

**Faculty of Arts and  
Humanities**

**School of Humanities**

**History  
Undergraduate  
Student Handbook  
Information**

**2019-20**

## History Student Handbook 2018-19

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**Note:** This booklet is for all undergraduate students taking modules in History. It is updated annually, and modules will vary from year to year. ***Please read the regulations in particular with care; if you do not observe them, your degree could be at risk.*** We do our best to ensure that these regulations conform to Faculty and University policy, but in the unlikely event of any discrepancies, please note that the Faculty and University policies take precedence.

#### ***Disclaimer***

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session.

*This handbook is available in alternative formats on request.*

## 1. INTRODUCTION

Welcome from the Head of History

On behalf of all colleagues, I would like to 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 to have you as a member of our learning community.

This is a large, vibrant and high-achieving department, which offers an extensive range of course modules and many other learning opportunities, from evening talks, roundtable discussions and weekend study days. I would urge you to take full advantage of the opportunities on offer. When choosing what modules to study do look at the wide range of topics we cover and don't be afraid to try something new – you may be surprised at what you find and the connections you make as you build up your understanding of the past.

This Handbook has been designed by colleagues to provide you with essential information for the year ahead. Please use it: it should help ensure that you make the most of your studies. If you have any questions, don't hesitate to contact your personal academic tutor or any other member of the academic or administrative staff. We pride ourselves on being a friendly and accessible department. We're here for you.

I hope you will have a wonderful year. Enjoy your studies.

Professor Kendrick Oliver

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.*

## 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 online 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. Remember that email is a formal means of communication so you should use a salutation and a signature in every message, Use standard punctuation, capitalization, spelling and grammar. Make sure that you have done your part in solving the problem you need to solve before sending an email. Email is our main way of communicating with you so you *must* check your emails every day.
- 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 Department:

Director of Programmes:

Discipline Administrative Liaison:

Professor Kendrick Oliver

Dr Christopher Prior

Student Office

Lecturers	Administrative Post	Room number	Extension	Email
Dr Remy Ambühl	Director of Centre for Medieval and Renaissance Culture	3081	27520	<a href="mailto:ra4c09@soton.ac.uk">ra4c09@soton.ac.uk</a>
Prof George Bernard	Heritage, Museums and Galleries Liaison Officer	2049	22241	<a href="mailto:gwb@soton.ac.uk">gwb@soton.ac.uk</a>
Prof David Brown	Research Leave	1024	29397	<a href="mailto:d.s.brown@soton.ac.uk">d.s.brown@soton.ac.uk</a>
Dr Annelies Cazemier	Internationalisation and Erasmus	1003	21944	<a href="mailto:A.Cazemier@soton.ac.uk">A.Cazemier@soton.ac.uk</a>
Prof Peter Clarke	Chair of Exams	2079	24865	<a href="mailto:p.d.clarke@soton.ac.uk">p.d.clarke@soton.ac.uk</a>
Dr Eve Colpus	History TEF Coordinator	1053	27138	<a href="mailto:e.c.colpus@soton.ac.uk">e.c.colpus@soton.ac.uk</a>
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Dr Elisabeth Forster	Admissions Team	2051	22230	<a href="mailto:e.a.h.forster@soton.ac.uk">e.a.h.forster@soton.ac.uk</a>
Dr Chris Fuller	Head of Admissions World Ideologies Convenor	1051	27245	<a href="mailto:c.fuller@soton.ac.uk">c.fuller@soton.ac.uk</a>
Dr Julie Gammon	School of Humanities Exams Officer Outreach Officer Group Project Coordinator (Semester 1)	2069	22236	<a href="mailto:jg15@soton.ac.uk">jg15@soton.ac.uk</a>
Dr George Gilbert	Student Liaison and Communications ECR Representative	1067	27245	<a href="mailto:G.Gilbert@soton.ac.uk">G.Gilbert@soton.ac.uk</a>
Prof. Neil Gregor	Head of Research (Semester 1) Research Leave (Semester 2)	2057	24866	<a href="mailto:ng1@soton.ac.uk">ng1@soton.ac.uk</a>
Prof. Maria Hayward	Deputy Head of Department Ancient History Coordinator	2059	27497	<a href="mailto:m.hayward@soton.ac.uk">m.hayward@soton.ac.uk</a>
Dr Jon Hunt	Social Media/Departmental Blog	2064	25876	<a href="mailto:J.R.Hunt@soton.ac.uk">J.R.Hunt@soton.ac.uk</a>
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Prof. Tony Kushner	Fund Raising and Admin, Parkes Institute	2053	22233	<a href="mailto:ark@soton.ac.uk">ark@soton.ac.uk</a>
Dr Craig Lambert	Deputy Director of Programmes Fire Warden SSLC Chair	2074	28027	<a href="mailto:C.Lambert@soton.ac.uk">C.Lambert@soton.ac.uk</a>
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Prof. Dan Levene	Ethics Officer Internationalisation, Parkes Institute	1001	24795	<a href="mailto:dl3@soton.ac.uk">dl3@soton.ac.uk</a>
Dr Heather Mann		TBC		
Dr John McAleer	Senior Tutor	2043	22242	<a href="mailto:j.mcaleer@soton.ac.uk">j.mcaleer@soton.ac.uk</a>

<b>Lecturers</b>	<b>Administrative Post</b>	<b>Room number</b>	<b>Extension</b>	<b>Email</b>
Dr Pritipuspa Mishra	Director of Centre for Imperial and Postcolonial Studies (Semester 1) Research Leave (Semester 2)	3075	26865	<a href="mailto:pritti.mishra@soton.ac.uk">priti.mishra@soton.ac.uk</a>
Prof. Kendrick Oliver	Head of Department	2061	22243	<a href="mailto:ko@soton.ac.uk">ko@soton.ac.uk</a>
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Prof Christer Petley	Faculty Director of Admissions and Recruitment	2081	22152	<a href="mailto:cp16v07@soton.ac.uk">cp16v07@soton.ac.uk</a>
Dr Chris Prior	Director of Programmes Year 1 tutor	1024	24155	<a href="mailto:c.prior@soton.ac.uk">c.prior@soton.ac.uk</a>
Dr Eleanor Quince	Employability Officer Dissertations module convenor Reading Histories module convenor	1049	22246	<a href="mailto:E.M.Quince@soton.ac.uk">E.M.Quince@soton.ac.uk</a>
Dr Louise Revell	School of Humanities Academic Integrity Officer	1055	23023	<a href="mailto:Louise.Revell@soton.ac.uk">Louise.Revell@soton.ac.uk</a>
Dr Charlotte Riley	Equality and Diversity Officer World Histories Convenor	1047	27466	<a href="mailto:C.L.Riley@soton.ac.uk">C.L.Riley@soton.ac.uk</a>
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Dr Helen Spurling	Research Leave (Semester 1) Group Project Coordinator (Semester 2) UoA Champion (Semester 2)	2047	22230	<a href="mailto:h.spurling@soton.ac.uk">h.spurling@soton.ac.uk</a>
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Prof. Ian Talbot	Joint Honours Coordinator Director of Centre for Imperial and Postcolonial Studies (Semester 2)	2075	22242	<a href="mailto:i.a.talbot@soton.ac.uk">i.a.talbot@soton.ac.uk</a>
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Please note: Contact details for all part-time tutors will be displayed on Blackboard sites for individual modules.

Note on telephone numbers: the above are internal numbers. To contact from an outside line, use (023) 8059 4xxxx, where the 4 xs are replaced with the last 4 digits of the internal number.

## Deadlines for Assessed Work 2019/20

### Year 1

<b>SEMESTER 1</b>	
STANDARD DEADLINES	
HIST1151 Critical Review 1	4.00pm Thursday 17 October 2019 (week 3)
Cases and Contexts Exercise	4.00pm Thursday 07 November 2019 (week 6)
HIST1151 Critical Review 2	4.00pm Thursday 07 November 2019 (week 6)
HIST1151 Critical Review 3	4.00pm Thursday 28 November 2019 (week 9)
Cases and Contexts Essay	4.00pm Thursday 12 December 2019 (week 11)
HIST1151 Group Presentations	Monday 6 – Friday 10 January 2020 (week 12)
<b>SEMESTER 2</b>	
STANDARD DEADLINES	
HIST1150 Essay Proposal	4.00pm Thursday 27 February 2020 (week 5)
Cases and Contexts Exercise	4.00pm Thursday 05 March 2020 (week 6)
HIST1150 Report	4.00pm Thursday 19 March 2020 (week 8)
Cases and Contexts Essay	4.00pm Thursday 30 April 2020 (week 10)
HIST1150 Essay	4.00pm Thursday 14 May 2020 (week 12)

### Year 2

<b>SEMESTER 1</b>	
STANDARD DEADLINES	
15-Credit Module Essay	4.00pm Thursday 14 November 2019 (week 7)
Option Essay 1	4.00pm Thursday 14 November 2019 (week 7)
Option Essay 2	4.00pm Thursday 12 December 2019 (week 11)
<b>SEMESTER 2</b>	
STANDARD DEADLINES	
Group Project Proposal	4.00pm Thursday 13 February 2020 (week 3)
Group Project Poster	4.00pm Thursday 5 March 2020 (week 6)
Option Essay 1	4.00pm Thursday 12 March 2020 (week 7)
15-Credit Module Essay	4.00pm Thursday 12 March 2020 (week 7)
Group Project Individual Essay	4.00pm Thursday 19 March 2020 (week 8)
Group Project Poster Event	Afternoon of Friday 20 March 2020 (week 8)
Option Essay 2	4.00pm Thursday 30 April 2020 (week 10)
Group Project Group Essay	4.00pm Thursday 07 May 2020 (week 11)
Group Project Public Outcome	End of Friday 15 May 2020 (week 12)

### Final Year

<b>SEMESTER 1</b>	
STANDARD DEADLINES	
Reading Histories Book Review	4.00pm Thursday 31 October 2019 (week 5)
Special Subject Essay 1	4.00pm Thursday 07 November 2019 (week 6)
Reading Histories Presentation	Monday 18 – Friday 22 November 2019 (week 8)
Special Subject Essay 2	4.00pm Thursday 05 December 2019 (week 10)
Short Histories Essay	4.00pm Thursday 12 December 2019 (week 11)
Short Histories Learning Journals	4.00pm Thursday 09 January 2020 (week 12)
Reading Histories Essay	4.00pm Thursday 09 January 2020 (week 12)
Gobbets Paper	Released Monday 13 January 2020 (exam period) Submitted 4.00pm Thursday 16 January 2020 OR 4.00pm Monday 20 January 2020
<b>SEMESTER 2</b>	
STANDARD DEADLINES	
Special Subject Essay	4.00pm Thursday 19 March 2020 (week 8)
Dissertation	4.00pm Thursday 30 April 2020 (week 10)

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 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.

**Please note that the deadlines published, were correct at the time of writing, but may be subject to change. You will be notified of any changes at the earliest opportunity.**

**Additional costs**

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

## 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, or to the Humanities Student Office.

#### ***Web Pages***

Please familiarise yourself as soon as possible with the [History website](#), which contains essential information about the department.

#### ***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](#) and [Twitter](#).

#### ***Module Tutors***

Your module tutors are your first point of contact if you have questions about a specific module. Their contact details are given on pages 5 and 6.

#### ***Director of Programmes***

The History Director of Programmes, [Dr Christopher Prior \(c.prior@soton.ac.uk\)](mailto:c.prior@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 module tutor. [Dr Craig Lambert \(C.Lambert@soton.ac.uk\)](mailto:C.Lambert@soton.ac.uk) is the Deputy Director of Programmes and is also available to assist you with your queries.

#### ***Ancient History programmes***

Queries related to these programmes should be directed to [Professor Maria Hayward \(m.hayward@soton.ac.uk\)](mailto:m.hayward@soton.ac.uk) as Ancient History coordinator. [Dr Christopher Prior \(c.prior@soton.ac.uk\)](mailto:c.prior@soton.ac.uk) the Director of Programmes for History, and [Dr Craig Lambert \(C.Lambert@soton.ac.uk\)](mailto:C.Lambert@soton.ac.uk) the Deputy Director of Programmes are also available for advice.

#### ***Joint Honours History programmes***

For specific questions relating to all Joint Honours History programmes, please contact [Professor Ian Talbot \(I.a.talbot@soton.ac.uk\)](mailto:I.a.talbot@soton.ac.uk) as Joint Honours liaison or the academic lead for the other discipline, as identified below:

Archaeology: Dr Will Davies [S.W.G.Davies@soton.ac.uk](mailto:S.W.G.Davies@soton.ac.uk)

English: Dr Stephanie Jones [S.J.Jones@soton.ac.uk](mailto:S.J.Jones@soton.ac.uk)

Film: Dr Shelley Cobb [S.Cobb@soton.ac.uk](mailto:S.Cobb@soton.ac.uk)

Modern Languages and Linguistics: Dr Marta Crosby [M.Crosby@soton.ac.uk](mailto:M.Crosby@soton.ac.uk)

Modern History and Politics: Dr Matt Ryan M.G. [Ryan@soton.ac.uk](mailto:Ryan@soton.ac.uk)

Music: Dr Tom Irvine [T.A.Irvine@soton.ac.uk](mailto:T.A.Irvine@soton.ac.uk)

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

Winchester School of Art: Tom Metcalf [T.S.Metcalf@soton.ac.uk](mailto:T.S.Metcalf@soton.ac.uk)

#### ***Advice and Feedback hours***

During term time, all academic staff and part-time tutors will have Advice and Feedback 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 consultation hours. If you need to consult a member of academic staff outside the period of advice and feedback 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 Group Project, 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 Craig Lambert. The SUSU History Vice-President also attends meetings of the History Board of Studies. In addition, History students are represented on the School 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](mailto: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 [History Society website](#).

### **Study Abroad**

Students at the University of Southampton have the opportunity to study abroad during their degree programmes, and the available options vary in length of time. Many students choose to spend the third year of a 4-year degree studying abroad (History with a year abroad). For students on a 3-year history programme there is the possibility of spending the first semester of your second year abroad, or you could apply for a place on one of the many summer schools offered by the University's exchange partners. As a first port of call, see the University's Study Abroad website:

<https://www.southampton.ac.uk/uni-life/exchanges/outgoing/outgoing-students.page>

You will receive further information about study abroad opportunities via email and, if you are interested, you should attend the relevant meetings which will be advertised in semester 1.

Study abroad 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. The University of Southampton greatly values its exchange links with excellent universities around the world. This includes links with exchange partners in Europe at departmental level for History (e.g., Potsdam in Germany, Bergen in Norway) as well as faculty-wide partners (e.g., Groningen in the Netherlands, Charles University in Prague, Czech Republic). The Faculty and the University also have links with universities in the USA, Canada, Hong Kong, Japan, South Korea, Australia, and New Zealand. For a complete list of the University's exchange partners, visit this website:

<https://www.southampton.ac.uk/uni-life/exchanges/exchange-partners.page>

History is keen to encourage students to take up a study abroad place and tries to ensure that your work profile is enhanced by this experience. If you go abroad for a year or a semester, 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. While many of our exchange partners offer courses in English, it is a good idea to spend some time learning the language of your host country where relevant. You could take a language course at Southampton in your first or second year, and there often is the opportunity to study language while you are abroad. For further information about Study Abroad opportunities, please see the [Study Abroad Exchange website](#) or contact the Study Abroad co-ordinator [Dr Annelies Cazemier \(A.Cazemier@soton.ac.uk\)](mailto:A.Cazemier@soton.ac.uk).

### 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 School 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 two different ways to find materials online, which are computerised OPACs (on-line public access catalogue). The first is 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.

Alternatively, there is a second, newer system that you should acquaint yourself with, through which individual journal articles or book chapters in edited collections can be found. This is the library's other search interface, [DelphiS](#). If any search for an individual article or book chapter in an edited collection does not bear fruit, then go through the route noted above about searching for journals and edited collections rather than articles and individual chapters from edited collections, and this should work.

The library staff are very willing to help with any enquiries or problems. [Michael Latham](#) is the librarian with chief responsibility for the History collections. He can be contacted at [libengs@soton.ac.uk](mailto:libengs@soton.ac.uk).

#### Programme Structure

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](#). A full list of the optional modules running this year is accessible via the online Programme Catalogue.

All degree programmes in the School 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, the first and second modules are a mixture of 15 and 30 credits but most third year modules are double modules (30 credits each). Here, we will just confine ourselves to the details of the Year 1 modules:

### ***Year 1 Compulsory Modules***

In **Semester 1**, 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.

Students taking Ancient History degrees (single and combined honours) have their own compulsory module, ***Introduction to the Ancient World (HIST1155)***, which they take in place of World Histories.

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.

If you are a Single Honours Ancient History student, instead of ***World Ideologies***, you will take ***Ancient History: Sources and Controversies (HIST1154)*** and ***Wonderful Things: World History in 40 Objects (ARCH1062)***.

For more detail about this, Level 1 students are requested to consult the **Year 1 Module Choices 2019-20** handbook sent over to them during the summer prior to their arrival.

### ***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 option choice system. 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 *alternative subject* (see below). Single Honours students must take at least one pre-modern ***Cases and Contexts*** module (for this purpose, ‘modern’ is defined as anything from c.1750 onwards).

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).

### ***Choosing your Modules***

In Semester 2, Level 1 and Level 2 students register for modules for the following year using the Choices system and you will receive information about how to do this, and about the modules that will be running.

### ***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. 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 UOSM 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, HIST3021, and HIST3242).

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***

The School 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.

### ***Minors***

You can choose to study a Minor subject alongside your main programme of study, The Minor will be in a different area to History. Upon successful completion the Minor will appear on your degree certificate as "*History with a Minor in Minor Subject*". Minors are currently available in subjects such as:

Anthropology, Applied economics, Archaeology, Creative writing, Criminology, Demography, Ecology and evolution, Economic history, English, Film, International relations, Linguistics, Migration, Modern languages, Music, Politics, Psychology, Public policy, Social policy, Sociology, and Sustainability.

Further information about the Minors scheme is available [here](#), and full details about the Minors are provided in the first semester of the first year. Most Minors begin in semester two of the first year. A Minor requires you to complete and pass 37.5 ECTS that are from the defined 'Minor' group or 45 ECTS of languages during the course of your degree.

If you register for a Minor you will substitute one of your optional History modules in semester 2 one of the required modules due to start in semester two. From that point onwards, students on all Minors will need to select two modules from within the respective Minor in each of the subsequent years of their main programme of study.

### **Checking your Timetable**

If you have successfully enrolled, you will be able to view your timetable online via the [SUSSED](#) portal. 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 Student Office at the Avenue Campus (normal office hours apply) or you can email [timetabling@soton.ac.uk](mailto:timetabling@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. Staff will advertise the times of these on Blackboard and outside their offices.

### ***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, year 2 15 credit modules and some Alternative Subjects in other Disciplines): 150 hours over 12 weeks

Double Modules (all other History modules including the Group Project and Dissertation): 300 hours over 12 weeks.

**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.

Being able to hear historians talking about their most recent research and sharing their findings with you is one of the many fantastic opportunities you have while studying for a history degree.

Notices of meetings will be distributed by email and on the History noticeboard. For further information, please contact [Professor Neil Gregor \(ng1@soton.ac.uk\)](mailto:ng1@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: [Dr Claire Le Foll](#)) 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 many academics within the School 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 School 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](#).

### ***Centre for Imperial and Post-Colonial Studies***

The Centre for Imperial and Post-Colonial Studies (CIPCS) (Director in Semester 1: [Dr Priti Mishra \(priti.mishra@soton.ac.uk\)](#); Director in Semester 2: [Professor Ian Talbot \(i.a.talbot@soton.ac.uk\)](#)) was founded in 2006 to bring together a wide range of interests from researchers in History and other disciplines in the School of Humanities at the University of Southampton. Its aim is to create a multi- and increasingly inter-disciplinary 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 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 visit [www.southampton.ac.uk/scecs](http://www.southampton.ac.uk/scecs).

### ***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 visit <https://www.southampton.ac.uk/scnr/index.page>.

### ***University of Southampton Special Collections***

The university benefits immensely from the Special Collections house 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 \(c.m.woolgar@soton.ac.uk\)](mailto:c.m.woolgar@soton.ac.uk).

## 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* (2<sup>nd</sup> edition, 2008). Known as the *MHRA Style Guide* for short, the latest edition of this publication is available to download as an [Adobe Acrobat PDF file](#) or it can be purchased as a book for £9.50.

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 or keeping one readily accessible at all times on any computers you use. It will serve you well!

### ***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 essays 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 School Handbook for details of the School/Faculty Over Length Policy on over length work.**

### **Late work**

Students are reminded of History's adherence to the University guidelines on penalties for the late submission of essays. For further information, consult section 6 of the Humanities Undergraduate Handbook, available [here](#).

### **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 practice 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](#).

## **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.

*AHR*: American Historical Review

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

*BPP*: British Parliamentary Paper

*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 Eleanor Quince \(E.M.Quince@soton.ac.uk\)](#). The dissertation is compulsory for Single Honours students in their Final Year; Joint Honours students in their Final Year must choose which Discipline to write a dissertation in. There will be a series of information meetings about the dissertation in the summer term of your second year and the first semester of your final year. The dissertation modules (HIST3021, or HIST3210 for Ancient History Students, as well as HIST3242 Reading Histories) have very helpful Blackboard sites which you will be able to access from the beginning of your final year.

## **Academic Integrity and Plagiarism**

Please read the section on this in the School Handbook, you should also read and make yourself fully aware of the [University's policy on Academic Integrity](#). The Students' Union also produces information on matters such as Academic Integrity, which can be found [here](#).

The University takes any breaches of academic integrity (such as plagiarism, cheating, recycling of your or another student's 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, [Dr Katalin Straner \(K.Straner@soton.ac.uk\)](#).

## 5. ACADEMIC PROGRESSION

### Feedback

Details on coursework and examination feedback can be found in Section 6 of the Humanities Undergraduate Handbook. A link to the University's regulations on Progression can be found in the same handbook on page 6.

### ***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 and will be available to you on your module Blackboard sites. If there is anything that you would like clarification on, please do not hesitate to consult your module tutor.

A general guide to essay marking criteria follows:

<b>FIRST CLASS 70-100%</b>
<b>UPPER FIRST (75+)</b>
Outstanding work; a task completed with originality and attention to detail, exceptional research, sophisticated analysis of sources, and critical awareness and argument, and near-flawless writing and presentation. A mark of 80% or over signifies exceptional work of postgraduate quality; significant originality of argument and approach which challenges existing historiography where it exists, or proposes new interpretations of otherwise overlooked or underused sources, or connects sources together in an innovative manner and pushes the boundaries of the course material.
<b>LOWER FIRST (70-74)</b>
Excellent work judged by all criteria; some originality of approach and convincing argument supported by significant historiographical research and a diverse selection of relevant primary sources often beyond what is provided in the module handbook. The essay will demonstrate fluidity, authority, and even flair in presenting its interpretation. The discussion will have critiqued a generous sample of recent scholarship and provided substantial analysis of primary materials. There may be one or two small errors, but these should relate to details and supporting evidence rather than major arguments or key analysis. Footnotes and bibliography will be presented precisely and accurately.
<b>SECOND CLASS 50-69%</b>
<b>UPPER 2:1 (65-69)</b>
A very well-argued essay that makes a comprehensive examination of recent scholarship, and provides a close analysis of relevant primary sources and/or historiography. The essay presents an assessment of the historiography, while paying attention to variations in methodology and use of sources. The essay will show good analytical skills but may be either slightly unoriginal or less authoritative in places, and not quite as dependent on original research as the first class range. Writing will be clear and effective, and footnotes and bibliography will be presented accurately with perhaps one or two small errors.
<b>LOWER 2:1 (60-64)</b>

Directly focuses on the question and has some awareness of the wider issues raised; linking central argument with context in places. The essay may contain one or two overlong sentences, but is generally well-organised and free from typographical errors. There will be a critical engagement with primary source evidence and/or reference to historiography, but less analysis and detail than the upper 2:1 range. The student may have made one or two factual errors, a relevant primary source may be missing and there may be omissions in the essay's treatment of the historiography. Footnotes and bibliography will be presented accurately with perhaps two or three small errors.

#### **2:2 (50-59)**

Recognises issues raised by question, but may drift into narrative or description, be overly general or simplistic in places, or neglect the context. There may be errors of interpretation, minimal supporting evidence from primary sources and major omissions of historiography. It is likely that more specific detail and analysis will be required. Toward the lower end of this classification, the essay may not maintain its focus or relevance, or may be significantly dependent on material from lectures and seminars. There may be omissions of footnotes and proper citations, and the bibliography may show evidence of limited reading. Essays which are poorly written, poorly structured, and poorly proof-read are unlikely to score higher than this mark classification.

#### **THIRD CLASS 40-49%**

Responds to question indirectly or incoherently, so that the answer is at best approximate. There may be little evidence for engagement with primary sources or with historiography, and there may be considerable dependence on lecture and seminar material rather than independent research. The structure and argument may not be appropriate, and the presentation of the essay may have substantial flaws in writing, layout, footnotes or bibliography, even the omission of one or more of those components.

A general guide to exam marking criteria follows:

#### **FIRST CLASS 70-100%**

##### **UPPER FIRST (75+)**

Answer is excellently-planned with an engaging or innovative argument, addresses precisely the question set, and follows a clear sequence from introductory comments, through its substantive argument, to a strong conclusion. Answer will discuss and critique historiography and provide a sophisticated analysis of primary source material. Answer demonstrates evidence of wide reading in the primary and secondary source material, and understanding of the relevant debates surrounding the question topic. The essay may demonstrate flair and originality, and may challenge the question set. Writing style and presentation will be clear, coherent and legible.

##### **LOWER FIRST (70-74)**

Answer is excellently-planned with an engaging or innovative argument, addresses precisely the question set, and follows a clear sequence from introductory comments, through its substantive argument, to a strong conclusion. Answer will discuss and critique historiography and provide an in-depth analysis of primary source material. Answer demonstrates evidence of wide reading and understanding of the relevant debates surrounding the question topic, perhaps with some omission in either the discussion of historiography or primary sources. Writing style and presentation will be mostly clear, coherent and legible.

#### **SECOND CLASS 50-69%**

##### **UPPER 2:1 (65-69)**

Answer is very well-planned, addresses the question set and has a clear structure. The argument will be interesting and relevant and present a good assessment of key historiography and primary sources. The answer may demonstrate less evidence of wide reading around the module content, and be narrower in ambition when addressing the question. Writing style and presentation is good.

##### **LOWER 2:1 (60-64)**

Answer is well-planned, addresses the question set and has a clear structure, though the essay's argument either may not emerge until the end of the essay or may not be supported effectively

throughout. It may demonstrate less evidence of wide reading around the module content, and be narrower in ambition when addressing the question. Some details or relevant sources may be missing or merit more in-depth analysis. Writing style and presentation is satisfactory.

#### **2:2 (50-59)**

Answer shows signs of planning, but does not execute the plan or drifts from the question set. Student is clearly familiar with the topic but is less able to shape that knowledge to address the problem set, and largely fails to contextualise the topic within the broader scope of the module. There may be minimal supporting evidence from primary sources and major omissions of historiography. It is likely that more precise detail and analysis will be required. There may be a lack of clarity and coherence in writing style and presentation.

#### **THIRD CLASS 40-49%**

Responds to question indirectly or incoherently, so that the answer is at best approximate. There may be little evidence for engagement with primary sources or with historiography, and there may be considerable dependence on lecture and seminar material rather than independent research. The structure and argument may not be appropriate, and the presentation of the essay may have substantial flaws in writing, layout, footnotes or bibliography, even the omission of one or more of those components.

### **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 several experienced examiners external to the university to review marked work, 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 School 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 Peter Clarke \(p.d.clarke@soton.ac.uk\)](mailto:p.d.clarke@soton.ac.uk).

### **Undergraduate History Prizes**

#### ***Year 1 History students are eligible for***

- The Elsie M Sandell prize (£50 for the best overall performance in Year 1 History - including Joint Honours)

#### ***Year 2 History students are eligible for***

- The Alan F.H. Bayliss Prize (£50 for the best overall performance in Year 2 History - including Joint Honours)
- 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 Alan Merson Prize (£100 for the best overall performance in Final Year History - including Joint Honours)
- The Timothy Reuter Prize (£50 for the best piece of assessed work in a pre-1750 module in 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).