

DEPARTMENT OF HISTORY

GRADUATE PROGRAMME IN HISTORY

***POSTGRADUATE STUDENT
HANDBOOK***

Year 2006-2007

**Please read this handbook now and keep it to
refer to throughout the year**

**This handbook is also available at
<http://www2.warwick.ac.uk/fac/arts/history/postgraduate/>**

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University Map

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WELCOME TO THE HISTORY DEPARTMENT... AND TO THE GRADUATE PROGRAMME IN HISTORY

We hope that your period of study in the Department will be rewarding, intellectually stimulating and happy. We are looking forward very much to working with you during your programme of study.

The Warwick History Department is a large and broadly-based research community with a high international reputation in British, European and Comparative American history. To this established base, we are now adding a substantial cohort of historians of Asia. Strong core research groups in British social history, women's history, and Renaissance and early modern British and European history complement the Department's other strengths in the modern history of Germany, Eastern Europe and Russia. The Department includes a unique concentration of American, Caribbean and Latin American historians of a high international reputation, grouped together in the School for Comparative American Studies (or CAS). Other research areas are in Eighteenth-Century Studies and in the Social and Cultural History of Medicine.

The History Department provides a lively and friendly environment for graduate study. In addition to any formal programmes you are following, there is an array of research seminars and informal reading groups in the Department, and in the Faculties of Arts and Social Studies, in which we hope you will participate. Your most direct contact with the staff is likely to be with your research supervisor or tutors on taught courses, but please feel free to approach any member of staff who may be able to help you with your work. You will find a full list of staff and their research expertise at the back of this booklet.

The following staff are responsible for the Graduate Programme as a whole:

Director of Graduate Studies

Professor Peter Marshall

Secretary to the Graduate Programme
in History

Mrs Ros Lucas

You will find a programme for the Induction Week for new graduate students inside the front cover of this Handbook.

I look forward to meeting you at the Reception for new postgraduate students on Monday 2 October at 5.00pm in H402.

Professor Margot Finn
Chair, Department of History
University of Warwick

INTRODUCTION

This Handbook has been compiled to provide you with a range of essential and useful information relating to your studies in the History Department at Warwick.

We welcome comments on the Handbook. Do let us know how useful you find it and pass on any suggestions for further improvement.

You will also receive a course outline for the 'Historical Research: Theory, Skill and Method' course, if you are following it, and for each core or optional MA course you are taking.

This Handbook provides basic information aimed to orient you, some specific information on your course of studies, plus some more specialised information that you probably won't need now but may require at some future stage in your studies. So please hang on to it, both for now and for future reference.

Peter Marshall
Director of Graduate Studies

1. ORIENTATION

DEPARTMENTAL ORGANISATION

The History Department currently has 38 full time members of staff, making it the largest department in the Arts Faculty. It has an annual undergraduate intake of some 175 students. It runs MA courses in Culture, Class and Power: European History since 1850; Religious and Social History, 1500-1700; Eighteenth-Century Studies; the Social History of Medicine; the History of Race in the Americas; Modern British History; and in Society and Culture in the Cold War. There is also a generic MA in History for students wishing to take any of the MA option courses on offer. It also accepts postgraduate students for MAs (by Research) and for PhDs on both a full-time and part-time basis. In some instances, an applicant for the taught MA may be admitted to the course to take the Postgraduate Diploma. On the satisfactory completion of coursework the applicant may be upgraded to MA Status and proceed to write a dissertation. The Graduate Programme in History comprised 39 research students and 29 taught master's students in the summer of 2006.

The School for Comparative American Studies (CAS) is located within the Department, and comprises eight staff. It runs its own undergraduate programme, and teaches the History of Race MA.

RESPONSIBLE STAFF

A full staff list is provided later in the handbook. But the colleagues who have special responsibilities in the Graduate Programme are as follows:

Director of Graduate Studies	Professor Peter Marshall Room 317; tel ext 23452 Email: P.Marshall@warwick.ac.uk
Course Director MA Culture, Class and Power: European History since 1850	Dr Christoph Mick Room 419; tel ext 75681 Email: C.Mick@warwick.ac.uk
Course Director MA in Eighteenth-Century Studies	Professor Maxine Berg Room 307; tel ext 23377 Email: Maxine.Berg@warwick.ac.uk
Course Director MA in Religious and Social History	Professor Steve Hindle Room 314; tel ext 24914 Email: Steve.Hindle@warwick.ac.uk
Course Director MA in the History of Race in the Americas	Dr Rebecca Earle Room 337; tel ext 23466 Email: R.Earle@warwick.ac.uk
Course Director	Dr Claudia Stein

MA in the Social History of Medicine	Room 312; tel ext 23425 Email: Claudia.Stein@warwick.ac.uk
Course Director: MA in Society and Culture in the Cold War (NOT RUNNING IN 2006-07)	Dr Patrick Major (ON SABBATICAL LEAVE) Room 327; tel ext 24421 Email: P.Major@warwick.ac.uk
Course Director MA Modern British History	Professor Margot Finn Room 304; tel ext 23979 Email: M.C.Finn@warwick.ac.uk
Course Director MA in History	Dr Rebecca Earle Room 337; tel ext 23466 Email: R.Earle@warwick.ac.uk
Course Director Historical Research: Theory, Skill and Method	Dr Rebecca Earle Room 337; tel ext 23466 Email: R.Earle@warwick.ac.uk
Tutor Responsible for Research Students	Professor Peter Marshall Room 317; tel ext 23452 Email: P.Marshall@warwick.ac.uk
Graduate Programme Secretary	Mrs Ros Lucas Room H343; tel ext 23292 Email: R.M.Lucas@warwick.ac.uk

Please note that the above 5-digit telephone numbers are for use when dialling from a university phone on the internal system. If you are dialling from outside, you need to prefix it with (024) 765.

COMMUNICATIONS

The atmosphere in the Department is friendly and informal and it is easy to see individual members of staff. All staff post 'office hours' on the doors of their rooms when they will certainly be available, and you can always set up appointments at other times by e-mailing them. If the individual you are seeking is not available, you may leave a message on his or her voicemail; phone again later; use email; or else contact the Graduate Programme Secretary, Ros Lucas on 23292.

There are staff and student pigeonholes in which messages may be left. The postgraduate and CAS staff pigeonholes are located on the third floor outside room H342. History staff pigeonholes are located in H306. Please check your pigeonhole regularly. You should also check your Warwick e-mail address regularly since, increasingly, messages to students will be delivered to your **University** email address.

Correspondence should be addressed to the Graduate Programme in History, Department of History, University of Warwick, Coventry CV4 7AL.

It is essential that we have up-to-date information on your address, phone number and email so that we can contact you at anytime. **You should complete the registration form enclosed with this Handbook, and return, with a passport-sized photograph, to the Graduate Programme Secretary, Ros Lucas. Please inform her of any subsequent changes.**

OFFICE ARRANGEMENTS

All contact regarding postgraduate affairs is dealt with by Ros Lucas (see p. 4 for details). The main office for the History Department is located on the third floor, in Room 305, adjacent to the office of the Department Chair.

STAFF-STUDENT LIAISON COMMITTEE

The Department has a Postgraduate Staff-Student Liaison Committee, for which Dr Rebecca Earle, MA Director, acts as convenor. Membership of the Committee is as follows: one representative from each of the taught MA Programmes (including or plus one part-time student); one research student from each year of study (including or plus one part-time student); at least two members of staff; and Richard Parker (ex-officio and as Library representative).

Student representatives should be elected at the end of the first meeting of their MA course. A Chair and a Secretary will be elected by the Committee on the first Friday of term (Friday 6 October).

The Committee meets two or three times in each term, to discuss matters of mutual interest and concern. It acts as a forum in which questions about your course of study, about teaching and learning, and about the running of the Graduate Programme can be raised, problems or complaints aired, and suggestions and remedies considered.

Minutes are kept of each meeting and are displayed on the SSLC Noticeboard outside H343. This is where the 'Notice of the next meeting' is also posted. Items for inclusion on the agenda can be left for the SSLC secretary in the dedicated Postgraduate SSLC pigeonhole outside H342.

You should consult the University *SSLC Handbook 2006-07. Good Practice Guidelines on Staff-Student Liaison* for a fuller account of Warwick's SSLC system. This can also be consulted at <http://www2.warwick.ac.uk/insite/info/quality/sslc/sslchandbook/>.

2. FACILITIES

RESEARCH AND WORK ACCOMMODATION

The Open Space ('The Graduate Space') on the fourth floor of Humanities provides a meeting place for postgraduate students. Adjacent to this is a postgraduate computing room with networked pcs available on a first-come, first-served basis. These facilities are shared with other graduate students in the Arts Faculty.

On the first floor of the University Library there is a postgraduate reading room, accessed via a code lock. Apply at the Enquiry Desk for further details. There are also a limited number of library carrels (small personal study areas) available in the Library. It is important to apply at the very start of term. Joint applications are strongly encouraged and it is likely that most carrels will be allocated to more than one student in order to optimise their use.

On the ground floor of the Library there is another computer cluster, with 150 machines. Access is available 24 hours a day, using your library card for entry. A Help Desk is available during office hours.

Sixty lockers are available to postgraduate students living off campus and are situated in the Physics concourse [see map p. 79]. Lockers will be allocated for the full academic year and a deposit will be charged for all keys handed out. If you think you are eligible for a locker it is important to apply at the very beginning of term - forms will be available on the first day.

COMMON ROOM

Room 301 is the Departmental Common Room, shared by staff and postgraduate students. You can help yourself to tea and coffee. There is also a microwave oven for heating up food, and a fridge if you wish to store food. There is also a fridge in the Graduate Office, H343, for use by postgraduate students.

STUDY SPACE

There is a small amount of study-space in the Department for research student use; arrangements for allocation and use will be made early in the Autumn term.

FACILITIES AND EQUIPMENT

If you wish to make a telephone call or FAX a document on departmental business, you may do so by arrangement with Ros Lucas. She also has official stationery. Please respect the fact that the Office is often very busy; you may have to wait. The Department also has a microfilm reader, some laptops for use in outside libraries and archives, and a digital camera. See Ros Lucas for booking details. As well as copies of previous taught MA

dissertations in the History Graduate Office, there are also some useful books you might like to consult [Appendix 6].

UNIVERSITY LIBRARY

Your University card will give you access to the Library, where sophisticated systems are available for conducting literature information searches, which are invaluable for research students. You will be taken through these on the induction programme in the Autumn term. The Library Subject Specialist for History is Richard Parker, whom you will meet early in the 'Theory, Skill and Method' course. He is also a regular attendee at the Graduate Programme SSLC.

IT INDUCTION SESSION FOR POSTGRADUATES

A member of IT Services will give a 10-minute presentation of IT facilities at a meeting on Monday 2 October at 2.00pm in H302.

LANGUAGE LEARNING FACILITIES

The University's Language Centre is located in the Humanities Building, and offers a wide range of courses at every level. Fuller details will be available from the Centre. The Department's policy is to offer to pay for ONE language course, relevant to his/her degree, per graduate student, with two conditions.

1. The student commits to attend the course regularly and do the required work for it – failing this, we will require repayment of the course fee.
2. The student demonstrates willingness to make a good faith effort to use the studied language for their MA. Thus, for example, normally we would expect that the research proposal submitted would include some work using the language. (In the event that using the language subsequently proved unnecessary or not feasible, we would waive this second requirement so long as good faith had been demonstrated.) Please see Peter Marshall, Director of Graduate Studies, if you wish to take up this offer.

PALAEOGRAPHY CLASSES IN THE CENTRE FOR THE STUDY OF THE RENAISSANCE

Those MA students with interests in the early modern period, whether or not they are registered for the MA in Religious and Social History, are encouraged to participate in the palaeography training provided in the course 'From Manuscript to Print' by Dr Teresa Grant for the MA students in the Centre for the Study of the Renaissance. If you choose to participate, you will be obliged to attend all the classes. The set book is Hilary Marshall, *Palaeography for Family and Local Historians* (Phillimore, 2004), copies of which will be available at a discounted price from the Centre at the start of term. [See course outline in the TSM Handbook.]

HEALTH AND SAFETY

Mrs Jean Noonan (Room H305) and Mrs Ros Lucas (H343) are qualified first aiders. They keep records of accidents and other incidents.

The Department maintains a register of staff and students with physical or medical problems which may require an emergency response from tutors or others. Listing is entirely voluntary. Individuals wishing their names to be included should make this known to Mrs Jean Noonan, Room H305. The registers will include information on what to do and who to contact in cases of emergency.

A copy of the Departmental Health and Safety Policy is posted on the noticeboard outside H305. Please make sure you read it at the beginning of your course of study.

POSTGRADUATE RESEARCH FUND

The Department administers a small Postgraduate Research Fund. All postgraduates are eligible to apply, but taught MA students may only apply for funds to help them with the research element of their course. The fund is only available to those who cannot claim from their research funding body. In the past expenditure has gone mainly on visits to archives and libraries, and (for research students) attendance at conferences. Funds are limited, and individuals will not normally receive more than £90. Please use the short application form [Appendix 5.1 of this handbook].

THE KINETON HUNDRED

Each year, funds permitting, the Kineton and District Local History Group offers a bursary of up to £100 to help meet costs incurred (travel, photocopying, microfilming) by a postgraduate student working in one of the local record offices on the history of Kineton or one of its neighbouring parishes. If you think you might be eligible please apply to the Director of Graduate Studies.

ANNUAL BURSARY IN SOCIAL HISTORY

A former History student has donated an annual bursary in memory of the late Dr Joan Lane, a former member of the History Department. Students will be invited to apply for this in April 2007.

MODERN RECORDS CENTRE RESEARCH AWARDS

Taught MA students: normally two awards per year to a maximum of £250 per award.

MA by Research students: two awards per year to a maximum of £500 per award.

PhD students: one award per year to a maximum of £500 per year.

The purpose of these awards is to encourage the use of the holdings of the Modern Records Centre. To this end the awards may be used to cover the expense of photocopying documents in the MRC or related archives. The awards can also be used to travel to archives where relevant research work might be completed. A call for proposals via your email address will be made in March 2007.

OTHER FUNDING

The Royal Historical Society provides grants for postgraduate students to attend conferences or training courses, and to meet the costs of visits to archives. For further details go to <http://www.rhs.ac.uk/postgrad.htm>.

Limited funds are available on a competitive basis, for students in Renaissance/early modern (c.1500-1800) to attend seminars and workshops at the Newberry Library in Chicago, through Warwick's membership in the Newberry Renaissance Center Consortium. Applications to be made in writing, at any time during the academic year, to the Director of the Centre for the Study of the Renaissance, Professor Steve Hindle.

HARDSHIP FUNDS

Access to Learning Funds are allocated to the University by the Government to provide selective help to home undergraduate and home postgraduate students who have serious financial difficulties. Full and part-time students paying home fees and who have been ordinarily resident in the British Isles for the three years immediately before the start of their studies are eligible to apply.

<http://www2.warwick.ac.uk/study/undergraduate/studentfunding/hardshipfunds/pghardship/>

CAR PARKING

Car Parking is particularly difficult for part-time students arriving after the early morning. It is usually possible to find spaces in fee-paying car parks. Students who face particular problems should contact University House Reception.

3. PERSONAL TUTORS AND PASTORAL CARE

In line with University policy all taught MA students are assigned a personal tutor, drawn from a list of all staff in the Department who are involved in the Graduate Programme by either teaching or supervision. If you have any queries or problems you may discuss these with your personal tutor, the Director of Graduate Studies, or the Chair of Department. Research students do not normally have a personal tutor, as their supervisor (or first supervisor) acts in a pastoral as well as an academic capacity. PhD, MPhil, and MA (by Research) students should, however, feel free to talk to the Director of Graduate Studies, the Chair of Department (indeed, to any member of staff) about personal and academic matters they do not wish to raise with their supervisor.

Under the University's Code of Good Practice, it is expected that a Personal Tutor will:

Meet all students at least once a term for an individual review of general progress and general well-being.

Set aside some fixed time or times (of at least one hour each week) when students may drop in.

Give students advice about their academic progress and general academic advice about courses and options.

Give students help and advice about non-academic matters as far as it is in their competence to do so, or advise them where further help can be obtained.

Be sensitive to the need of students to discuss personal matters with members of staff of the same sex as the student, and to make appropriate arrangements for this to happen.

Advise students of the procedures to be adopted in the event of an emergency.

Be prepared to act as referee for their students for job and other applications.

Perform all the responsibilities conferred on Personal Tutors in the University Regulations.

Of course none of this prevents you from approaching any member of staff in the Department. We are all very pleased to help with all aspects of pastoral and academic care.

If you feel you have problems which are affecting your ability to work effectively, you may well wish to discuss them first with your personal tutor or supervisor. However, pastoral care within the Department is also backed up

by the University's Counselling Service which is located in University House. [See <http://www2.warwick.ac.uk/services/tutors/counselling/student/>.] The Counselling Service also offers help with study skills problems, and with problems arising from dyslexia. In addition, they will supply you with information concerning the University's guidelines on sexual and racial harassment.

These Guidelines are also available at the University's Website:
http://www2.warwick.ac.uk/insite/campus_life/welfare/harassment/

Details of the University's Complaints Procedure will also be found here:
<http://www2.warwick.ac.uk/academicoffice/feedback/complain/procedure/>

Here are some useful pastoral/welfare telephone numbers:

Peter Byrd, Senior Tutor Email: P.Byrd@warwick.ac.uk	024 7652 2761 (Internal 22761)
Senior Tutor's Office Email: counselling@warwick.ac.uk	024 7652 3761 (Internal 23761)
Disability Co-ordinator Email: disability@warwick.ac.uk	024 7657 3734 (Internal 73734)
Academic Office Financial Advice Email: V.Sykes@warwick.ac.uk	024 7657 2952 (Internal 72952)
Students' Union Advice and Welfare Services Email: advice@sunion.warwick.ac.uk	024 7657 2824 (Internal 72824)
Nightline – student-run listening service 9.00pm-9.00am	024 7641 7668 (Internal 22199)
Chaplaincy	024 7652 3519 (Internal 23519)

4. INFORMATION FOR STUDENTS ON TAUGHT MA COURSES

COURSE STRUCTURE

All MA students follow the 'Historical Research: Theory, Skill & Method' (TSM) course. This runs over two terms.

Students following the MAs in History, in Religious and Social History, in Eighteenth-Century Studies, in Modern British History, and in Culture, Class and Power do TWO optional modules, selected from an available list. Students on the MAs in the Social History of Medicine, in Society and Culture in the Cold War, and in the History of Race in the Americas take a core module and ONE other option. Each module runs over one term.

HISTORICAL RESEARCH: THEORY, SKILL AND METHOD (TSM)

All taught MA students must take this course, which runs over Terms 1 and 2. MA (by Research) students and MPhil/PhD students who have not already completed an MA, or another approved course of training, will normally attend TSM and normally submit the required two essays associated with it. The course is designed to equip all students following graduate study in history with the tools of their trade and to introduce them to a wide range of theoretical, methodological and historiographical approaches.

Two assessed pieces of work will come out of this course: an 'Information Technology and Historical Research' essay and a 'History and Theory' Essay. We encourage you to link these to the main body of your dissertation.

More details of the TSM course and its requirements are contained in the TSM Course Handbook.

PART-TIME STUDY

Students following an MA course on a part-time basis cover the courses over two years. The order in which courses are followed is agreed following discussions with the relevant MA Course Director, and the TSM Course Director, Rebecca Earle.

DISSERTATION

All taught MA students write a dissertation of between 15,000 and 20,000 words.

The dissertation is the most important piece of work you will produce in the year. **The worst mistake you can make is to put off thinking about the dissertation until the taught courses are over.** You should be considering possible dissertation topics from day one, and you will be expected to have found a supervisor for your dissertation by the end of January. In order to

help you to do this the Department provides a detailed code of practice and schedule [see Appendix 2]. Please study this carefully and plan your work accordingly.

POSTGRADUATE CONFERENCE

In the summer term of each year the Graduate Programme holds a one- or two-day Conference at which postgraduate students make presentations of their research plans (or in the case of MPhil and PhD students, present some aspect of their research so far). The audience for the Conference is made up of your fellow graduate students, all staff in the Department (and anyone else who is interested!). The Conference has a dual purpose: to provide you with an opportunity to present your work to an audience larger than your MA seminar group, and to provide you with informed and interested feedback from other historians.

Giving a paper at this Conference is compulsory for all full-time MA students, who often base their presentation on the Research Proposal (see below, pp. 43-44) that they have recently provided for their dissertation supervisor. All MPhil and PhD students are expected to present a paper either in their first or second year of study.

There is a preparatory session arranged for week 4 of the summer term. See the TSM Course Outline for details of 'Speaking History: Presenting a Research Paper'. MPhil and PhD students will find sessions on 'How to Give a Seminar Paper' in the Graduate Research Forum Programmes.

THE 2006-07 GRADUATE CONFERENCE WILL TAKE PLACE IN MAY.

The Conference is organised by a panel of students and the Director of Graduate Studies.

SUBMISSION OF ASSESSED WORK

Deadlines

1st Option Essay (5,000 words)	noon, Monday Week 1, Term 2 (8 January 2007)
IT & Historical Research Project (2,500 words)	noon, Monday, Week 5, Term 2 (5 February 2007)
History and Theory Essay (2,500 words)	noon, Friday, Week 10, Term 2 (16 March 2007)
2nd Option Essay (5,000 words)	noon, Friday, Week 1, Term 3 (27 April 2007)
Research Proposal (2,500 words, non-assessed)	noon, Friday, Week 3, Term 3 (11 May 2007)
Dissertation (20,000 words)	noon, Friday 14 September 2007

Deadlines for part-time students must be agreed in advance with the module director and the Director of Graduate Studies.

Please submit **two copies** of each item of assessed work to the Graduate Secretary. You should always keep an electronic copy for yourself, and include a word count on the cover sheet, which is available in the History Graduate Office.

You should use the grid above as a timetable, for the planning, researching and writing of assessed essays and your dissertation.

PENALTIES FOR LATE SUBMISSION OF ASSESSED WORK

All work submitted for assessment must be handed in by the given deadlines. Once a submission date is published (as in the table above) it has the force of a University Regulation. Lateness of submission will only be excused on medical or compassionate grounds. Medical grounds must be supported by a doctor's certificate or note. All written evidence concerning grounds for lateness of submission must be submitted to the Graduate Programme Office concurrently with, or soon after, the event or events to which they refer.

If you believe you are going to miss a deadline, you must explain the problem as soon as possible to your MA Course Director or Option Module Tutor. Application for an extension of deadline must be supported by one of them, and submitted to the Director of Graduate Studies (with any supporting evidence). An application form for an extension can be found in Appendix 5.2. **Under University Regulations, only the Chair of Department, and in the case of graduate students, the Director of Graduate Studies may grant an extension of submission date.**

Where an extension is not granted, a **penalty of 3 per cent per day** will be imposed for the late submission of assessed work for all taught postgraduate courses.

WORD-LENGTH OF ASSESSED WORK

A published maximum word-length has the force of a University Regulation. **All assessed work submitted for a Master's degree must conform to the word-lengths given in this Handbook, and published elsewhere.** You will be asked to provide a word count of your essays and dissertation, to be noted on the cover sheet you fill in when the work is submitted. Writing over-length places you at a considerable disadvantage. If your essay is judged to be over-length, the Examination Board for Taught Master's Degrees is allowed to impose penalties. Any essay that exceeds the word limit by more than 10 per cent (footnotes **excluded**) will be penalised by the deduction of one mark for every 25/50/200 words or part thereof exceeding 2750/5500/22000 words respectively. There is no penalty for essays submitted under the word-length, provided that quality has not been sacrificed to brevity(!).

PLAGIARISM

When writing essays, always identify your sources for specific information and, where appropriate, the ideas which you use. It is bad academic practice for a student to fail to do so, just as it would be for an author writing a book or learned article. Copying without acknowledgement from a printed source is as unacceptable as plagiarising another student's essay.

It is equally wrong to reproduce and present as your own work a passage from another person's writing to which minor changes have been made, e.g., random alteration of words or phrases, omission or rearrangement of occasional sentences or phrases within the passage. This remains plagiarism *even if the source is acknowledged in footnotes*.

Unacknowledged quotation, disguised borrowing, or near-copying will be treated as plagiarism and penalised according to its extent and gravity.

Your attention is drawn to the University's Regulation 11B, (University of Warwick Calendar, Section 2; online at <http://www2.warwick.ac.uk/insite/info/gov/calendar/section2/regulations/cheating/>) and to the fact that, in extreme cases, the penalty for plagiarism is a grade of zero in the whole module. In the last few years the University disciplinary machinery has imposed penalties in several cases on students who have been convicted of plagiarism in assessed work. **If you are uncertain about what constitutes plagiarism, please talk it over with either your module tutor, personal tutor, or the Director of Graduate Studies.**

Finally, it cannot be too often repeated that all assessed work should conform to the guidelines in the Graduate Programme 'Style Guide' (Appendix Four). Bad writing, inadequate proof-reading, and incoherent footnoting will lower your grades. Final dissertations may be referred for resubmission for the same reasons.

PROGRESS ON TAUGHT MASTER'S COURSES

Core and option module tutors will set you a short non-assessed essay around the middle of Term 1. After it has been returned with comments, your module tutor will organise a session to discuss your progress, the essay you have just written, and to plan for the first assessed essay.

All your assessed essays will be returned to you with written comments and a **provisional** mark agreed by two internal examiners within four weeks of the deadlines given on page 13 of this Handbook. The mark is provisional at this stage, as your coursework will not have been seen by the External Examiner, nor confirmed by the Examination Board. Tutors and markers are also pleased to provide you with verbal feedback on your performance and progress, and you should make individual arrangements with them to receive this.

PERMISSION TO PROCEED TO WRITING A DISSERTATION

In Term 3 (towards the end of May), when all your coursework has been double-marked within the Department, it is sent to the External Examiner for adjudication. An Examination Board (consisting at this stage of internal members) is held about a month later, to review all marks and individual student progress. Provided you have achieved a Pass mark (a mark of 50 or above) for all your assessed work, or have done sufficiently well in some elements to compensate for failure elsewhere, you will be allowed to proceed to writing your dissertation. (This is a formal designation: 'Proceed to Dissertation'; you will actually have already started work on your dissertation!)

If you have failed too many elements of the MA to make it possible for you to redeem these failures with a good dissertation, you will be informed of this, and asked to withdraw from the course. In such cases, students may be awarded a Postgraduate Diploma, providing that all taught units (including both elements of TSM) have achieved marks of 45 or above, unless there is compensation elsewhere.

This Examination Board will also recommend that students following the taught MA part-time should be allowed to proceed to his/her second year, provided that the assessed work submitted so far has reached the required level.

THE POSTGRADUATE DIPLOMA

A Postgraduate Diploma may be awarded to

- Students who have completed all assessed work satisfactorily, but have failed to produce a satisfactory dissertation, as determined by the Final MA Exam Board in November.
- Students unable to proceed to writing a dissertation following completion of coursework, as determined by the Interim MA Exam Board in June. [See Appendix 3 'Conventions for the Examination of Taught Masters Degrees in History'.]

MARKING AND EXAMINATION CONVENTIONS

The pass mark is 50. Marks of 70 and above indicate work of distinction standard.

To qualify for a Postgraduate Diploma a student must normally obtain marks of at least 45 in all assessed essays.

Where dissertations (but not other assessed work) have not met the required standard, candidates may be asked by the November Exam Board to resubmit within a specified time limit.

Full details of the conventions governing the examination of Taught Masters degrees are given in Appendix 3, as well as Faculty marking descriptors.

COURSE QUESTIONNAIRES

At the end of the autumn term and when TSM finishes in the early summer term, you will be asked to complete a course feedback questionnaire for each element of your MA programme (including TSM). See Appendix 5.3. Your response to the content and teaching of the various courses you have taken is extremely valuable, especially in planning for the future. Your MA Module Tutors, and the TSM Module Convenor make a report on the questionnaires they have read to the Postgraduate Committee. They report back to students on the results of the questionnaire, and the Staff-Student Liaison Committee also considers these reports.

THE POSTGRADUATE COMMITTEE

This Committee is appointed by the History Department Meeting, to which it is responsible. It consists of the Chair of the Department, the Director of Graduate Studies, the MA Director, all Taught Masters' Course Directors and a number of supervisors of research students. A member of the SSLC is also invited to be present at the meeting to discuss issues arising from the SSLC meetings. Normally meeting twice a term, its remit is to deal with all issues regarding the postgraduate side of the Department's activities. It receives the Minutes of the Postgraduate SSLC, and makes its own Report (after each meeting) to the History Department Meeting.

PROBLEMS

What do you do if you have an anxiety or complaint about any aspect of the Graduate Programme in History? You could take up specific issues with the Director of your MA, with one of your Module Tutors, or with the Convenor for TSM. You might first want to discuss the problem with your SSLC representative, or ask him/her to raise it at an SSLC meeting. You could ask your SSLC rep (or someone else who has taken the course with you) to be with you when you *do* discuss things with a member of staff.

You may feel that this direct approach is not possible, or that it will be unproductive. You may prefer to approach the Director of Graduate Studies (Peter Marshall) or the Chair of the Department (Margot Finn). Details of the University's Complaints and Appeals Procedure can be found at <http://www2.warwick.ac.uk/academicoffice/feedback/>, and you may wish to have a look at this before you decide how to proceed.

You should not feel anxious about airing problems and grievances in this way. We expect students to be open and frank in discussing their experience of the Graduate Programme, and believe that the only way to plan for improvement is by being alerted to current students' experiences, good, not-so-good, and bad.

5. INFORMATION FOR MA (by RESEARCH) STUDENTS

As a research student, your closest contact will be with your supervisor, or supervisors, who will meet with you regularly to discuss your work, and agree a programme of reading, research and writing with you. We have high expectations of you as a writer (as well as a researcher), and consider that one of the factors in the successful submission rate of research theses in the Department, is that we encourage and expect students to start writing very early in their programme of study.

Whatever you write, and at however early a stage, your supervisor will expect it to conform to the guidelines in the Graduate Programme 'Style Guide', to be found in Appendix 4 at the end of this handbook.

There are further requirements of a programme of study for a research degree as detailed below.

DISSERTATION

Maximum word-length for an MA (by Research):

40,000 words excluding footnotes, bibliography and appendices
[The appendices should be no more than 5,000 words.]

'HISTORICAL RESEARCH: THEORY, SKILL AND METHOD' (TSM)

This is the core methodology course offered in the History Department. Research students who do not already hold an MA in History (or other approved training) will normally be expected to attend TSM and submit the required two pieces of work. These will be read by their supervisor, rather than being submitted for assessment, and the material may be incorporated into the research thesis. Attendance at TSM should be discussed with your supervisor and the DGS. TSM offers valuable training for your historical work. If you wish to continue your studies to PhD level and want to apply for funding, the research councils require applicants to have followed an approved course of training (TSM is ESRC-recognised). Further details of the TSM course and its requirements are contained in the TSM Course Handbook.

ATTENDANCE AT DEPARTMENTAL SEMINARS/STUDY GROUPS

All research students are expected to participate in the several seminars and/or study groups run in the Department. Students will provide, at the end of the summer term, a list of at least six seminar talks and research papers that they have attended during the academic year, attended. A form is included in Appendix 5.4.

THE GRADUATE RESEARCH FORUM

Being a research student can be a lonely business. The major purpose of the Forum, which meets fortnightly, is to bring students together to share the joys and frustrations of doing research. Research Forum I is intended primarily for MA (by Research) and MPhil/PhD students in the first year of their research. It discusses practical issues of historical research, note-taking, thesis writing, making presentations, getting published. It also provides a regular opportunity for students to present short papers on their ongoing work.

THE POSTGRADUATE CONFERENCE

In the summer term the Department holds a conference at which all MA (by Research) students and taught MA students make short presentations on their research plans to other students and members of staff. More established students are also expected to make presentations.

THE 2006-07 GRADUATE CONFERENCE WILL TAKE PLACE IN MAY.

The Conference is organised by a panel of students and the Director of Graduate Studies.

AUDITING COURSES (OPTIONAL)

You may wish to explore with your supervisor auditing a Master's module on offer either within or without the Department. This would not normally entail any written work. You will also need the permission of the module tutor to audit the module.

SUPERVISION

The supervisory relationship is at the heart of your research. The University lays down guidelines on the respective responsibilities of supervisors and research students, and you will be provided with an up-to-date copy at the beginning of your course of study. The complete set of guidelines can be found at <http://www2.warwick.ac.uk/academicoffice/postgrad/guide-supervisefee.pdf>, but the most important are reproduced below.

Responsibilities of Supervisors

Supervisors are expected:

- a) To give guidance about the nature of research and the standard expected, about the planning of the research programme, about literature and sources, attendance at taught courses or specialist training and the use of requisite techniques (including instruction where necessary) and to encourage students to keep aware of all relevant developments within the subject.

- b) To liaise with the Director of Graduate Studies as appropriate with regard to the progress of individual students and to report on each student's progress in line with departmental procedures for monitoring progress.
- c) To provide advice on writing up the work, requesting written work as appropriate and returning such work with constructive criticism and within reasonable time. To read through a complete draft of the thesis and provide detailed comments.
- d) To maintain contact with students through regular supervisory meetings and other types of structured communication as appropriate, to ensure that meetings are largely uninterrupted and of adequate length. The frequency of such contact should be agreed between the student and supervisor at the start of the project and should be reviewed throughout the period of study. It is expected that these arrangements will vary depending on the stage which the student has reached in their project and on the nature of the academic discipline. As a guide to frequency of interaction, one such contact per month throughout the academic year is a generally acceptable minimum for full-time students.

Contact with part-time students will typically be less frequent than that with full-time students of the same discipline in proportion to the length of their period of study. Supervisors are expected to ensure that part-time students are aware of the frequency of supervisory contact and feedback that they can expect during their period of study.

- e) To be accessible to students at other times by arrangement should advice on academic personal problems be required. To refer students to the Counselling Service, Advice and Welfare Services or other University support services as appropriate.
- f) To encourage the student to approach other workers in the field and appropriate academic bodies and societies.
- g) To agree with other supervisor(s) and with the student the respective responsibilities and roles of the different supervisors and to maintain good communication with the other supervisor(s) concerning the student's progress throughout the period of study.

Responsibilities of Research Students

As candidates for research degrees, students are expected to:

- a) To discuss with their supervisor(s) the type of guidance and comment they find most helpful, and to agree from the outset of the project a schedule of meetings and other contact both during term-time and vacations for the prescribed period of study.

- b) To seek advice from their supervisor(s) in an active manner recognising that it is the student's responsibility to have their own topics to raise with the supervisor(s).
- c) To maintain the progress of the work in accordance with the stages agreed with the supervisor(s) and in accordance with departmental monitoring procedures, including in particular, the provision of well-presented written work within the agreed timescales for comment and discussion before proceeding to the next stage.
- d) To take note of the guidance and feedback on their work provided by their supervisor(s) and to recognise that the supervisor's role is to offer advice on the academic content of the work and its general presentation and not to provide detailed correction of written English.
- e) To contribute to the research environment of the department as appropriate by taking up opportunities to present work at departmental seminars etc and by engaging in discussion with other researchers.

A Record of Progress report on each supervision [Appendix 5.5] should be completed, and filed in the History Graduate Office.

If you are dissatisfied with any aspect of your work, including supervisory arrangements, you may approach either the Director of the Graduate Programme, Peter Marshall or the Chair of the Department, Margot Finn.

It is important that you complete the Skills Evaluation and Progression form [Appendix 5.6] by the end of term 1.

THE SUPERVISORS' MEETING

All supervisors of research students in the Department meet together twice a year (in early January and in June), to compare notes, to discuss good practice in supervision, and to review the progress of all research students. This meeting discusses the practicalities of research supervision (the appointment of examiners for example) and also considers students' self-evaluations. (See below under Progress and Review Procedures.) Students will be informed by their supervisors of relevant outcomes from the meeting.

PROGRESS AND REVIEW PROCEDURES

- At the end of **term 1** we ask students to complete a self-evaluation called a Research Progress Questionnaire [Appendix 5.7]. These questionnaires are read by the Director of Studies, who reports on them to the Postgraduate Committee (see p. 17) and to the Supervisors' Meeting (above). The questionnaire is then placed in your file in the Graduate Programme Office.
- In May/June, the University Graduate School will ask you to make a report on your progress. There is an opportunity here for you to make an

assessment of supervisory arrangements, in complete confidence. These self-evaluation forms, which you return directly to the Graduate School, are read by its Chair and Secretary.

- If you are a part-time student, you will make a presentation to the Graduate Conference in **term 3** of either your first or second year of study.
- If you are a full-time student you will have a **Progress Review** early in **term 2** of your one year of study.
- If you are a part-time student your **Review** will take place early in **term 1** of your second year of study.
- It is the responsibility of your supervisor to arrange for two members of staff to read your submission, and your responsibility to ensure that those two members of staff receive it in good time before the interview.

You should prepare:

- i) a draft chapter of your thesis, at least 3,000 words in length;
- ii) a 1,500 Research Proposal, which will include a synopsis of your research project. (See Appendix 2, p. 43 for guidance of preparing a Research Proposal. A session of Graduate Research Forum I is also devoted to this topic.)
- iii) attached to this material should be a planned and detailed timetable for the completion of your thesis.
- iv) a bibliography of relevant secondary material.
- v) the History Department Research Degree Upgrade Ethics Review Document (See Appendix 5.10).

Your work is read by the two members of staff, who will discuss it jointly and separately with you and your supervisor. After you have read and signed their Report [Appendix 5.8] it will be placed in your file. Very occasionally an interview panel may suggest that you resubmit work, with a revised timetable for completion. Even more rarely, the interview panel and the student may decide that this is an appropriate moment at which to terminate the MA.

6. INFORMATION FOR MPhil/PhD RESEARCH STUDENTS

The Graduate School will be holding a postgraduate researcher two day induction. This will be held at Gibbet Hill and will be offered twice to cater for all new PGR students, Tuesday and Wednesday 3 & 4 October (week 1) and Tuesday and Wednesday 17 and 18 October (week 3). You can register online at <http://www2.warwick.ac.uk/academicoffice/postgrad/gsp/induction/>.

As a research student, your closest contact will be with your supervisor, or supervisors, who will meet with you regularly to discuss your work, and agree a programme of reading, research and writing with you. We have high expectations of you as a writer (as well as a researcher), and consider that one of the factors in the successful submission rate of research theses in the Department, is that we encourage and expect students to start writing very early in their programme of study.

Whatever you write, and at however early a stage, your supervisor will expect it to conform to the guidelines in the Graduate Programme 'Style Guide', to be found in Appendix 4 at the end of this Handbook.

There are further requirements of a programme of study for a research degree as detailed below.

DISSERTATION

Maximum word-length:

MPhil 60,000 words (excluding footnotes, bibliography and appendices)

PhD 80,000 words (excluding footnotes, bibliography and appendices)
[The appendices should be no more than 5,000 words.]

'HISTORICAL RESEARCH: THEORY, SKILL AND METHOD' (TSM)

This is the core methodology course offered in the History Department. Doctoral students who already have an MA in History or who have done another approved course of training, are not required to take this course, although they are welcome to participate in any aspects of it that they may find useful. Research students who do not already hold an MA in History (or other approved training) will normally be expected to attend TSM and submit the required two pieces of work. These will be read by their supervisor, rather than being submitted for assessment, and the material may be incorporated into the research thesis. Attendance at TSM should be discussed with your supervisor and the DGS. TSM offers valuable training for your historical work. If you wish to continue your studies to PhD level and want to apply for funding, the research councils require applicants to have followed an approved course of training (TSM is ESRC-recognised). Further details of the TSM course and its requirements are contained in the TSM Course Handbook.

ATTENDANCE AT DEPARTMENTAL SEMINARS/STUDY GROUPS

All research students are expected to participate in the several seminars and/or study groups run in the Department. Students will provide, at the end of the summer term, a list of at least six seminar talks and research papers that they have attended during the academic year, attended. A form is included in Appendix 5.4.

THE GRADUATE RESEARCH FORUM

First year MPhil/PhD students are expected to follow the Arts Faculty Postgraduate and Professional Training Programme. The Programme will be made available in week one of the Autumn Term. This will offer an opportunity to meet students from other departments and will also provide practical assistance on issues such as note-taking, thesis writing, making presentations, getting published. In term two we will meet in Graduate Research Forum I. The major purpose of the Forum, which meets fortnightly, is to bring students together to share the joys and frustrations of doing research. Research Forum I is intended primarily for students in the first year of their research. It also provides a regular opportunity for students to present short papers on their ongoing work. In terms two and three you will also continue to attend the Faculty Training Programme. Research Forum II, which meets fortnightly over terms one, two and three, for second and third year students, is based on students' critical reading of each others' work, but also deals with questions of archive research, the ethics of historical practice and the variety of ways in which historical material is presented to audiences outside the academy. For research students in their second and third years the Arts Faculty Postgraduate Research and Professional Training Programme offers a variety of sessions on practical and theoretical issues relating to research in the humanities. You are expected to attend those sessions relevant to your year of study.

Part-time students can consult their supervisor or the Director of Graduate Studies about moving between Forum I and Forum II.

THE POSTGRADUATE CONFERENCE

In the summer term the Department holds a conference. Full-time MPhil and PhD students are expected to present a short presentation to other students and members of staff in either their first or second year of study, along with all full-time taught MA students. Part-time students must present a paper in either their first or second year of study. More established students are also invited to make presentations.

THE 2006-07 GRADUATE CONFERENCE WILL TAKE PLACE IN MAY.

The Conference is organised by a panel of students and the Director of Graduate Studies.

AUDITING COURSES (OPTIONAL)

You may wish to explore with your supervisor auditing a Master's module on offer either within or outside the Department. You will also need the permission of the module tutor to audit the module. This would not normally entail any written work.

SUPERVISION

The supervisory relationship is at the heart of your research. The University lays down guidelines on the respective responsibilities of supervisors and research students, and you will be provided with an up-to-date copy at the beginning of your course of study. The complete set of guidelines can be found at <http://www2.warwick.ac.uk/academicoffice/postgrad/guide-supervisefee.pdf>, but the most important are reproduced below.

Responsibilities of Supervisors

Supervisors are expected:

- a) To give guidance about the nature of research and the standard expected, about the planning of the research programme, about literature and sources, attendance at taught courses or specialist training and the use of requisite techniques (including instruction where necessary) and to encourage students to keep aware of all relevant developments within the subject.
- b) To liaise with the Director of Graduate Studies as appropriate with regard to the progress of individual students and to report on each student's progress in line with departmental procedures for monitoring progress.
- c) To provide advice on writing up the work, requesting written work as appropriate and returning such work with constructive criticism and within reasonable time. To read through a complete draft of the thesis and provide detailed comments.
- d) To maintain contact with students through regular supervisory meetings and other types of structured communication as appropriate, to ensure that meetings are largely uninterrupted and of adequate length. The frequency of such contact should be agreed between the student and supervisor at the start of the project and should be reviewed throughout the period of study. It is expected that these arrangements will vary depending on the stage which the student has reached in their project and on the nature of the academic discipline. As a guide to frequency of interaction, one such contact per month throughout the academic year is a generally acceptable minimum for full-time students.

Contact with part-time students will typically be less frequent than that with full-time students of the same discipline in proportion to the length of their period of study. Supervisors are expected to ensure that part-time students are aware of the frequency of supervisory contact and feedback that they can expect during their period of study.

- e) To be accessible to students at other times by arrangement should advice on academic personal problems be required. To refer students to the Senior Tutor's Office, Advice and Welfare Services or other University support services as appropriate.
- f) To encourage the student to approach other workers in the field and appropriate academic bodies and societies.
- g) To agree with other supervisor(s) and with the student the respective responsibilities and roles of the different supervisors and to maintain good communication with the other supervisor(s) concerning the student's progress throughout the period of study.

Responsibilities of Research Students

As candidates for research degrees, students are expected to:

- a) To discuss with their supervisor(s) the type of guidance and comment they find most helpful, and to agree from the outset of the project a schedule of meetings and other contact both during term-time and vacations for the prescribed period of study.
- b) To seek advice from their supervisor(s) in an active manner recognising that it is the student's responsibility to have their own topics to raise with the supervisor(s).
- c) To maintain the progress of the work in accordance with the stages agreed with the supervisor(s) and in accordance with departmental monitoring procedures, including in particular, the provision of well-presented written work within the agreed timescales for comment and discussion before proceeding to the next stage.
- d) To take note of the guidance and feedback on their work provided by their supervisor(s) and to recognise that the supervisor's role is to offer advice on the academic content of the work and its general presentation and not to provide detailed correction of written English.
- e) To contribute to the research environment of the department as appropriate by taking up opportunities to present work at departmental seminars etc. and by engaging in discussion with other researchers.

A record of each supervision (Appendix 5.5) should be completed by student and supervisor and filed in the History Graduate Office.

If you are dissatisfied with any aspect of your work, including supervisory arrangements, you may approach either the Director of the Graduate Programme, Peter Marshall, or the Chair of the Department, Margot Finn.

THE SUPERVISORS' MEETING

All supervisors of research students in the Department meet together twice a year (in early January and in June), to compare notes, to discuss good practice in supervision, and to review the progress of all research students. This meeting discusses the practicalities of research supervision (the appointment of examiners for example) and also considers students' self-evaluations. (See below under Progress and Review Procedures). Students will be informed by their supervisors of relevant outcomes from the meeting.

PROGRESS AND REVIEW PROCEDURES (ALL MPhil/PhD STUDENTS SHOULD READ THIS SECTION)

1. FULL-TIME MPhil/PhD STUDENTS

All students reading for a PhD are initially registered for the degree of MPhil. This is general practice within the University; it allows Departments to monitor the progress of students and to assess their suitability for PhD research.

You must also complete, and submit to the History Graduate Office a skills evaluation and progression form [Appendix 5.6].

Year One

- At the end of **term 1** we ask students to complete a self-evaluation called a Research Progress Questionnaire [Appendix 5.7]. These are read by the Director of Studies, who reports on them to the Postgraduate Committee (see p. 17) and to the Supervisors' Meeting (above). This Progress Questionnaire is then placed in your file in the Graduate Programme Office.
- At the beginning of **term 3** students prepare and submit written work for the **Thesis Upgrade Interview**. It is the responsibility of your supervisor to arrange for two members of staff to read your submission, and your responsibility to ensure that those two members of staff receive it in good time before the interview.

You should prepare:

- i) a draft chapter of your thesis, at least 5,000 words in length;
- ii) a 2,500 Research Proposal, which will include a synopsis of your research project. (See Appendix 2, pp. 43 for guidance on preparing a Research Proposal. A session of Graduate Research Forum I is also devoted to this topic.)
- iii) attached to this material should be a planned and detailed timetable for the completion of your thesis.
- iv) a bibliography of relevant secondary material.

- v) the History Department Research Degree Upgrade Ethics Review Document (See Appendix 5.10).

Your work is read by the two members of staff, who will discuss it jointly and separately with you and your supervisor. After you have read and signed their Report [Appendix 5.9] it is placed in your file, and we then ask the Warwick Graduate School office to upgrade your registration to PhD status. Very occasionally the interview panel may recommend that upgrade be deferred until it is clearer that a student is ready to proceed to PhD; or a student may be advised to proceed to the degree of MPhil.

- Full-time first year PhD students, who are new to the Department, make a presentation to the **Graduate Conference**, which takes place halfway through **term 3**. If you have presented a paper at the conference as an MA student you may defer until your second year of study.
- In May/June, the University Graduate School will ask you to make a report on your progress. There is an opportunity here for you to make an assessment of supervisory arrangements, in complete confidence. These self-evaluation forms, which you return directly to the Graduate School, are read by its Chair and Secretary.

Year Two

- All students continue to make reports on their own progress in December, and to the Graduate School in June.
- In **term 3**, all full-time PhD students are **interviewed by the Director of Studies**, in order to check on progress since the Upgrade Interview, and to act on any problems that may have arisen, in the work itself, or in supervisory or Departmental arrangements. (Should a second-year student be supervised by the DGS s/he will arrange for the Chair of Department, or another colleague to conduct the interview.)

You will be invited to this interview by letter, and asked to provide the Director of Graduate Studies with the following, a week before the interview:

- i) a **one-page** account of what has happened in your research and writing over the year since Upgrade. This account should make reference to the earlier Research Proposal and timetable, and to the Upgrade Interview Report.
- ii) A revised and updated timetable for the completion of your thesis.

The interview, which will be informal, and last for between 30 minutes and an hour, will be partly based on these two submissions; it will also involve a more general discussion of your work, supervision, and anything else you want to raise. You should come to the interview with points of view and questions and tell the DGS what you would like it to cover.

The DGS will then write a brief report of the interview (you will be sent a copy of this report), attach it to the material described above, and place it in your file. All interviews will be reported to the Supervisors' Meeting in June.

Year Three

- All third-year students continue to make reports on their own progress in December and annual reports to the Graduate School in June.
- Third-year students may ask for a Progress Interview with the Director of Graduate Studies at any time during this year.

2. PART-TIME MPhil/PhD STUDENTS

All students reading for a PhD are initially registered for the degree of MPhil. This is general practice across the University; it allows Departments to monitor the progress of students and to assess their suitability for PhD research.

Year One

- At the end of **term 1**, we ask students to complete a self-evaluation called a Research Progress Questionnaire. These are read by the Director of Studies, who in turn reports on them to the Postgraduate Committee (see p. 17) and to the Supervisors' Meeting (above). The Progress Questionnaire is then placed in your file in the Graduate Programme Office.
- Part-time PhD students may make a presentation to the **Graduate Conference**, which takes place half way through **term 3**, or they may defer presentation until the second year of study.
- In May/June, the University Graduate School will ask you to make a report on your progress. There is an opportunity here for you to make an assessment of supervisory arrangements, in complete confidence. These self-evaluation forms, which you send directly to the Graduate School, are read by its Chair and Secretary.

Year Two

- At the beginning of **term 1**, students prepare and submit written work for the **Thesis Upgrade Interview**. It is the responsibility of your supervisor to arrange for two members of staff to read your submission, and your responsibility to ensure that those two members of staff receive it in good time before the interview.

You should prepare:

- i) a draft chapter of your thesis, at least 5,000 words in length;
- ii) a 2,500 word Research Proposal, which will include a synopsis of your research project. (See Appendix 2, p. 43 for guidance of preparing a Research Proposal. A session of Graduate Research Forum I is also devoted to this topic.)
- iii) attached to this material should be a planned and detailed timetable for the completion of your thesis.
- iv) a bibliography of relevant secondary material.
- v) the History Department Research Degree Upgrade Ethics Review Document (See Appendix 5.10).

Your work is read by two members of staff, who will discuss it jointly and separately with you and your supervisor. After you have read and signed their Report [Appendix 5.9], it will be placed in your file, and we then ask

the Warwick Graduate School to upgrade your registration to PhD status. Very occasionally, the interview panel may recommend that upgrade be deferred until it is clearer that the student is ready to proceed to PhD; or a student may be advised to proceed to the degree of MPhil.

- All students continue to make reports on their own progress in December, and to the Graduate School in June.
- If you did not contribute to the Graduate Conference in Year One, you **must** do so in the second year of study.

Year Three

- In **term 3**, all part-time PhD students are **interviewed by the Director of Studies**, in order to check on progress since the Upgrade Interview, and in order to act on any problems that may have arisen, in the work itself, or in supervisory or Department arrangements. (Should a student be supervised by the DGS s/he will arrange for the Chair of Department, or another colleague to conduct the interview.)

You will be invited to this interview by letter, and asked to provide the Director of Graduate Studies with the following, a week before the interview:

- i) A **one-page** account of what has happened in your research and writing over the eighteen months since Upgrade. This account should make reference to the earlier Research Proposal and timetable, and to the Upgrade Interview Report.
- ii) A revised and updated timetable for the completion of your thesis.

The interview, which will be informal, and last for between 30 minutes and an hour, will be partly based on these two submissions; it will also involve a more general discussion of your work, supervision, and anything else you want to raise. You should come to the interview with points of view and questions and tell the DGS what you would like it to cover.

The DGS will then write a brief report of the interview (you will be sent a copy of this report), attach it to the material described above, and place it in your file. All interviews will be reported to the Supervisors' Meeting in June.

Years Four and Five

- All part-time students in these final stages of study continue to make reports on their own progress in December [Appendix 5.7] and annual reports to the Graduate School in June.
- Part-time students may ask for a Progress Interview with the Director of Graduate Studies at any time during these two years before submission.

UNDERGRADUATE TEACHING

In either the second or third year, research students making satisfactory progress with their thesis, may be offered the opportunity to undertake some undergraduate teaching in the Department. Application is made by letter through the Chair of Department, who consults the supervisor before approving a student for teaching. The Chair of Department writes to students and supervisors in May with information about opportunities available in the following academic year.

Normally research students who wish to teach will be allowed to do so. Postgraduate research students who undertake teaching in the Department will be expected to attend the **Postgraduate Teaching Skills** course organised by the Department of History and the Centre for Academic Practice in their first year of teaching and to undertake further skills training in this area in their second/third year of teaching as devised by the Department.

In the first year MPhil/PhD students will be given the opportunity to observe at least one lecture and one seminar in progress (with the permission of the tutor taking the lecture or seminar). These observations will be followed by discussion sessions, led by the Director of Graduate Studies.

Each teaching postgraduate will be provided with a mentor. The mentor may be the student's supervisor/or other permanent member of staff selected by the student.

POSTGRADUATE TEACHING SKILLS COURSE OUTLINE

Induction session:

This is currently available in the Department and held in the first week of term one.

Observations:

Postgraduates observe at least one lecture and one seminar, delivered by an experienced teacher (and with their permission). When the observations are completed there will be a discussion at a session led by the Director of Graduate Studies and a representative of CAP.

Training will cover the following issues:

Facilitating small group discussion; How to structure a lecture; How to use video/audio material; Evaluating your own teaching.

Organising Courses: Designing a curriculum, which will cover issues such as how to devise a course reading list, and how to construct essay titles.

Marking:

Practice Marking; How to provide feedback.

The students may keep a portfolio of their teaching experience.

In addition to the induction session, the Centre for Academic Practice and the Department will offer one and a half days of training to all teaching postgraduates. The main CAP-run training session will take place on 17 October (though for anyone unable to make this date, it will be repeated on 2 November and 15 November).

There will be a half-day follow-up session, led by the DGS and CAP, on 17 November.

Students who wish to may attend a supplementary set of sessions in term 2, run by CAP and leading to formal accreditation as an associate teaching academic. For further information, contact Rachel Maunder in the Centre for Academic Practice (r.e.maunder@warwick.ac.uk); tel. 024 765 7534).

7. GENERAL ACADEMIC INFORMATION

ILLNESS AND ABSENCES

If you have to be absent from classes for any length of time, please inform the MA Course Director or your supervisor. It is most convenient for us if you do this through Ros Lucas, the Graduate Programme Secretary. It is always necessary to notify a member of staff and to submit a medical note in the case of illness or injury. Medical notes may be taken into account when Boards of Examiners are considering students' performance in essays and exams. If you think your absence may be long-term, you might want to think of suspending your registration for a period.

CHEATING

This note is intended to draw your attention to what the University defines as cheating in assessed work [see also 'Plagiarism' p. 15 in this Handbook], the procedures which are adopted in suspected cases, and your rights under those procedures. See: Definition (University Regulation 11, <http://www2.warwick.ac.uk/insite/info/gov/calendar/section2/regulations/cheating/>)

In these Regulations 'Cheating' means an attempt to benefit oneself, or another, by deceit or fraud. This shall include deliberately reproducing the work of another person or persons without acknowledgement.

A significant amount of unacknowledged copying shall be deemed to constitute *prima facie* evidence of deliberation, and in such cases the burden of establishing otherwise shall rest with the candidate against whom the allegation was made.

In the context of assessed work you must avoid **plagiarism**, that is copying out other people's writings word for word without quotation marks or acknowledgement, or paraphrasing their ideas or arguments by only superficially changing the wording - again without acknowledging the source. Plagiarism is **a very serious academic offence** and should be avoided at all costs. If you are uncertain as to what constitutes plagiarism, you **must** consult your tutors for advice rather than proceeding to submit work for assessment that fails to meet proper academic standards.

The safest way to avoid problems associated with plagiarism is to use quotation marks to identify any word for word reproduction of other people's writings and to be very rigorous about citing the source from which you have quoted. If you paraphrase someone else's argument, you should cite its source e.g. 'Smith claims ...', 'Jones argues ...' followed by a footnote reference.

You must protect your own interests by citing quotations and paraphrased arguments in this way, and by providing a bibliography at the end of all your essays.

A candidate will not be permitted to submit assessed work or a thesis which has been, or is being, submitted for a degree at another university, but he/she will not be precluded from incorporating work already submitted for a degree, provided that he/she indicates in his/her thesis any work which has been so incorporated.

APPEALS

The University has agreed appeals procedures. If you wish to consult them, you should approach the Graduate School, or consult <http://www2.warwick.ac.uk/academicoffice/feedback/pappeal/>.

8. SEMINARS

The Department prides itself on the large number of research seminars which run in and on the margins of the Department. We also encourage informal work groups of every kind. There is a small amount of financial and other help (e.g. photocopying) for costs involved if you wish to create a new forum for discussion. You should consult with the Director of the Graduate Programme in this instance.

At present, the list of the main seminars is as follows:

1. THE HISTORY SEMINAR

Meets every other Tuesday lunchtime from 1.00-2.30pm in the Graduate Space.

History staff, plus some invited speakers.

Coordinator: Professor Maxine Berg.

2. EARLY MODERN STUDIES RESEARCH SEMINAR AND READING GROUP

Meets 4 times per term, on Tuesday afternoons at 5.00pm in the Graduate Space.

History staff and postgraduates, plus invited early modernists in other universities.

Coordinator: Dr Claudia Stein.

3. EIGHTEENTH-CENTURY STUDIES GROUP

Meets 3-4 times per term, usually on Wednesdays at 5.00pm in H302.

Organised around agreed readings, though some visiting speakers.

Coordinator: Professor Maxine Berg.

4. SOCIAL HISTORY OF MEDICINE GROUP

Seminars held on odd Wednesdays at 5.00pm in H545, beginning in week 4. Invited speakers.

Coordinators: Professor Hilary Marland and Dr Claudia Stein.

9. POSTDOCTORAL

Throughout your period of postgraduate study at Warwick you will become clearer on whether you want to pursue a career as an academic. You should discuss the possibilities with your supervisor and with the DGS. You should also become familiar with the funding possibilities for postdoctoral work. It is common for someone who has completed a doctorate to undertake some postdoctoral work before securing an academic position. To assist in searching out such opportunities you might investigate the following:

Grants for History 2006: A Guide to Funding (copy available in H343)
Important sources for funding at postdoctoral level include:

The British Academy [http:// www.britac.ac.uk](http://www.britac.ac.uk)

Arts and Humanities Research Council <http://www.ahrc.ac.uk>

Economic and Social Sciences Research Council <http://www.esrc.ac.uk>

Wellcome Trust <http://www.wellcome.ac.uk>

Association of Commonwealth Universities <http://www.acu.ac.uk>

RESEARCH INTERESTS OF CURRENT STAFF

For fuller details, see the Department's website

<http://www.warwick.ac.uk/go/History/>

Professor David Arnold
BA Exeter, DPhil Sussex
FBA

Specialism: History of science, environment, technology and medicine; colonialism and nationalism in modern South Asia.

Professor Maxine Berg
BA Simon Fraser MA
Sussex DPhil Oxford
FRHistS FBA

Specialism: Economic and social history of Britain, eighteenth and nineteenth centuries; women's history; intellectual history

Dr Humfrey Butters
MA DPhil Oxford FRHistS
(Reader)

Specialism: Florentine politics in the early sixteenth century; late medieval France

Professor Bernard Capp
MA DPhil Oxford FRHistS
FBA

Specialism: Radical movements in seventeenth-century England; popular beliefs and popular culture; women's history in early modern England

Dr Jonathan Davies
BA PhD Liverpool
(Lecturer)

Specialism: History of the Italian states c.1300-c.1600; history of the elites; history of ritual; history of violence; history of universities

Dr Rebecca Earle
BA Bryn Mawr MSc MA PhD
Warwick
(Senior Lecturer CAS)

Specialism: Colonial and nineteenth-century Spanish American history

Dr Roger Fagge
BA London PhD Cambridge
(Lecturer CAS)

Specialism: US history since the Civil War; J.B. Priestley

Professor Margot Finn
BS Syracuse PhD
Columbia, FRHistS

Specialism: Modern British history; social and cultural history of gender, consumption, law; British colonialism in 18th- and 19th- century India

Dr Anne Gerritsen
MA Leiden, PhD Harvard
(Lecturer)

Specialism: Society and religion in early-modern China; women and gender in late imperial China; Jiangxi local history

Professor David Hardiman
BA London PhD Sussex

Specialism: South Asia during the British colonial period; Indian nationalism; history of subordinate groups; environmental history

Professor Gad Heuman
AB Columbia College
MA PhD Yale FRHistS
(CAS)

Specialism: The Caribbean during slavery and after emancipation; slavery and race relations in nineteenth-century Jamaica

Professor Steve Hindle
MA Cambridge & Minnesota
PhD Cambridge FRHistS

Specialism: Social, cultural and economic history of England, 1500-1800, especially the social order, poverty and popular protest

Dr Sarah Hodges
BA Brown PhD Chicago
(Lecturer)

Specialism: Modern South Asian history; gender history; history of modern science and medicine; history of international development

Dr Rainer Horn
BA Minnesota PhD
Michigan
(Senior Lecturer)

Specialism: Continental western European history, 1930s-1970s; transnational history; history of social movements and moments of transition

Professor John King
MA Edinburgh
BPhil DPhil Oxford (CAS)

Specialism: Latin-American literature and cultural history; twentieth-century Argentinian history; Latin-American cinema; Caribbean literature

PD Dr Beat Kümin
MA Bern PhD Cambridge
(Reader)

Specialism: English and Central European social history, c.1450-c.1650; the history of inns and taverns; parish communities in the Age of the Reformation.

Dr Tim Lockley
MA Edinburgh PhD
Cambridge
(Senior Lecturer CAS)

Specialism: Colonial North America; southern history; slavery; Native Americans

Professor Maria Luddy
BEd PhD NUI FRHistS

Specialism: Irish history, women's history, nineteenth and twentieth centuries

Dr Patrick Major
BA DPhil Oxford
(Senior Lecturer)

Specialism: Twentieth-century German history, especially the Cold War, East Germany and the Berlin Wall; comparative Cold War cultures

Professor Hilary Marland
BA PhD Warwick

Specialism: Medical history; history of midwifery, childbirth, childhood, public health and insanity

Professor Peter Marshall
MA DPhil Oxford FRHistS

Specialism: Early modern English cultural and religious history, especially the Reformation and its impact

Professor Tony McFarlane
BSc (Econ) PhD London
FRHistS (CAS)

Specialism: Spanish American colonial history, especially in Colombia; colonial rebellions and wars of independence in Spanish America; comparative history of the Americas

Dr Christoph Mick
MA PhD Dr habil. Tübingen
(RCUK Research Fellow)

Specialism: Modern German and Eastern European history, especially Poland, Russia, Ukraine; history of science and technology, memorial culture and nation building

Dr Luca Molà
Laurea Venice
MA PhD Johns Hopkins
(Senior Lecturer)

Specialism: Early modern Italian history; silk industry; patenting innovation, sumptuary legislation

Professor David Nye
BA Amherst MA PhD
Minnesota

Specialism: Social and cultural histories of American technology in the nineteenth and twentieth centuries

Professor Robin Okey
MA DPhil Oxford FRHistS

Specialism: Relations between the Habsburg Monarchy and the Southern Slavs in the century before 1914; questions of nationalism

Professor Christopher Read
BA Keele MPhil Glasgow
PhD London FRHistS

Specialism: Russian Revolution; Russian intelligentsia 1900-1930; Communism and cultural revolution

Dr Sarah Richardson
BA Manchester MA Hull
PhD Leeds
(Senior Lecturer)

Specialism: Historical computation; nineteenth-century British political history and electoral politics

Dr Penny Roberts BA
Birmingham MA Warwick
PhD Birmingham FRHistS
(Senior Lecturer)

Specialism: Sixteenth-century French history

Dr Jennifer Smyth
BA Wellesley MA MPhil PhD
Yale
(Lecturer)

Specialism: Twentieth-century US cultural history and cinema

Professor Carolyn Steedman
BA Sussex MLitt PhD
Cambridge

Specialism: British social and cultural history, eighteenth to twentieth centuries; history and literature of the self

Dr Claudia Stein
MA Bonn PhD Stuttgart
(Wellcome University
Lecturer)

Specialism: History of medicine in early-modern Germany; sexuality and gender in early-modern Europe

Dr Ingrid Sykes
BMus Melbourne PhD
London (ESRC Research
Fellow)

Specialism: Organs and organ playing in nineteenth-century France

Dr Guy Thomson
BSc (Econ) London
DPhil Oxford FRHistS
(Reade)
(Director of CAS)

Specialism: History of the Hispanic world, especially nineteenth-century Mexico and Spain

Dr Mathew Thomson
BA London DPhil Oxford
(Senior Lecturer)

Specialism: British history, nineteenth and twentieth centuries; history of social policy; psychology and eugenics

Dr Selina Todd
BA Warwick MA DPhil
Sussex
(Lecturer)

Specialism: British social and economic history, twentieth century, especially class and gender relations

Honorary Visiting Professor Sir John Elliott

CODE OF PRACTICE ON TAUGHT MA DISSERTATIONS

1 AIMS AND OBJECTIVES

This Code of Practice is intended to inform you about how the Department deals with the framing, supervision and examination of your dissertation. It is aimed to focus your thinking about the choice of topic, how you will conduct the research, and the ways in which you will timetable research and writing.

2 WHAT IS A DISSERTATION?

The dissertation is between 15,000 and 20,000 words long - roughly the length of two academic articles or book-chapters - and you will need to identify a topic which can be dealt with within that length whilst showing originality. It is not a book, nor an essay. You should view it mainly as an opportunity to develop research techniques and methodologies and to present the research in an appropriate format. You will need to follow the Postgraduate Style Guide and the Graduate School's conventions for presentation, and make sure you have these documents at all times. The Graduate School's conventions are to be found in the 'Guide to the Presentation and Examination of Research Degrees' at <http://www2.warwick.ac.uk/academicoffice/documents/gehdr.pdf>].

3 THOUGHTS ON ORIGINALITY

A dissertation is normally expected to show a measure of originality. This is a concept which historians find easier to recognise than to define. It may be helpful to think of originality as residing either in a *source-base* (when a dissertation is based on the analysis of a set of usually primary sources which have not been analysed from a particular angle before), or in *treatment* (when you are offering a novel view of historiographical problems and topics), or in *writing* (the 'voice' will be your own - and total unoriginality, i.e. plagiarism, is obviously to be avoided). Your supervisor will be able to monitor the originality of your work at all levels, but it is something you will want to think about.

4 SCHEDULING RESEARCH AND WRITING

Most of your first two terms' work will be spent on your MA Options and on the TSM course. However, we have scheduled a dissertation strand from the end of the first term, and you should regard the Easter Vacation and the Summer Term as the period in which you will get most of the reading and research – and some of the writing - for your dissertation done. You should also leave good time for composing your final draft, which, even for experienced writers, is always more time-consuming than one expects.

5 THE DISSERTATION TIMELINE: A SEVEN-POINT PLAN

i) Finding a Supervisor (Term 1, week 8)

Towards the end of Term 1 you will have a brief interview with your MA Course Director, following the TSM Skills session Finding a Supervisor, to discuss possible areas of research. (This may just be a period or a geographic area at this stage.) The Director will provisionally assign you to one or more supervisors, with whom you should arrange a meeting by week 10.

ii) **Finding a Topic** (Term 1, week 10)

Your first supervision will take the form of a session in which you talk over possible topics, and angles on those topics. Before this meeting you should conduct a brief library search to see if anything has been directly published on your topic already. Previous MA dissertations can be consulted in the History Graduate Office (H343). The supervisor(s) will point you in the direction of the most relevant bodies of literature and sources for you to investigate. You will follow this up, searching copyright libraries and journals' databases to build up a working bibliography over the Christmas vacation.

iii) **Firming Up Your Topic** (Term 2, week 3)

In this session you will present your working bibliography to your supervisor, with a view to assessing the current state of the debate. Your topic can now be firmed up, and your supervisor(s) will agree a topic and timespan (and if possible a working dissertation title) and suggest new directions for further work within the topic. You should now register title and supervisor with the History Graduate Office. (It is still perfectly acceptable at this stage to change a topic or a focus, or to involve a new co-supervisor, but all of this should be done by the end of the spring term.)

iv) **Research Proposal** (Term 3, week 3)

You will submit a formal Research Proposal, with a working dissertation title, to the History Graduate Office, based on what you have done thus far. This will be approximately 2,500 words long, and contain as an appendix a full Bibliography of works and research materials to be consulted. The Research Proposal will help you to clarify a number of considerations crucial to the design of a successful research project. (It is essentially the first draft of your dissertation introduction.) You will need to show:

- a) awareness of the existing *secondary literature* and gaps within it;
- b) central *research questions* you plan to address and what kinds of answer you are looking for;
- c) what *methods* you plan to use, including any theories you wish to apply;
- d) what your *source-base* will be (printed primary sources, major secondary works, manuscripts, etc);
- e) where you will be consulting these materials (this may involve letters or reconnaissance trips to relevant *archives* in advance);
- f) your preliminary *chapter plan*);
- g) a detailed *timetable* for the research and writing up.

Try to cover as many of these areas as possible in your proposal. You will find it useful to use these italicised topics as section headings in your writing. When your supervisor has read through the Research Proposal, you should go through it together in week 4 or 5.

v) The Graduate Conference (Term 3, week 6)

In the conference MA students get the opportunity to present a brief outline of their dissertation topic to an audience of fellow students, their dissertation supervisor(s), plus other members of staff. It is a useful way of finding out what sort of questions an intelligent 'lay' audience expects of your topic. The feedback from this session should be subsequently discussed with your supervisor(s).

vi) Further Supervisory Contacts and Availability (Summer Term/Vacation)

You are entitled to regular and formal supervisory contact. At least once a month from the Summer Term on, but normally not more than fortnightly, you should keep in regular contact with your supervisor(s). (If you need to arrange extra meetings, just email or drop by in office hours.) Each supervision should take between 30 minutes and an hour. You will need to agree a programme for these meetings in advance. You should bear in mind that the summer vacation is when staff do the majority of their own research within the academic year. This may involve absence from Warwick. You will therefore need to talk over with your supervisor(s) at an early stage the schedule which suits you both. This may well include contact by post, fax, email and telephone as well as by personal contacts.

It is important to understand that, unlike previous assessed coursework, it is *expected* that your supervisor will read your research work in advance and offer editorial support. Normally, you will be submitting drafts in the form of chapters of approximately 3-5,000 words each a few days ahead of supervisions (an email attachment will suffice). Then you can go through the draft together. By the time of submission it is expected that your supervisor will have read the entire dissertation once in draft form. It is not expected that drafts will be perfect or complete – that is why they are called drafts! - but before you get it right, you have to get it written. Your supervisor will also be trying to keep the scope of your research realistic, to encourage you to contextualise your research findings, and to raise the sorts of questions which the eventual markers may raise. Normally, however, your supervisor is not a dissertation marker.

vii) Presentation of Dissertation, Friday 14 September 2007.

This date is not negotiable, as extensions are not normally given. If there are special circumstances which affect your ability to present your work at this time, this will need to be explained to the Department's Director of Graduate Studies, who must then approach the Chair of the Warwick Graduate School on your behalf.

CONVENTIONS FOR THE EXAMINATION OF TAUGHT MASTERS DEGREES IN THE DEPARTMENT OF HISTORY

1. MARKING

- i) The Pass mark is 50. A mark of 70 and above indicates work of Distinction standard.
- ii) All work submitted for assessment will be double-marked internally. A supervisor will not normally be one of the two markers of a dissertation. Supervisors may discuss the dissertation with the internal markers, if they have information relevant to the marking process to impart. Supervisors will be consulted by the internal markers if a mark cannot be agreed internally, or in the case of a Fail mark being considered by the internal markers.
- iii) All work submitted for assessment will be moderated by the external examiner, who will pay particular attention to borderline marks (49 and 69).
- iv) Students who take outside modules will have their work in that particular module examined by the department in which the module is taken.

2. SUBMISSION OF ASSESSED WORK BY STUDENTS

- i) The assessment scheme approved for a module shall apply to all students taking the module. Students taking option modules outside their own department shall be examined on those modules according to the conventions of the department setting the examination (Senate 151c/76-77). The adoption of two different credit tariffs by departments at Warwick means that there cannot always be direct interchangeability of modules between departments using different tariffs. Those students taking a module from a department using a different tariff will find that they will either:
 - Accumulate more credit than actually required eg by taking a module rated at 30 credits where they only require 24 credits, or
 - Need to undertake additional assessed work where they require 30 credits but where the module is typically offered at 24 credits.
- ii) All work submitted for assessment (assessed work) must be received in the Graduate Programme Office by the deadlines published in the 'Postgraduate Student Handbook', and elsewhere. Lateness of submission on compassionate grounds, or on account of illness and/or injury, must be explained as soon as possible, to the MA Course Director or supervisor. Applications for any extension of submission date must be supported by one of them, and submitted to the Director of Graduate Studies [form included as Appendix 5.2]. An extension of submission

date can only be granted by the Chair of Department or the Director of Graduate Studies. A request for an extension on medical grounds should be supported by a medical certificate or a doctor's note. The Examination Board will not normally consider medical and other evidence that has not been received concurrently with, or soon after the event or events to which it refers.

- iii) Where an extension has not been granted, a penalty of 3 per cent per day will be imposed for the late submission of assessed work for all taught postgraduate courses.
- iv) All work submitted for assessment shall conform to the word-limits published in the 'Postgraduate Student Handbook' and elsewhere. Students must provide a word count of essays and the dissertation submitted, and declare the word-length on the essay cover sheet. They should also keep an electronic copy of the work available. This electronic copy may be tested to ascertain an accurate word count. Students are advised that the Examination Board may enforce penalties for work that is judged to be over-length. Any essay that exceeds the word limit by more than 10 per cent (footnotes excluded) will be penalised by the deduction of one mark for every 25/50/200 words of part thereof exceeding 2750/5500/22000 words respectively.

3. EXAMINATION PROCEDURES

- i) In June the internal members of the Examination Board will meet, to receive reports from the External Examiners on all work submitted so far. Any candidate whose performance is such that it is unlikely to be redeemed by the Dissertation will not be allowed to proceed to Dissertation. All candidates will be informed of their progress after this meeting.
- ii) **In November, the Examination Board will be convened, comprising all examiners of assessed work, MA Course Directors, and the External Examiners. This meeting will be chaired by the Chair of Department, and its Secretary will be the MA Director.**
- iii) The individual units are weighted as follows:

Option One	20%	30 CATS
Option Two	20%	30 CATS
TSM – IT Project	10%)	60 CATS
TSM – History & Theory	10%)	
Dissertation	40%	60 CATS
- iv) Students are normally required to obtain a Pass mark for the dissertation and all taught components of the course (including both elements of 'Historical Research: Theory, Skill and Method' [TSM]) in order for the Examination Board to recommend the award of a Masters Degree, unless there is compensation elsewhere. (See Section 4. below for Compensation.)

- v) A Pass with Distinction will normally be awarded when marks of 70 or above have been given in units amounting to at least 50% of the total, provided that the overall (weighted) average is at least 68%.
- vi) A Postgraduate Diploma will normally be awarded to a student who either does not proceed to a dissertation (as determined by the June Exam Board), or whose dissertation is adjudged a Fail, providing that all taught components have received marks of 45 or above, unless there is compensation elsewhere. (See below for Compensation.)
- vii) Where all course work has been Passed, but the Dissertation has been awarded a Fail mark, the Examination Board may ask a candidate to resubmit the Dissertation, by a deadline to be determined by the Board.
- viii) *Viva voce* examinations may be held at the discretion of the Board of Examiners, the examination panel comprising the external examiner, the Chair of Department or Director of Graduate Studies, the Secretary to the Board and at least one other member of staff.

4. COMPENSATION

Compensation rules may be applied at the discretion of the Board of Examiners.

Compensation for fail units

- i) A Pass shall be awarded with one fail unit provided the overall (weighted) average is at least 51.
- ii) One fail unit marked below 45 cannot normally be compensated.
- iii) Two (or more) fail units cannot normally be compensated.
- iv) A failed dissertation cannot normally be compensated.

Compensation for failed units in the award of a Postgraduate Diploma

- i) One unit marked below 45 may be compensated by an overall (weighted) average of at least 45.
- ii) Two or more units marked below 45 cannot normally be compensated.

FACULTY MARKING DESCRIPTORS

80+: **(Distinction):** Work which, over and above possessing all the qualities of the 70-79 mark range, indicates a fruitful new approach to the material studied, represents an advance in scholarship or is judged by the examiners to be of a standard publishable in a peer-reviewed publication.

70-79: (Distinction): Methodologically sophisticated, intelligently argued, with some evidence of genuine originality in analysis or approach. Impressive command of the critical/historiographical/theoretical field, and an ability to situate the topic within it, and to modify or challenge received interpretations where appropriate. Excellent deployment of a substantial body of primary material/texts to advance the argument. Well structured, very well written, with proper referencing and extensive bibliography.

60-69: Well organised and effectively argued, analytical in approach, showing a sound grasp of the critical/historiographical/theoretical field. Demonstrates an ability to draw upon a fairly substantial body of primary material, and to relate this in an illuminating way to the issues under discussion. Generally well written, with a clear sequence of arguments, and satisfactory referencing and bibliography.

50-59: A lower level of attainment than work marked in the range 60-69, but demonstrating some awareness of the general critical/historiographical/theoretical field. Mainly analytical, rather than descriptive or narrative in approach. An overall grasp of the subject matter, with, perhaps, a few areas of confusion or gaps in factual or conceptual understanding of the material. Demonstrates an ability to draw upon a reasonable range of primary material, and relate it accurately to the issues under discussion. Clearly written, with adequate referencing and bibliography.

40-49: (Fail/Diploma): This work is inadequate for an MA award, but may be acceptable for a Postgraduate Diploma [although some departments may wish to set the pass mark for a diploma at a level higher than this]. Significant elements of confusion in the framing and execution of the response to the question. Simple, coherent and solid answers, but mainly descriptive or narrative in approach. Relevant, but not extensive deployment of primary material in relation to the issues under discussion. Occasional tendency to derivativeness either by paraphrase or direct quotation of secondary sources. Some attempt to meet requirements for referencing and bibliography.

39- (Fail): Work inadequate for an MA or Diploma award. Poorly argued, written and presented. Conceptual confusion throughout, and demonstrates no knowledge of the critical/historiographical/theoretical field. Failure to address the issues raised by the question, derivative, very insubstantial or very poor or limited deployment of primary material.

MARKING DESCRIPTORS: A GLOSSARY FOR HISTORIANS

(The previous descriptors are Faculty-wide; the following is some extra advice from the History Department.)

Methodology: awareness that different sources and approaches, often borrowed from outside disciplines, have inherent strengths and limitations. Coursework will not necessarily require you to explain your own methodology, but you should be able to identify and evaluate existing schools of thought in the field; your final dissertation *should* contain some personal methodological reflection, perhaps in the introduction, in which you explain what you hoped to get out of certain sources, as well as your initial hypotheses and how these had to be revised in the light of findings along the way. The historical method is essentially heuristic, i.e. trial and error, testing ideas against evidence.

Originality: in its basic sense, means independence of thought and unwillingness to take received wisdoms at face value. More technically, **empirical originality** indicates that you have located a set of primary sources that few or any other researchers have used before, often in an archive. **Conceptual originality** rethinks the existing state of a debate, involving close re-reading of existing seminal texts and the offering of a new explanatory paradigm, testing your argumentational skills. Originality is crucial in choosing a dissertation topic – you should not replicate existing research.

Argument: history is ‘an argument without an end’. Most arguments should have a **problematic**, i.e. an explanation of why an issue is important or open to more than one interpretation. Competing hypotheses may be drawn from actual historical accounts, by analogy with different periods or disciplines, or by using logic. Your **logic** may be strictly deductive, in which one proposition must lead to another (very rare when historians do not have all the information to hand!); or more likely inductive, based on observations and intuitive judgments, but aware of the common pitfalls of generalisation, exclusion and false analogy.

Analysis involves breaking the problem down into its constituent parts, before re-assembling them for a synthesis to rank factors according to their explanatory power. You should avoid simple chronological or anecdotal reconstructions of events ‘for their own sake’. You might also consider starting with the least convincing explanations, and working towards the more convincing.

The **critical/historiographical/theoretical field:** (critical is aimed largely at literary studies postgraduates); historiographical means an awareness of the ‘history of the history’, identifying and evaluating the key interventions and seminal texts in the field. You will be given additional credit for engaging with the original texts rather than only at one remove through secondary criticisms. Theoretical awareness involves the bridges you build from the specific to the general, linking your case-study to findings across time, space or discipline. Try to think of theory as a common currency of overarching ideas by which you can engage in a larger dialogue within the field.

Derivativeness: if you have a string of footnotes from the same source, are you being driven by the reading rather than vice-versa? Excessive quoting from secondary sources (paragraphs rather than sentences) might suggest to a marker an unwillingness to voice your own opinions.

THE STYLE GUIDE FOR GRADUATE STUDENTS

Presentation is vitally important. This is not because there is any virtue in following rules for their own sake, but because the rules make sense - an essay or dissertation that is well written and properly laid out will gain your readers' confidence and convey your message to them as efficiently as possible. Getting the presentation right is an essential part of the historian's craft.

The rules in this guide should be followed in all class essays and assessed work, as well as in the dissertation or thesis. The standard authority on all matters of presentation and format is Judith Butcher, *Copy-editing for Editors, Authors, Publishers*, 3rd edn, (Cambridge, 1992), and the *MHRA Style Guide* (2002), of which there is a copy in the Graduate Programme Office. The *MHRA Style Guide* can also be accessed at <http://www.mhra.org.uk/Publications/Books/StyleGuide/>.

A FORMAT

- a) The thesis should be *typed* (or printed), on A4 paper, on one side only.
- b) There should be a 4cm (1½-inch) *margin* at the left-hand side of the page, and an adequate margin on the other three edges.
- c) Spacing: The text of your essay should be *double-spaced*. The footnotes (or endnotes) should however be *single-spaced*.
- d) Indentation: *Except* for the very first paragraph under a new heading, the first line of every paragraph should be indented. You do not need to add extra spacing between paragraphs: the indentation alone tells the reader that you have begun a new paragraph.
- e) Pagination: Number each page of your essay.

B STYLE AND USAGE

Quotations

- a) Ordinary quotations: Use single (not double) quotation marks for ordinary quotations. Note that the final quotation mark is normally placed inside punctuation (comma, full stop, etc). However, when the quotation forms a complete sentence, the quotation mark comes after the full stop. If the material you cite itself contains a quotation from source, you will indicate this quote-within-a quote by using double quotation marks.

Examples:

Evans argues convincingly that 'the industrial revolution was a protracted process, not a single catastrophic event'. According to

Evans, 'Recent research suggests that the industrial revolution was a protracted process, not a single catastrophic event.' Chatterjee's claim that 'a group of propertied observers shouted "Hang all the convicted felons by the toes" as the procession passed by' suggests the intensity of middle-class support for public executions.

- b) Inset or block quotations: When you quote four or more lines of text (or quote lines of poetry), use an inset quotation - that is, type the quotation as a separate block of *double-spaced* text consistently indented from the left margin (the right-hand margin of an inset quotation is not indented). Do not use quotation marks in inset quotations except to indicate a quote within the inset material: use *single* quotation marks to indicate this quote-within-the quote. Avoid over-using inset quotations, especially in short essays. Be judicious about what you cite - short quotes that are pithy and to the point are more convincing than extended blocks of other writers' text. Your own voice - not those of the authors you cite - should dominate your writing.
- c) Ellipses: Always use ellipses - that is, three dots - to indicate that you have omitted material within your quotation. Do not use these at the beginning or end of quotations – only in the middle.

Example: Evans argues that 'the industrial revolution was ... not a single catastrophic event'. (Do not put: Evans argues that '... the industrial revolution was ... not a single catastrophic event ...'.)

Numbers

Numbers up to one hundred, when they occur in normal prose and are not statistical, should be written in words rather than numerals. When there are many figures, however, it is better to use words only for numbers up to nine. Avoid beginning a sentence with a numeral. Spell out 'per cent' (always two words) rather than using the % sign in the text.

Examples:

There were eight applicants.

By 1900, thirty-nine unions were providing benefits to 15,604 pensioners.

The jackpot was £5 million.

He spent thirty years in Broadmoor.

The seventh sister became a nun.

The interest rate was 6 per cent.

Dates

These should normally be given as 2 September 1939; commas should not be used. Spell out centuries rather than using numerals: write 'the eighteenth century' not 'the 18th century'. Use hyphenation to indicate adjectival usage of centuries: 'In the eighteenth century, barbers commonly performed surgery, but unfortunately for patients not all eighteenth-century barbers were adept with knife and needle.'

Money

Simple sums of money should be given in words: 'A pint of beer cost two shillings.' Sums of money which are more complex may be written in figures: 'A shortage of grain raised the price of beer shockingly, to 2s. 6 1/2d.' British currency was decimalised in February 1971. There is however no need to convert old currency into decimal equivalents.

Footnotes and Endnotes

The secret of good footnoting is good note-taking. Always keep a complete record of the full source (author, title, place and date of publication, specific page numbers) as you take notes. Whenever you copy any passage - even a short phrase - verbatim into your notes, be sure to use inverted commas in your notes to indicate that you have done so. This will help you to avoid accidental plagiarism.

Every footnote must refer to a source which you have actually examined. It is never correct to cite a source that you have not personally examined without indicating this fact in your note. Thus, if you are citing a letter from F.D. Roosevelt quoted by the author William Leuchtenberg, your footnote might read: 'F.D. Roosevelt to Cordell Hull, 28 August 1940, cited in William Leuchtenberg, *Franklin Roosevelt and the New Deal*, p. 305.'

There are two kinds of footnotes. Explanatory notes, clarifying points made in the text, should be few and brief. They should not be used as a dumping ground for material you cannot bear to leave out but which is not directly relevant to your argument. Nor should they include anything which is of real importance: if it is important, it belongs in the text, not in the notes. Most of your footnotes will be reference notes, identifying the books and other sources from which you have drawn quotations, evidence and other material used in the text. They should give readers all the information needed to trace your sources, but not more than is necessary; they should be clear, consistent and user-friendly. You do not need to reference general information widely available in the historical literature: for example, you do not need to provide a footnote to substantiate your claim that the French Revolution began in 1789. However, if you note that peasants in the south of France burned 112 chateaux, destroyed over 567 metric tons of seigneurial documentation and drank 892 bottles of their former seigneurs' wine in 1789, you need to indicate in a note the source of your statistics.

Footnotes should be placed at the bottom of the appropriate page; endnotes at the end of the chapter, or at the end of the essay/dissertation/thesis. If in doubt, use footnotes. A footnote or endnote number in your text should always follow quoted or cited material. Numbers should come at the end of a sentence or at least at the end of a clause. They should *never* be placed after authors' names or other references preceding the cited matter.

You will know from your reading that there are many correct ways to format and present the references contained in a footnote/endnote. **The most**

important point is to be consistent. Once you have selected a particular reference style, stick to it.

Referencing secondary literature

As a basic *aide mémoire*, on first citation you need the following information in the following order: author (A), book (B), city of publication (C), date of publication (D).

- a) Author's names in notes appear in the normal order, e.g. John Smith (not Smith, John, which is reserved for the Bibliography).
- b) Titles appear in *italics*: these are used for book titles and names of journals. (Only use the alternative form of underlining if you do not have access to a wordprocessor.) BUT, contributions within edited works or articles in journals require 'single inverted commas'. Remember, only if the title appears on the cover of the publication, does it go in italics; if it is contained within, contain it inside inverted commas.
- c) Place of publication: always a city and never a country. If two cities are indicated, e.g. New York and Oxford, say so; if three or more, just list the first. For American cities, you have the option of adding an abbreviation of the state too, but if in doubt, omit. You can also add the publisher's name after a colon, but always after the place of publication, e.g. London: Jonathan Cape (never Jonathan Cape: London).
- d) Date of publication: use the date of the actual edition you are using (not the first date of publication), since the pagination will vary between different editions. If using a subsequent edition, note this as below.

Abbreviated citations: upon any subsequent citation, you need only surname, short title, page reference, e.g. Hitler, *Mein Kampf*, p. 672. The short title can be any memorable phrase from the full title; one or two words will do. Writing out the full version every time is wrong.

If you are using a string of footnotes from the same source, use the handy shorthand form *Ibid.* (Latin meaning 'In the same'), followed by page number, e.g.

21. Richard Overy, *Interrogations. The Nazi Elite in Allied Hands* (London, 2001), p. 72.

22. *Ibid.*, pp. 77-8.

23. Hitler, *Mein Kampf*, p. 80.

24. Overy, *Interrogations*, p. 321.

Note that the abbreviation for page is a lower-case 'p.' (not pg.) and for pages 'pp.'. Do not worry about terms such as 'Op. cit.' – even publishers do not encourage them anymore.

As a tip when writing up, always use the abbreviated citation, and then fill in the full details as the very last thing you do when going through your notes looking for first instances.

In general, we are using the Oxford University Press system, so if in doubt, consult an OUP publication as a template.

Examples

Models for footnotes and endnotes drawn from various types of sources are given below. Make careful note of the kind and placement of punctuation, the use of italics, etc:

a) Articles in scholarly journals:

First citation: Use: Author's full name, 'Full Title of Article', *Journal Name*, volume number (date), page number(s).

1

Peter Bailey, 'Parasexuality and Glamour. The Victorian Barmaid as Cultural Prototype', *Gender and History*, 2 (1990), pp. 150-53.

Second and subsequent citations: Use: Author's surname, 'Short Title', page number(s).

2

Bailey, 'Parasexuality and Glamour', p. 164.

b) Books

First citation: Use: Author's full name, *Full Title of Book* (Place of publication, date of publication), page number(s).

1

Eric Hobsbawm, *Age of Extremes. The Short Twentieth Century, 1914-1991* (London, 1994), p. 67.

Second and subsequent citations: Use: Surname, *Short Title*, page number(s).

2

Hobsbawm, *Age of Extremes*, pp. 352-54.

c) Edited books

First citation: Use: Author's full name (ed.), *Full Title of Book* (number of volumes if work has more than one volume, Place of publication, date of publication), volume cited, page(s) cited.

1

W.H.B. Court (ed.), *Studies in the Coal Industry* (2 vols, Birmingham, 1947), I, pp. 144-46.

Second and subsequent citations: Use: Surname, *Short Title*, volume number, page number(s).

2

Court (ed.), *Studies*, II, p. 76.

d) Chapters in edited books

First citation: Use: Author's Full Name, 'Full Title of Chapter', in Full Names of Editors, *Full Title of Book* (Place of publication, date of publication), page number(s).

1

Sarah Gaunt, 'Visual Propaganda in the Later Middle Ages', in Bertrand Taithe and Tim Thornton (eds), *Propaganda. Political Rhetoric and Identity, 1300-2000* (Stroud, 1999), pp. 27-40.

Second and subsequent citations: Use surname, 'Short title', page number(s).

2

Gaunt, 'Visual Propaganda', p. 39.

Note two points from the above examples: ed. (because the full word does not end with d), but eds (because the full word does end in s).

The first number of a treble figure need not be repeated, but double figures should be repeated (239-61, 11-19, 33-39).

e) Reference to a book available in several editions

The same details are included in the *first* reference to such a book as in the example in **b)** above but with two very important differences. You need to specify (i) the particular edition which you consulted and (ii) the date of that edition.

For instance:

G.T. Stoker, *Ireland and the Anglo-Norman Church* (3rd edn, London, 1892), p. 5.

Note:

The inclusion of the details regarding the edition immediately precedes the place of publication within the parenthesis.

Note the punctuation of the reference to the edition. If your computer package automatically converts to 3rd, change the rd (superscript) to regular font size (rd).

It is essential to cite the edition and the date of the work which you consulted since page numbers and content often change from edition to edition.

f) Reference to reprints and newly edited secondary work

As in the case of details regarding various editions of books consulted, all details regarding reprints, introduction, prefaces, and so on should be included if relevant.

Example:

J.T. Gilbert, *A History of the City of Dublin* (reprint, with intro. by F.E. Dixon, Shannon, 1972, of orig. edn, 3 vols, Dublin, 1854-9), i, p. 17.

Note:

All details regarding reprint, introduction and so on predate the place and date of publication within parenthesis. Details of the original edition and its date are provided.

Manuscript Sources

References to manuscript material should be in plain font only (no italics). A full reference to a document should include the following information:

- The repository in which it is stored (A)
- The collection to which it belongs (B)
- Its title or description (C)
- Its date (D)
- The volume of the collection and the page or folio in the volume where it may be located and/or any other relevant details of its location (E).

Examples:

First citation: Birmingham University Library, Court Papers, 'Court Manuscript on Coal', W.H.B. Court to Sir Keith Hancock, 24 July 1916.

(A) (B) (C)
(D)

Second and subsequent citations: Court Papers, Memoranda on Wage Differentials, 1943-45. Memorandum No. 2, 1944, p. 432.

(B) (C)
(D) (E)

Note:

All of these details are necessary for a very practical reason. A manuscript, by definition, is a unique document. Only one of its kind exists in the world. It is therefore essential that your reference ought to be sufficiently clear as to enable a scholar from any part of the world to locate the particular manuscript.

Within a chapter, you can start to use a short reference system to one collection of papers, as in the second example above.

Birmingham Central Library, Charles Parker Archive, MSS 24/7b, Charles Parker to Arnold Wesker, 2 March 1964.

Public Record Office, HO 317/52. Letter from G. Weller to J. Armitage, 24 September 1916.

Nottinghamshire Record Office, GC98/1-3, Notebooks of Sir Gervase Clifton JP, 1795-1803.

Warwickshire County Record Office, D/234, Parish of Astley, Overseers' Accounts, 1732-1741.

All of these references to material in national and local record offices will come under the heading of 'Manuscript Sources' in your Bibliography.

If you are citing a primary source which you have only seen reproduced in a secondary work (for example quotations from a newspaper in a local history book), you should construct your footnote as follows:

Kildare Observer, 18 June 1877, quoted in Con Costello, *Kildare: Saints, Soldiers and Horses* (Naas, 1991), p. 42.

By constructing your footnote in this way you avoid the pretence that you yourself consulted the primary source. This reference also shows that you are reliant upon Costello's accurate transcription and reproduction of the quotation.

Printed primary material

In the case of primary sources which have been edited and printed the following is the format for constructing a footnote/endnote reference.

Example:

Extent of Irish Monastic Possessions, 1540-1541, from *Manuscripts in the Public Record Office, London*, ed. N.B. White (Dublin, 1943), p. 45.

Note: The title (the primary source) is listed *first*, rather than the name of the editor. This is the case since the volume has not been written by the editor and it is the printed version of the source which is of paramount importance rather than the identity of the editor.

Other References

- W.H.B. Court, 'Coal and Communism', *The Times*, 24 June 1979, p. 5.

This is the form to use for reference to a newspaper or a weekly magazine. No volume number is needed. It is a peculiarity of *The Times* newspaper that it registered its name with the definite article. It is always written *The Times*. Other newspapers and weeklies are referred to without the article: *Guardian*,¹ 1 May, 2001; *Poor Man's Guardian*, 24 July 1803; *Lancet*, 27 January 1863.

- *Hansard's Parliamentary Debates*, 3rd series, vol. 184, cols 1797-1813.
- British Parliamentary Papers, 1866 L1, Part 2, *Further Papers Relating to the Disturbances in Jamaica*.
- British Parliamentary Papers, 1866 [3683] and [3683-I] XXXI, *Report of the Jamaica Royal Commission (1866)*, Part I, Report, and Part II, Minutes of Evidence and Appendix.
- 'Petition for Extension of the Electoral Franchise to All Householders, Without Distinction of Sex ... (7 June 1866, No. 8501)', *Reports of the Select Committee of the House of Commons on Public Petitions, Session 1866*, Appendix.

This complex form of numbering will be crystal clear once you hold a volume of Parliamentary Papers in your hand; these numbers and references are clearly marked on each volume, and absolutely necessary information for anyone attempting to use your reference to locate the source. Which after all, is what a reference is *for*.

- Duncan Hall, "A Pleasant Change from Politics". Music in the Labour Movement between the Wars' (PhD thesis, University of Warwick, 2001), pp. 85-89.
- R.J. Fusillo, 'The Staging of Battle Scenes on the Shakespearian Stage', (PhD thesis, University of Birmingham, 1966), p. 74.

(Note here that PhD theses are not published, so their titles are not italicised or underlined.)

Websites

There are special conventions for citing materials from electronic media, such as online journals, databases, electronic bibliographies, WorldWideWeb sites, internet discussion groups, and e-mail communications. The essential principles are the same as with printed works or manuscripts: sources should be acknowledged, and readers should be given the information that would allow them to check them for themselves if they wish. Formats for citation vary according to the type of medium and source material being used. The following guides may be useful:

Maurice Crouse, *Citing Electronic Information in History Papers*, available online <<http://www.people.memphis.edu/~mcrouse/elcite.html>> (26 March 1998);

Andrew Harnack and Eugene Kleppinger, *Online! A Reference Guide to Using Internet Sources* (New York: Bedford Books/St. Martin's, 1998), extracts available online at <<http://www.smpcollege.com/online-4styles-help/>>;

Melvin E. Page, *A Brief Citation Guide for Internet Resources in History and the Humanities* (1996), available at <<http://www.h-net.msu.edu/about/citation/>>.

In general follow the use format:

First citation: Use: Author's full name, 'Title of Page', Title of complete work if page is part of a group of documents, date page was created. URL (date you saw page).

1

Debbie Abilock, 'Research on a Complex Topic', Nueva Library Help, 8 August 1996. <<http://www.neuva.pvt.k.12.ca.us/-debbie/library/research.html>> (1 October 2001).

Second and subsequent citations: Use: Author's surname, 'Short title'.

2

Abilock, 'Research on a Complex Topic'.

Note: These precise formats may not suit all circumstances. Works published as printed books or articles, but which you have consulted on a Website, should be cited in the usual way for printed material, but with a note - [consulted at <http://www...> (date)] - added in brackets. This rule also applies to manuscript or printed documents that have been made available on the Web.

Photographs, illustrations, etc:

If you copy a photo, illustration, chart, etc. from another source into your essay, use a credit line to indicate your source. The credit line should be placed immediately below the illustration and should include a descriptive title for the illustration plus full bibliographical information on the source from which it derives. The bibliographical information will adhere to the same style as a footnote - except that it will not begin with a footnote number.

Examples:

Illustration 1: Photograph of a man-eating tiger in Bihar, 1872. From Harold Jameson, *The Tiger in Modern History* (London, 1989), 322.

Illustration 2: Oil painting of a man eating a tiger in Bengal, 1754. From Jane Lewis, 'Eating Tigers in Historical Perspective', *History Today*, 11, 3 (June 1999), 67.

PRESENTATION OF STATISTICAL DATA: A BRIEF NOTE

Regarding statistical presentations, the following guidelines should be observed:

Tables:

- Tables should be made directly relevant to the contents of the text. If necessary, they may be incorporated as part of the main body of the text. Alternatively, they may be incorporated as appendices to the rear of your work.

- All tables should have a table number and a title, including dates where applicable.
- The source of the data used should be cited beneath the table, i.e. not in a footnote.
- Column headings should be clearly legible.
- Ideally, columns and rows should be of equal size.
- Total numbers (for example the total population of an area) should be cited at the end of the rows or columns as appropriate.
- In the event of your using a table taken from another scholar's publication or thesis, you should acknowledge that scholar's work as the source cited beneath the table.

Diagrams:

- Diagrams should be shown to be relevant to the content of the text and may be included within the main body of the text if necessary. Otherwise, they may be presented as appendices at the end of your text.
- All diagrams must have a Fig. Number and a full title, including dates where applicable.
- The source(s) for the data used should be cited beneath the diagram.
- Each axis in a diagram must be clearly labelled.
- A key to all colour coding or shading used should be provided.
- Colour coding or shading should be clearly distinguishable.
- Again, in the event of your incorporating a diagram taken from another scholar's publication or thesis, you should acknowledge that scholar's work as the source cited beneath the diagram.

BIBLIOGRAPHY

A Bibliography collects together in one place and lists all material to which reference has been made in the body of the work. **If you have not quoted from, cited, or referred to a work or a body of material in your dissertation (if, for example, you have just read a book and found it helpful but not mentioned it), then it should not be in your Bibliography.**

You will probably not need to use all of the following subheadings in your Bibliography. However, this is the usual sequence for presenting alphabetised references:

MANUSCRIPT SOURCES

(List national before local archives)

GOVERNMENT PUBLICATIONS

NEWSPAPERS AND PERIODICALS

CONTEMPORARY ARTICLES, BOOKS, PAMPHLETS AND SPEECHES

PUBLISHED SECONDARY SOURCES

UNPUBLISHED PAPERS AND THESES

WORLD WIDE WEB SOURCES

Using one of the formatting models shown above, a fragment of a Bibliography would look like this:

PUBLISHED SECONDARY SOURCES

Gaunt, Sally, 'Visual Propaganda in the Later Middle Ages', in Taithe and Thornton, *Propaganda*, pp. 27-40.

Porter, Roy, *Patients and Practitioners* (Cambridge: Cambridge University Press, 1985).

Swartz, Sally, 'Colonising the Insane. Causes of Insanity in the Cape, 1891-1920', *History of Human Sciences*, 8:4 (1995), 39-57.

Taithe, Bertrand, and Tim Thornton (eds), *Propaganda. Political Rhetoric and Identity, 1300-2000* (Stroud: Sutton, 1999).

Thompson, E.P., *Whigs and Hunters. The Origin of the Black Act* (London: Allen Lane, 1975).

Note that material in your Bibliography is organised alphabetically by the author's surname. When referencing articles or chapters in edited volumes in your Bibliography, cite the page numbers of the article or chapter as a whole - not just the particular pages you have cited in your footnotes.

British versus American Usage: The style illustrated above is standard British usage. A number of the books and articles you read will be published in the US and thus will employ standard American style, which departs in various respects from British usage. (For example, American usage calls for use of double, rather than single, quotation marks in ordinary quotes and around journal titles, and places punctuation marks outside, rather than inside, terminal punctuation). For your written work at Warwick, always consistently employ standard British usage as detailed above - even when referring to material published in the US which uses American conventions.

LAYOUT

The sequence of sections of a Taught Master's dissertation should be as shown on the specimen page and title page. There should be a summary of the thesis, not exceeding 300 words, bound in at the beginning of the thesis. The summary should not extend beyond a single A4 side. Students presenting dissertations for a degree by research should consult the University of Warwick Graduate School's booklet 'Guide to Examinations for Higher Degrees by Research' which the Graduate School will post to you in the final year of registration, and which can also be consulted at <http://www2.warwick.ac.uk/academicoffice/documents/gehdr.pdf>.

SUBMITTING

All candidates must submit theses (two copies) for examination in a soft binding, which is carried out by the Copyshop (near the banks/Student Union Building). PhD and MA (by Research) theses should be taken to the Graduate School Office in University House and a fee for hard binding paid directly to them. Taught MA theses must be handed in to the History Graduate Programme Office by the required submission date.

**THE WOMEN POTTERY WORKERS
AND TRADE UNIONISM, 1890-1905**

Richard Jones

Submitted in part fulfilment for the
degree of MA in History at the
University of Warwick

September 1979

This dissertation may be photocopied

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GUIDE TO EXAMINATIONS FOR HIGHER DEGREES BY RESEARCH

PhD and MA (by Research) students must consult the '**Graduate School's Guide to Examinations for Higher Degrees by Research**', which can be found at <http://www2.warwick.ac.uk/academicoffice/postgrad/exams/> . Part I: 'Guidance to Students on Submission and Examination of the Thesis', No. 4 'Presentation of The Thesis' (pp. 7-10) contains further vital information about the presentation of your dissertation.

FORMS AND OTHER USEFUL DOCUMENTS

POSTGRADUATE RESEARCH FUND APPLICATION FORM

1 Name:

2 Degree Programme: 3 Date of Entry:

4 Funding (BA, ESRC, etc):

5 If so, does this award include eligibility for research or travel expenses? YES / NO

6 Research Topic:

.....

7 Description of Specific Project for which funding is sought (in less than 150 words):

8 Date(s) the work will be conducted:

9 Amount applied for: £

Costings (give precise figures wherever possible):

10 In what ways will this grant assist your degree work?:

11 Please give details of other grants you have received from the Fund:

12 Other Comments:

Signature

Date

(forms/pg research fund)

(FOR OFFICE USE ONLY)

AMOUNT AGREED

SIGNATURE: DATE

APPLICATION FOR EXTENSION

It is desirable for everyone concerned that essay and dissertation deadlines are met. Extensions tend to have a roll-on effect on other courses. Please only apply if you have a good reason for your inability to meet the deadline. Please only apply for the **minimum** time required to submit the work. You should discuss the matter with the appropriate tutor, and submit this for the Graduate Director's approval.

- 1 Name
- 2 Course Essay / Dissertation for which an extension is requested
.....
- 3 Existing deadline
- 4 Period of extension requested
- 5 Short statement of reasons
-
-
-
- 6 Signature of student
- Date

FOR HISTORY GRADUATE OFFICE USE ONLY

Extension granted until

Signature of Graduate Director

Graduate Programme in History

The University of Warwick
Coventry CV4 7AL United Kingdom
Tel: 024 7652 3292
Fax: 024 7652 4451
Email: R.M.Lucas@warwick.ac.uk

Director: Professor Peter Marshall
Email: P.Marshall@warwick.ac.uk

MA OPTION MODULE

	STRENGTHS: THINGS THAT WENT WELL	WEAKNESSES: THINGS THAT WERE NOT SO GOOD	SUGGESTIONS FOR IMPROVING
ABOUT THE COURSE			
ABOUT THE TEACHING			
ABOUT YOURSELF			

GRADUATE PROGRAMME IN HISTORY

DEPARTMENTAL SEMINARS: RECORD OF ATTENDANCE

[You must attend at least six such sessions]

NAME:

I HAVE ATTENDED THE FOLLOWING DEPARTMENTAL SEMINARS DURING THE ACADEMIC YEAR 2006-07 (*please tick the boxes*):

History Research Seminar Tuesday lunchtimes

Autumn Term:

Week 3 ☐ Week 5 ☐ Week 7 ☐ Week 9 ☐

Spring Term:

Week 3 ☐ Week 5 ☐ Week 7 ☐ Week 9 ☐

I HAVE ATTENDED THE FOLLOWING SEMINARS (PLEASE GIVE DATES):

History of Medicine Seminar Wednesday evenings

.....

Eighteenth-Century Studies Wednesday evenings

.....

Early Modern Reading Group Tuesday evenings

.....

Other

.....

Signed **Date**

PLEASE RETURN THIS FORM TO ROS LUCAS IN H343 WHEN COMPLETED

GRADUATE PROGRAMME IN HISTORY

RECORD OF PROGRESS

Student

Supervisor

Date of Supervision

WORK COMPLETED SINCE LAST SUPERVISION

WORK TO BE COMPLETED BY THE STUDENT BEFORE THE NEXT SUPERVISION

Date of Next Supervision

Signed:

Student

Supervisor

One copy of this document will be kept by the student and one will be kept in the office file.
The information will be used by the Department to keep track of progress, course continuity,
and underpin annual reports to the University.

GRADUATE PROGRAMME IN HISTORY

Skills Progression:

This form is designed to assist postgraduate students and their supervisors to reflect on skills progression through the course of the PhD. Please complete Section 1 (Baseline Data) and return a copy of the form to Ros Lucas, who will make the information available to your supervisor(s). PhD students are asked to complete Section 2 (Skills Update Data) at six-month intervals, and to discuss this data with their supervisor(s) at a regularly scheduled supervision session.

Section 1 (Baseline Data):

Self-assessment of existing research skills: Please indicate below your agreement or disagreement (Y/N) with the following statements:

- I am aware of the skills training sessions available in the Faculty Y / N
- I am aware of the skills training sessions available in the Department: Y / N
- My bibliographical skills allow me to identify relevant printed primary and secondary sources for my research project: Y / N
- My bibliographical skills allow me to identify relevant archival materials for my research project: Y / N
- My IT skills allow me to identify relevant electronic sources for my research project: Y / N
- My foreign language skills are sufficient for my research project: Y / N
- I have an appropriate system for note-taking and note-filing: Y / N
- I have a time-management schedule for my research project: Y / N
- I have the relevant quantitative skills to create datasets from my primary research if needed: Y / N
- I have a strategy for extracting data from my notes to prepare papers and chapters: Y / N
- I am knowledgeable about relevant deadlines for external funding for my research: Y / N
- I am knowledgeable about workshop and conference opportunities outside Warwick, and how to make use of them: Y / N
- I am knowledgeable about training opportunities outside Warwick: Y / N
- I am familiar with the considerations I should bear in mind and the steps that I should take to publish my work: Y / N

Please list here any other relevant research skills that you possess at present:

Please indicate here any research skills (other than those noted above) that you believe you need to develop during your course of study:

Section 2: Skills Update Data: Please complete this form at 6 month intervals, providing one copy to Ros Lucas and one copy to your supervisor(s), for discussion at a regularly scheduled supervision:

Please indicate below your agreement or disagreement (Y/N) with the following statements:

- My bibliographical skills allow me to identify relevant printed primary and secondary sources for my research project: Y / N
- My bibliographical skills allow me to identify relevant archival materials for my research project: Y / N
- My IT skills allow me to identify relevant electronic sources for my research project: Y / N
- My foreign language skills are sufficient for my research project: Y / N
- I have an appropriate system for note-taking and note-filing: Y / N
- I have a time-management schedule for my research project: Y / N
- I have the relevant quantitative skills to create datasets from my primary research if needed: Y / N
- I have a strategy for extracting data from my notes to prepare papers and chapters: Y / N
- I am knowledgeable about relevant deadlines for external funding for my research: Y / N
- I am knowledgeable about workshop and conference opportunities outside Warwick, and how to make use of them: Y / N
- I am knowledgeable about training opportunities outside Warwick: Y / N
- I am familiar with the considerations I should bear in mind and the steps that I should take to publish my work: Y / N

Please indicate here any new research skills obtained in the past 6 months not indicated above:

Please indicate here any research skills you believe you will need to develop in the remainder of your degree, and the time-scale/manner in which this will be accomplished:

Any Other Comments/suggestions:

GRADUATE PROGRAMME IN HISTORY

DOCTORAL / MA by RESEARCH PROGRESS QUESTIONNAIRE

Period covered by this Questionnaire: June 2006- December 2006

Name of Student Name of Supervisor(s)

Degree: MA / MPhil / PhD
(delete as applicable)

Year of Study: 1st / 2nd / 3rd / Other
(delete as applicable)

Thesis Title:

- 1 How many supervision sessions have you had and/or how many hours of supervision?

- 2 Have you attended any required or optional courses, or induction sessions, or seminars? (Please specify) How useful have you found them?

- 3 Have you attended any conferences this term and the preceding vacation?

- 4 Any other relevant activities? (eg research/study/groups)

- 5 Please briefly outline what you have achieved this term, for example, fieldwork, written work, library work etc.
- 6 To what extent has this matched your plans?
- 7 Would you like to add anything about any modifications that you may have made to your original research design?
- 8 This space is for the supervisor(s) to add any further comments:

Student's signature Supervisor's signature
Date Date

Please return to Ros (H343) by Friday 15 December 2006

GRADUATE PROGRAMME IN HISTORY

MA RESEARCH STUDENT PROGRESS INTERVIEW AND REPORT, 2006-07

This form should be filled in by all parties concerned following the research interview

Name of Student

Name of Supervisor(s)

Present Registration

Research Topic (Please give dissertation title if agreed)

.....

REPORT of INTERVIEW COMMITTEE

Date & Time of Meeting.....

Interviewers

Description of Work Reviewed

Comments (continue on back of sheet if required)

Recommendations

Signatures:

Interviewers

Supervisor(s)

Student

NB Please return this form to Ros Lucas following the interview

GRADUATE PROGRAMME IN HISTORY

MPhil/PhD RESEARCH STUDENT PROGRESS INTERVIEW & REPORT, 2006-07

This form should be filled in by all parties concerned following the research interview

Name of Student

Name of Supervisor(s)

Present Registration

Research Topic (Please give dissertation title if agreed)

.....

REPORT of INTERVIEW COMMITTEE

Date & Time of Meeting.....

Interviewers

Description of Work Reviewed

Comments (continue on back of sheet if required)

Recommendations

- raise registration to PhD unconditionally
- raise registration to PhD if certain conditions are met (please be specific)

- other (please give explanation)

Signatures:

Interviewers

Supervisor(s)

Student

NB *Please return this form to Ros Lucas following the interview*

HISTORY DEPARTMENT RESEARCH DEGREE UPGRADE ETHICS REVIEW DOCUMENT

This form should be drafted before your Upgrade and circulated in advance to your supervisors and assessors with your other Upgrade materials. The form should be amended as needed and signed during the MA by Research/PhD Upgrade exercise by students, their supervisors, and members of the Upgrade committee. Please return the signed form to Ros Lucas upon completion of the Upgrade review.

The Department and the University are committed to ensuring high standards of postgraduate research. To ensure that research projects comply with the University's ethical guidelines, all students who wish to undertake research involving human participants, their data and/or tissue (this may also include research involving the data of deceased participants) must obtain appropriate ethical approval of their projects. Normally, successful completion of the Department's Ethics Review at the Upgrade exercise will confirm such approval. In some instances, however, additional approval must be sought for students' research. **Specifically** 1) any research involving NHS patients/staff/facilities/participants recruited through NHS resources must be approved by an NHS Local Research Ethics Committee or Multi-centre Research Ethics Committee; 2) research projects for which the funding body requires a full ethical review above and beyond the parameters of the normal Departmental review; 3) research projects of sufficiently high risk to participants or the student or outside the scope of the normal ethical expertise in the History Department (as determined by the Director of Graduate Studies or Head of Department).

1) Your name:

2) Degree sought:

3) Title of dissertation:

.....

4) Ethical considerations: briefly detail the ethical considerations entailed by this research project **and** the mechanisms that will be used to address them. This section of the form must **not** be left blank:

5) Risks to researcher: Please identify any risks to the researcher posed by the project, referring to the University Guidance on Ethical Practice for information on research risks (<http://www2.warwick.ac.uk/services/rss/services/ethics/>). If risks are identified, indicate clearly how such risks will be minimised and/or monitored.

If your research project does **not** entail live human participants, please move directly to the Signature Section. If your project **does** entail live human participants, please complete all remaining sections of the form.

6) Recruitment of Participants: Please a) specify how potential participants will be identified, b) identify your inclusion/exclusion criteria, explaining the purpose behind

those criteria, and c) confirm that in advertising for participants, you will not overstress payments or other inducements to take part.

7) Informed consent: Except in the instance of questionnaires where returning a completed questionnaire is considered to signal consent, written informed consent from participants is required. This consent, which includes research participants involved in audio/visual recording, must conform to the University's Guidelines on Ethical Practice. Please indicate below the process by which you will ensure that fully informed consent is obtained, detailing when appropriate any additional assent procedures that will be used where children are involved and how informed consent will be secured where an influential relationship exists between the researcher/recruiter and his/her potential participant.

8) Vulnerable participants: If your research involves vulnerable participants, please note why their inclusion in your study is requisite and how you will protect these participants' rights.

9) Incentives/Compensation: If travel/out of pocket expenses will not be paid to participants, this circumstance must be explained clearly in advance to participants. Please note here any payments that will be made to participants to reimburse for travel/out of pocket expenditure and fully justify any additional payments that will be made to participants.

10) Participant Benefit/risk: Please highlight any possible benefits to the participants and any potential harm/risks to participants that may ensue from participation in your study. Where potential risks/harm have been identified, please indicate what steps will be taken to minimise/monitor them.

11) Data protection: In accordance with the Data Protection Act, please specify how you will ensure the confidentiality of information that would identify particular participants, and what action may be taken should confidential information be discovered that would cause concern.

12) Data Storage: Please confirm that original data (including signed consent forms and copies of relevant documentation) will be kept in a secure location, accessible for inspection if required for at least 10 years after completion of your degree.

Signature Section:

Signature of Research Student Date

Signature of Supervisors Date

Signature of Upgrade Assessors Date

Books available for Consultation and Loan in the History Graduate Office

- A. Booth, *Teaching History at University* (Routledge, 2003)
- John R. Davis, *Grants for History 2006. A guide to funding* (Institute of Historical Research, 2006, and 1997, 2005 edns)
- Laura Lee Downs, *Writing Gender History* (Hodder Education, 2004)
- J. Everett, *Handlist of Electronic Teaching Resources for Teachers of History, Archaeology & Art History* (Centre for History, Archaeology and Art History, Univ. of Glasgow, 1996)
- Norman Graves and Ved Varma, *Working for a Doctorate* (Routledge, 1997)
- Patsy McCarthy and Caroline Hatcher, *Presentation Skills. The Essential Guide for Students* (Sage, 2002)
- Ian Mortimer (ed.), *Record Repositories in Great Britain* (The Royal Commission on Historical Manuscript, 1997, PRO)
- Rowena Murray, *How to Write a Thesis* (Open University Press, 2002)
- R.J. Olney, *Manuscript Sources for British History. Their nature, location and use* (Institute of Historical Research, 1995)
- Estelle M. Phillips and D.S. Pugh, *How to Get a PhD. A handbook for students and their supervisors*, (Open University Press 2nd edn 1999)
- K. Schürer, S.J. Anderson and J.A. Duncan, *A guide to historical datafiles held in machine-readable form* (Association for History and Computing, 1996)
- Elaine Showalter, *Teaching Literature* (Blackwell, 2003)
- Carolyn Steedman, 'Archival Methods', in Gabriele Griffin (ed.), *Research Methods for English Studies* (Edinburgh University Press, 2005)
- Rebecca Stott, Tory Young and Cordelia Bryan, *Speaking your Mind. Oral Presentation and Seminar Skills* (Longman, 2001)
- Wendy Sykes, Martin Bulmer and Marleen Schwerzel, *Directory of Social Research Organisations in the United Kingdom* (Mansell, 1993)
- Geoff Timmins, Keith Vernon, Christine Kinealy, *Teaching and Learning History* (Sage, 2005)
- Jane Winters (ed.) *Teachers of History in the Universities of the United Kingdom*, (Institute of Historical Research, 2005, 2004, 2002, 2000, 1999, 1998, 1997)
- The Edition XII Guide to Postgraduate Arts, Humanities and Social Sciences Programmes in Europe* (The Edition XII Publishing Company Limited, London, 1995)

Institute of Historical Research, *Guide to the Institute of Historical Research* (Institute of Historical Research, 2000-2001)

Institute of Historical Research, *Theses in Progress 2004* (Institute of Historical Research, May 2004)

Institute of Historical Research, *Theses Completed 2003* (Institute of Historical Research, May 2004)

Institute of Historical Research, *Theses in Progress 2005* (Institute of Historical Research, May 2005)

Institute of Historical Research, *Internet Resources for History* (Institute of Historical Research).

Modern Humanities Research Association, *MHRA Style Guide. A handbook for authors, editors, and writers of theses* (Modern Humanities Research Association, 2002, & 1996).

Conference Report, *Profiting from Postgraduate Talent. Beyond the White Paper: the future shape of postgraduate research training* (16 September 2003)

Council of University Deans of Arts and Humanities, *Doctoral Futures, Career Destinations of Arts and Humanities Research Students* (December 2002)

D.A.Spaeth, *A Guide to Software for Historians* [2 Copies] (Computers in Teaching Initiative for History with Archaeology and Art History, Univ. of Glasgow, 1991)

Andrew Farrow and Luke Fitzherbert (eds), *A Guide to the Major Trusts. Vol. 1 The Top 300 Trusts. Vol. 2 700 Further Trusts* (Directory of Social Change, 1993)

HotCourses. Student Money Directory. The official UK student funding directory , 2004/2005

Institute of Commonwealth Studies, *Theses in Progress in Commonwealth Studies, 2002* ((Institute of Commonwealth Studies, Univ. of London, 2002)

Institute of Commonwealth Studies, *Theses in Progress in Commonwealth Studies, 2003* (Institute of Commonwealth Studies, Univ. of London, 2003)

TAUGHT MA DISSERTATIONS SUBMITTED IN PREVIOUS YEARS ARE ALSO IN H343, AND MAY BE CONSULTED/LOANED.

DATES OF TERMS

Year	Term	Dates
2006-07	Autumn	Monday 2 October 2006 – Saturday 9 December 2006
	Spring	Monday 8 January 2007 – Saturday 17 March 2007
	Summer	Monday 23 April 2007 – Saturday 20 June 2007
2007-08	Autumn	Monday 1 October 2007 – Saturday 9 December 2007
	Spring	Monday 7 January 2008 – Saturday 15 March 2008
	Summer	Monday 21 April 2008 – Saturday 28 June 2008
2008-09	Autumn	Monday 29 September 2008 – Saturday 6 December 2008
	Spring	Monday 5 January 2009 – Saturday 14 March 2009
	Summer	Monday 20 April 2009 – Saturday 27 June 2009

The information contained in this Handbook is as accurate and up-to-date as we can make it. Statements of departmental policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of university policy is the university regulations, as laid down in the Calendar, the Course Regulations and the official timetable.