'Alternative Histories' course in semester 1, and then write a History dissertation related to that course - with one of the 'Alternative Histories' tutors acting as supervisor - in Semester 2.

Academic Integrity and Plagiarism

Please read the section on this in the Faculty Handbook starting on Page 16, you should also read and make yourself fully aware of the University's policy on Academic Integrity. Full details on the policy can be found at:

<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-statement.html>

A useful online guideline to Academic Integrity can be found at:

<http://www.studyskills.soton.ac.uk/integrity/>

You should also take the time to read the booklet on Academic Integrity produced by SUSU, which is available via <http://www.susu.org/help-and-support/advice-centre/2012/>.

The University takes any breaches of academic integrity (such as plagiarism, cheating, recycling of your or another students work, or falsification of research) extremely seriously and any evidence of such can result in the termination of your programme. Any questions may be addressed to History's Academic Integrity Officer, Professor Peter Clarke (p.d.clarke@soton.ac.uk).

5. ACADEMIC PROGRESSION

Feedback

Your module tutors will provide written feedback on the cover sheet of your assessed assignments. Written feedback on examinations is given on an examination feedback form. All marks given for assessed work and examinations are provisional until confirmed at the Final Examination Board in each year (following moderation or, where relevant, double marking, and external examiners' scrutiny). The provisional mark provided in feedback is a major indicator of your academic progress, but it is also very important to pay careful attention to general comments and notes on specific points made by your module tutor. If there is anything in the feedback that you do not understand or if you feel a need for additional guidance and advice, your module tutor will be very happy to talk to you personally. Feedback is crucial to your progression as a History student at Southampton.

All students are strongly encouraged to make good use of the opportunities provided by their module tutors' weekly office hours – these are times when you can drop in, or make an appointment to request detailed feedback on your academic performance.

Return of Coursework, Assessed Work and Examination Scripts

- You should collect any non-assessed coursework from your module tutor (unless otherwise advised).
- All formally assessed work is collected from the Humanities **Student Office room 1121**. Please remember to take your ID card with you as proof of identity. Alternatively, a module tutor may decide to return coursework to you in person.
- We do not return examination scripts or dissertations. We provide detailed feedback via written examination feedback forms and the dissertation coversheets.

Quality Assurance

We have a rigorous quality assurance system in place. To ensure that you receive an education and qualification from which you will derive lasting benefit in a rapidly changing world, we constantly monitor the quality of our History programmes. All modules are subject to regular appraisal and review in History. We invite you to comment on modules in the middle of each semester and to complete a questionnaire at the end. Your feedback helps us to maintain the best possible quality of teaching for all students, to monitor programmes and modules, and to make changes where necessary. Module tutors will give you their response to the questionnaires, via the module Blackboard site or their notice boards. This, in turn, forms part of the overall review of History programmes conducted annually by the Director of Programmes.

Assessment criteria for undergraduate History programmes

Most of your module handbooks will contain the criteria according to which your assessments will be marked. You can also find a full listing of marking criteria for each form of assessment practiced in History in the discipline's assessment strategy, which can be downloaded from the History website. If there is anything that you would like clarification on, please do not hesitate to consult your module tutor.

A general guide to what would be expected within each marking range follows:

FIRST CLASS 70-100%

High First (80% and above)

- exceptional work judged against all criteria
- near-flawless performance of the task with significant originality of approach which pushes the boundaries of the course material
- most elements of the performance are appropriate to postgraduate work or indicative of unusual excellence

Middle First (75-79%)

- outstanding work judged against all criteria
- the task is completed with originality and attention to detail and near-flawless argument
- some elements of the performance are suggestive of postgraduate work or indicative of unusual excellence

Lower First (70-74%)

- excellent work judged by all criteria
- evidence of independent and relevant thought and argument
- some originality of approach
- securely supported argument with relevant and wide-ranging selection of primary and secondary evidence
- very good level of analytical skills in evidence
- engagement with relevant academic debates
- very clear and competent presentation skills (including correct observance of formal requirements)

UPPER SECOND (60-69%)

- good to very good quality work
- independent approach to the set task, but significantly dependent on material from lectures and seminars
- good use of evidence with relevant selection of primary and secondary material (some minor flaws in evidence and relatively limited range of reading distinguish this class from first class)
- good level of analytical skills in evidence
- good level of competence in presentation skills (including correct observance of formal requirements)

LOWER SECOND (50-59%)

- work in the range of below average to good quality
- relatively routine and pedestrian when judged against all criteria

- competent use of primary and secondary material, but largely dependent on core course materials/evidence of limited reading
- limited competence in structuring and/or articulating coherent argument
- limited evidence of analytical skills – e.g. relevance to question is unclear in places; rather descriptive account of the question being discussed
- generally competent in presentation skills (including correct observance of formal requirements)

THIRD CLASS (40-49%)

- well below average quality work
- very dependent on secondary material
- substantial elements of the argument are unclear or absent
- very limited skills in structuring and/or articulating coherent argument
- very limited analytical skills – e.g. limited relevance to question; substantially descriptive account of the question being discussed
- satisfies minimum formal requirements

work at the lowest end of this range achieves the bare minimum requirement to be considered as sufficient for Honours level or sufficient to qualify

FAIL (0-39%)

- at this grade a student in Year 1 would fail to qualify
- in Year 2 and Final Year, work does not represent the bare minimum to achieve Honours
- very derivative work, with substantial failures of understanding of material
- lack of analytical approach; very descriptive
- argument is substantially incoherent
- substantial failures in maintaining relevance to the question
- substantial failures in structuring and/or articulation of coherent argument
- failures in satisfying formal requirements
- shows lack of effort
- evidence of plagiarism or other serious breaches of academic integrity

Progression

Year 1

At the end of each semester, you will take a qualifying examination, which determines whether or not you will be permitted to continue into the degree programme proper. Your module tutors will provide specific advice on how to revise for each type of examination that you will take. Year 1 assessment is not included in your final degree result, but for you to progress to Year 2 you must EITHER achieve Honours equivalent standard (40% or above) in each unit OR you must obtain an average of 40% or above across all modules and fall below 40% in no more than the equivalent of 30 credits.

If you do not meet these requirements, OR if you obtain a mark of 25% or under in any Year 1 module, you will be referred for re-examination in the Supplementary Examination period in those elements which you have failed. While a pass at this stage will enable you to proceed into year 2, a further fail will mean the termination of your course (subject to a right of review or appeal).

Year 2

In your second year, the pass mark for an Honours degree is 40%. **If you fail to reach a mark of 25% in any module, OR if the number of your failed modules totals more than 30 credits, with marks between 0 and 39%, you will be required to re-sit the modules concerned in the Supplementary Examination period. Please note that in these circumstances all marks will be capped at 40.**

Year 3

In the final year, the pass mark for an Honours degree is 40%. **If you fall below this mark in any module, you will not normally be required to re-sit the module concerned unless you fail to reach a mark of 25% in any of your modules, OR if your overall degree result is a fail. In these circumstances all marks will be capped at 40%. Please note that examinations and assessments contribute towards the final degree result in a weighting of 1:2 of Year 2 against Year 3 work.**

Assessment and Examination Procedures

We take great care over marking your coursework and examinations. All modules are rigorously moderated. This means that after marking the work for the module, the module tutor hands a sizable sample of the work to another tutor to check that the marking is consistent with the assessment criteria. In some circumstances (for example, where a module tutor is new to Southampton), all work for the module will be second-marked. All third-year dissertations are second-marked. Assessed work and exam scripts are anonymised prior to marking.

In addition to these internal procedures, History also invites four experienced examiners external to the university to review marked work for each year 2 and year 3 module, including a large sample of dissertations. The role of these external examiners is to ensure that marking within the discipline is consistent with national standards and that the assessment and marking procedures are fair and equitable to all students on the History degree programmes.

These examiners submit a report each year to the Faculty that the discipline must respond to in its own annual programme review. Aspects of these reports will be discussed at the autumn staff-student liaison committee.

If you have any questions about the examinations process, please contact the Chair of Exams: Professor Mark Stoye (mjs@soton.ac.uk).

Undergraduate History Prizes

Year 1 History students are eligible for

- The History Alumni Year 1 prize (£100 for the best overall performance in History - including Joint Honours - in the qualifying examination).

Year 2 History students are eligible for

- The Alan F.H. Baylis Prize (£100 for the best overall performance in Year 2)
- The Timothy Reuter Prize (£50 for the best piece of assessed work in a pre-1750 module in Year 2 or Final Year, in memory of Professor Timothy Reuter, Professor of Medieval History, University of Southampton, 1994-2002)

History finalists are eligible for

- The History Alumni Year 3 Prize (£100 for the best overall performance in Final Year)
- The Timothy Reuter Prize (£50 for the best piece of assessed work in a pre-1750 module in Year 2 or Final Year)
- The Dissertation prize (£100 for the best History dissertation)

All Undergraduates are eligible for

- The annual Moss Prize is awarded to the best undergraduate assessed essay on a theme relating to Jewish history and culture or the wider relations between the Jewish and non-Jewish worlds. The prize is normally £200.
- The Wellington Prize is open to all undergraduate and postgraduate students of the University of Southampton, whose work includes elements in the general area of Iberian studies, military history, British political history or government of the eighteenth and nineteenth centuries. The value of the prize is approximately £200. The Wellington Prize is awarded annually to the student making the most notable contribution in the area of Wellington Studies (as defined above). At undergraduate level, this may take the form of a dissertation or assessed essay, an excellent performance on a relevant BA unit, or original and innovative use of the Wellington Papers in the Special Collections as part of their degree course (for example, in the Year 2 Group Project).