Department of History
(Including the School of Comparative American Studies)

Undergraduate Handbook
2015/16
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Term Dates</td>
<td>6</td>
</tr>
<tr>
<td>1. General Information and Support</td>
<td>7</td>
</tr>
<tr>
<td>1.1 Registration and Induction</td>
<td>7</td>
</tr>
<tr>
<td>1.2 Departmental Organisation and Contacts</td>
<td>8</td>
</tr>
<tr>
<td>1.3 Communication</td>
<td>10</td>
</tr>
<tr>
<td>1.4 Personal Tutors</td>
<td>10</td>
</tr>
<tr>
<td>1.5 Student Support Services</td>
<td>12</td>
</tr>
<tr>
<td>1.6 Student Monitoring &amp; Engagement</td>
<td>13</td>
</tr>
<tr>
<td>1.7 Student Careers and Skills</td>
<td>18</td>
</tr>
<tr>
<td>1.8 The Library</td>
<td>20</td>
</tr>
<tr>
<td>1.9 IT Facilities and Training</td>
<td>21</td>
</tr>
<tr>
<td>1.10 Student Staff Liaison Committees (SSLCs)</td>
<td>22</td>
</tr>
<tr>
<td>1.11 University Nursery</td>
<td>23</td>
</tr>
<tr>
<td>1.12 International Office</td>
<td>23</td>
</tr>
<tr>
<td>1.13 The History Society</td>
<td>24</td>
</tr>
<tr>
<td>1.14 The Comparative American Studies (CAS) Society</td>
<td>24</td>
</tr>
<tr>
<td>2. University and Department Policies</td>
<td>25</td>
</tr>
<tr>
<td>2.1 Equal Opportunities</td>
<td>25</td>
</tr>
<tr>
<td>2.2 Sexual, Racial and Personal Harassment</td>
<td>25</td>
</tr>
<tr>
<td>2.3 Data Protection</td>
<td>16</td>
</tr>
<tr>
<td>2.3 Social Media</td>
<td>25</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Essay Question</td>
<td>61</td>
</tr>
<tr>
<td>Your Analysis</td>
<td>61</td>
</tr>
<tr>
<td>Your Research</td>
<td>62</td>
</tr>
<tr>
<td>Presentation</td>
<td>62</td>
</tr>
<tr>
<td>The One Iron Rule</td>
<td>62</td>
</tr>
<tr>
<td>Appendix II: Undergraduate Style Guide</td>
<td>62</td>
</tr>
<tr>
<td>Introduction</td>
<td>62</td>
</tr>
<tr>
<td>Format</td>
<td>62</td>
</tr>
<tr>
<td>Quotations</td>
<td>63</td>
</tr>
<tr>
<td>Numbers</td>
<td>64</td>
</tr>
<tr>
<td>Dates</td>
<td>64</td>
</tr>
<tr>
<td>Money</td>
<td>65</td>
</tr>
<tr>
<td>Footnotes and Endnotes</td>
<td>65</td>
</tr>
<tr>
<td>Bibliographies</td>
<td>68</td>
</tr>
<tr>
<td>British Versus American Usage</td>
<td>69</td>
</tr>
<tr>
<td>Some Common Spelling, Grammar and Syntax Errors</td>
<td>69</td>
</tr>
<tr>
<td>Appendix III: Course Syllabi</td>
<td>72</td>
</tr>
<tr>
<td>Single-Honours History (V100/V101)</td>
<td>72</td>
</tr>
<tr>
<td>History and Politics (VM11/VM12)</td>
<td>73</td>
</tr>
<tr>
<td>History and Sociology (VL13/VL14)</td>
<td>74</td>
</tr>
<tr>
<td>History, Literature &amp; culture of the Americas (V230)</td>
<td>54</td>
</tr>
<tr>
<td>French and History (R1VA)</td>
<td>75</td>
</tr>
<tr>
<td>German and History (R2V1)</td>
<td>77</td>
</tr>
<tr>
<td>History and Italian (R3V2)</td>
<td>78</td>
</tr>
</tbody>
</table>
History (part-time) (Y302), formerly known as “Historical Studies” .................................................. 79
Appendix IV: Staff ........................................................................................................................................ 58
   Academic Staff ........................................................................................................................................ 58
   Administrative and Support Staff .............................................................................................................. 58
   Teaching Staff ......................................................................................................................................... 58
   Research Staff ......................................................................................................................................... 58
Appendix V: Map of the Humanities Building .......................................................................................... 59
Introduction

The Department endeavours to ensure that the information in this handbook is as accurate and up-to-date as possible. Statements of departmental policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of policy and procedure is the University Regulations as laid down in the University Calendar, which can be found on the University Governance webpages (www.warwick.ac.uk/services/gov/).

Any significant changes to the practices and procedures detailed in this handbook will be notified to students by email and the electronic copy of the handbook available from the History and CAS websites will be updated accordingly.

Term Dates

2015/2016
Autumn Term Monday 5 October 2015 – Saturday 12 December 2015
Spring Term Monday 11 January 2016 – Saturday 19 March 2016
Summer Term Monday 25 April 2016 – Saturday 2 July 2016

2016/2017
Autumn Term Monday 3 October 2016 – Saturday 10 December 2016
Spring Term Monday 9 January 2017 – Saturday 18 March 2017
Summer Term Monday 24 April 2017 – Saturday 1 July 2017

2017/2018
Autumn Term Monday 2 October 2017 – Saturday 9 December 2017
Spring Term Monday 8 January 2018 – Saturday 17 March 2018
Summer Term Monday 23 April 2018 – Saturday 30 June 2018
1. General Information and Support

1.1 Registration and Induction

The Academic Office will have sent you details of the University’s registration procedures, which must be completed.

First-Year Students

The Department’s induction programme lasts for the whole of the first week of term. The programme begins on the first Monday of term with three introductory meetings, one for single-honours History students, one for joint-honours History students (History and Politics, History and Sociology, French and History, German and History, History and Italian), and one for students in the School of Comparative American Studies (CAS):

- **Single-Honours History:** 1pm-2pm, room R021 in the Ramphal Building, followed by 2pm-3pm, room L4 on the Science Concourse
- **Joint-Honours History:** 2pm-3pm, room H052 in the Humanities Building
- **CAS:** 11am-1pm, room H148 in the Humanities Building

These meetings are to welcome you to the Department and the University, to give you information regarding your course and syllabus, to give you information regarding the timetable of your first week, and to answer any questions that you might have.

Returning Students (Second, Third, and Fourth Year Students)

All teaching, other than first-year modules, begins in the first week of term. It is imperative that you know your timetable so that you do not miss any of your first week classes. If you are in any doubt as to where and when your teaching will take place, please contact the relevant module convenors.
1.2 Departmental Organisation and Contacts

The Department has a number of admin roles that are assigned to academic staff. Which staff are assigned which post may change from year to year, and listed below are the key admin roles relating to undergraduate students for this year. Contact details for the staff can be found in Appendix IV.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Professor Daniel Branch</td>
<td>Overall responsibility for the Department, including all student discipline issues.</td>
</tr>
<tr>
<td>Co-Ordinator for CAS</td>
<td>Professor David Lambert</td>
<td>Responsible for the CAS degree course;</td>
</tr>
<tr>
<td>Director of Undergraduate Studies</td>
<td>Professor Christoph Mick</td>
<td>Overall responsibility for all UG courses in the Department; convenor of the History SSLC; approver for all essay extension requests for second-year and final-year modules; approver for all course and stream transfer requests.</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Dr Claudia Stein</td>
<td>Responsible for the personal tutor system and all issues regarding mitigating circumstances affecting student performance.</td>
</tr>
<tr>
<td>Director of First Year Studies</td>
<td>Dr Sarah Richardson</td>
<td>Overall responsibility for all issues relating to first-year study; approver for all essay extension requests for first-year; responsible for recording and reporting on first-year student performance.</td>
</tr>
<tr>
<td>Director of Second Year Studies</td>
<td>Professor Beat Kümin</td>
<td>Overall responsibility for all issues relating to second-year study.</td>
</tr>
<tr>
<td>Dissertation Coordinator</td>
<td>Dr Jennifer Smyth</td>
<td>Overall responsibility for all issues relating to the final-year Dissertation.</td>
</tr>
<tr>
<td>Historiography Coordinator</td>
<td>Dr Claudia Stein</td>
<td>Overall responsibility for all issues relating to the Historiography module.</td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Joint Degrees Coordinator</td>
<td>Prof Mark Philp</td>
<td>Responsible for the His/Pol and His/Soc degree courses.</td>
</tr>
<tr>
<td>(Non-Language Courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint Degrees Coordinator</td>
<td>Dr Joachim Häberlen</td>
<td>Responsible for the Fre/His, Ger/His, and His/Ita degree courses.</td>
</tr>
<tr>
<td>(Language Courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Time Degrees Coordinator</td>
<td>Professor Chris Read</td>
<td>Responsible for the part-time students taking History and CAS modules, particularly the Historical Studies students.</td>
</tr>
<tr>
<td>Final Year Exams Secretary</td>
<td>Dr Jonathan Davies</td>
<td>Overall responsibility for examinations and assessment in History &amp; CAS. Responsible for recording and reporting on student performance, including management of the Exam Boards on History, Joint Honours &amp; CAS.</td>
</tr>
<tr>
<td>Erasmus and Exchange Coordinator</td>
<td>Mrs Andrea Humber</td>
<td>Responsible for the Year Abroad programmes available to UG students.</td>
</tr>
</tbody>
</table>

Listed below are some of the Department’s support staff who provide assistance for undergraduate students. Contact details for the staff can be found in Appendix IV.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Administrator</td>
<td>Mr Robert Horton</td>
<td>Responsible for overseeing all of the administrative support.</td>
</tr>
<tr>
<td>Academic Administrator</td>
<td>Mrs Andrea Humber</td>
<td>Responsible for UG module nominations and allocation, and student monitoring &amp; attendance.</td>
</tr>
<tr>
<td>Departmental Secretary</td>
<td>Mrs Jean Noonan</td>
<td>First point of contact for all part-time UG student issues.</td>
</tr>
<tr>
<td>Undergraduate Secretary</td>
<td>Miss Jennifer Spalding</td>
<td>First point of contact for all History related UG issues.</td>
</tr>
</tbody>
</table>
1.3 Communication

The atmosphere in the Department is friendly and informal and it is usually very easy to meet with individual members of staff. All academic staff post their ‘office hours’ on the doors of their offices and on their staff webpages, specifying regular times when they will be available for student enquiries. You can also set up appointments at other times by emailing them.

Undergraduate students have pigeonholes which are typically used for notes from tutors and any mail addressed to you in the Department will be placed there. These pigeonholes are located in the foyer outside room H305. Personal post should NOT be sent to the department but to you term time address. Items posted to the department will be returned to the sender.

Academic members of staff have clear plastic pigeonholes located outside their offices where you will be able to leave notes and short essays. Part-time seminar tutors have folders located with the student pigeonholes where again notes and short essays can be left.

Students should check their University email accounts regularly as this is the main route for University and Department communication. You should also check the noticeboards located in the foyer outside room H305 for single and joint honours History students and in the foyer outside room H342 for CAS students. Many important notices will be placed here Joint-degree students should also keep an eye on the noticeboards in their other home department. Tutors will also use the doors of their own offices to post notices of interest to the students they teach and their personal tutees.

If you change your address during the course of the year (either your home or term-time address), please inform the Undergraduate Secretary or CAS Secretary and update the details via ‘start.warwick’ immediately.

1.4 Personal Tutors

All undergraduate students are assigned a Personal Tutor. For joint degree students the Personal Tutor may be based in either of their two departments, but students may also meet with the Joint Degree Coordinator of the other department to discuss subject-specific issues. Details of your personal Tutor may be found via your Tabula profile page, and is also available on the History UG webpages.
All students should meet regularly with their Personal Tutor to discuss their academic progress, and first-year students will usually have their first meeting with their Personal Tutor on the Tuesday of the first week of the Autumn term. Throughout the year, the Personal Tutors are available to discuss any queries about academic, social or general matters. If a student is experiencing any problems, their Personal Tutor is the first person they should go to. Every member of academic staff has their contact details and office hours available on their staff webpage (www.warwick.ac.uk/fac/arts/history/people/staff_index/) and on the office noticeboard. Please note that there is a Personal Development Planning (PDP) resource, ‘Warwick Advantage’, (http://www2.warwick.ac.uk/services/advantage) which may also be useful for your discussions with your personal tutor.

One of the roles of the Personal Tutor is to write references and recommendations on students' behalf. However if a student needs a written reference from an academic tutor, they can of course ask any of the permanent members of staff who teach them to write on their behalf. The best references are written by members of staff who can convey their personal experiences of teaching the student.

Broadly speaking, a Personal Tutor’s function is to provide academic advice and pastoral support. Students should regard their Personal Tutor as someone with whom they can always discuss academic issues and personal problems which are causing stress or anxiety and interfering with their work. There is of course no obligation on students to bring problems to their Personal Tutor. Many students get through University perfectly happily with the support of friends, secretaries, and/or the staff they get to know as teachers. All of these individuals play an invaluable role in helping students to cope with the considerable adjustments involved in leaving school, home and family.

If a student’s personal problems become so large that they interfere seriously with their academic performance, it is very important that they see their Personal Tutor and have a frank discussion with them. It is vital that students do not let problems pile up without seeking help. If, for any reason, a student falls behind with their work, they should never give in to the temptation to miss classes in order to avoid the module tutor. That will only lead to more issues and the longer the problems persist the harder it will become to face up to it. Students should see their module tutor as soon as possible and explain the situation. If that is difficult for the student, they should first see their Personal Tutor who will then liaise as necessary.

In some (fortunately rare) circumstances a Personal Tutor may also act as a student’s advocate, either within the Department or before a University body. If a student falls seriously behind with work, for example, their Personal Tutor will present their case to the Senior Tutor and/or Department. Very rarely someone might get into trouble over the payment of Library fines or a breach of University Regulations. In such cases it is again the Personal Tutor's role to argue the student’s case before the relevant body, if requested by the student to do so. It is obviously important in such a situation for the student to make sure their Personal Tutor is fully briefed on all the circumstances.
It is sometimes necessary for a student's Personal Tutor to be swapped to an alternative member of staff, often due to staff taking up research leave or general staff turnover, and usually taking place during the summer vacation. In such circumstances the student will receive an e-mail from the Department confirming that their Personal Tutor has changed. Students are entitled to change their Personal Tutor at any stage, and should direct their request to the Academic Administrator (Andrea Humber).

Students can find the list of Personal Tutors on the Department website in the first week of term.

In addition to Personal Tutors, students may also seek assistance from the following staff and departments:

- **Department Senior Tutor - Dr Claudia Stein** [Claudia.Stein@warwick.ac.uk](mailto:Claudia.Stein@warwick.ac.uk) (if a student's Personal Tutor is unavailable, for pastoral or academic matters)
- **Department Director of Undergraduate Studies Professor Christoph Mick** [C.Mick@warwick.ac.uk](mailto:C.Mick@warwick.ac.uk) (for issues relating to the History degree courses, course transfers).
- **CAS Co-Ordinator – Professor David Lambert** [D.Lambert@warwick.ac.uk](mailto:D.Lambert@warwick.ac.uk) (for issues relating to the CAS degree course)
- **Head of Department - Professor Daniel Branch** at [D.P.Branch@warwick.ac.uk](mailto:D.P.Branch@warwick.ac.uk) (for disciplinary and regulatory matters)
- **University Senior Tutor's Office** at [www.warwick.ac.uk/services/tutors](http://www.warwick.ac.uk/services/tutors) (for pastoral or academic matters)
- **University Director of Student Support** at [www.warwick.ac.uk/services/student-support-services/student-support/](http://www.warwick.ac.uk/services/student-support-services/student-support/) (for residential accommodation matters)
- **University Student Counselling Service** at [www.warwick.ac.uk/services/tutors/counselling/student/](http://www.warwick.ac.uk/services/tutors/counselling/student/) (for personal matters)
- **University Disability Services Team** at [www.warwick.ac.uk/services/tutors/disability](http://www.warwick.ac.uk/services/tutors/disability) (for disability issues)

### 1.5 Student Support Services

The University of Warwick is committed to providing a supportive and positive environment for all members of its community. However, we recognise that there will be times in everybody's University life when things do not go as well as you would wish. In times like these, there is a comprehensive support and welfare structure available to help with all kinds of different problems.

There may be more than one option available to you, so please use the information on the Student Support Services website ([http://www2.warwick.ac.uk/services/student-support-services](http://www2.warwick.ac.uk/services/student-support-services)) as well as the individual service websites to help you decide the best place to go. Student Support Services includes:
If you don't find what you are looking for online, feel free to contact the Student Support Reception which is located on the ground floor of University House or telephone 024 76 575570 (internal extension 75570) or email studentsupport@warwick.ac.uk.

If you require out-of-hours emergency support, please contact the Security Gatehouse on 024 76 722083 (internal extension 22083).

1.6 Student Monitoring & Engagement

All departments are required by the University to monitor your academic engagement and progress using a number of monitoring points. This gives the Department an opportunity to identify those students who are not engaging with their studies and to work with them to address whatever issues they may be facing. The monitoring process is quite straightforward. For example, the department requires that you attend induction meetings, complete module registration and attend seminars. Non-attendance at any of the monitoring points is a signal to the Department that you are not fully engaging with your degree.

Should you have any health problems or other difficulties that prevent you from fulfilling these requirements you must advise your personal tutor and module tutor as soon as possible.

If you miss a Monitoring Point due to ill health then you are asked to complete a medical form and e-mail this to Andrea Humber (a.e.humber@warwick.ac.uk). Students are able to self-certify for up to a period of seven days except where the absence is at a significant time of assessment. A doctor's note or medical certificate will be required for absences of longer than seven days and for examination purposes.

Please be aware that you will be contacted should we become concerned about your missed Monitoring Points.

At the end of each term the Department will report all students who have missed monitoring points to the University Academic Office who will then contact you via e-mail.

A. Where three Monitoring Points are missed we will contact you to investigate whether you are having any problems that are preventing you from fully engaging with your course.

B. After four Monitoring Points are missed we may refer you to the relevant professional within the University welfare system who could help you, such as the Senior Tutor or the Counselling Service, as appropriate.
C. After five Monitoring Points are missed you will be contacted to make you aware that you are at risk of being recommended for termination of your registration at the University.
D. After six Monitoring Points are missed the Department is able to invoke Regulation 36 (see below link to the University Calendar) to begin termination of registration proceedings and your case is handed over to the Academic Office.

(http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendancedisproportionateattendance/)

International students should be particularly aware of the consequences of missing Monitoring Points: the Academic Office is obliged to report to the Home Office UK Visas and Immigration if any Tier 4 student has been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas.

**FULL TIME BA Students (Excluding students on year abroad)**

<table>
<thead>
<tr>
<th>Year 1 Term 1</th>
<th>Description</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Point 1</td>
<td>Submission of course stream/module selections (now at induction meeting)</td>
<td>Week 1</td>
</tr>
<tr>
<td>2</td>
<td>Meeting with Personal Tutor</td>
<td>Week 1-2</td>
</tr>
<tr>
<td>3-5.</td>
<td>Attendance at Seminars</td>
<td>Weeks 4 8 &amp; 10</td>
</tr>
<tr>
<td>6</td>
<td>Submission of assessed work</td>
<td>Week 5-6</td>
</tr>
<tr>
<td>Year 1 Term 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Meeting with personal tutor</td>
<td>Week 1-10</td>
</tr>
<tr>
<td>8</td>
<td>Submission of assessed work</td>
<td>Week 5-6</td>
</tr>
<tr>
<td>9-10</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Year 2 Term 1</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>1.</td>
<td>Meeting with Personal Tutor</td>
<td>Weeks 1-3</td>
</tr>
<tr>
<td>2-6</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 5 7 8 &amp; 10</td>
</tr>
<tr>
<td>2-6</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 5 7 8 &amp; 10</td>
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</tr>
<tr>
<td>Year 3 Term 2</td>
<td>7-9.</td>
<td>Meeting with Personal Tutor</td>
</tr>
<tr>
<td>10.</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 7 &amp; 10</td>
</tr>
<tr>
<td>Year 3 Term 3</td>
<td>11.</td>
<td>Attendance at an examination</td>
</tr>
<tr>
<td>Year 4 Term 1</td>
<td>1.</td>
<td>Meeting with Personal Tutor</td>
</tr>
<tr>
<td>2-6</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 5 7 8 &amp; 10</td>
</tr>
<tr>
<td>Year 4 Term 2</td>
<td>7</td>
<td>Meeting with Personal Tutor</td>
</tr>
<tr>
<td>8-10</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 7 &amp; 10</td>
</tr>
<tr>
<td>Year 4 Term 3</td>
<td>11.</td>
<td>Attendance at an examination</td>
</tr>
</tbody>
</table>

**Students on the Year Abroad**

<table>
<thead>
<tr>
<th>Term 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Submission of term 1 placement form to International Office</td>
</tr>
<tr>
<td>2</td>
<td>Confirmation of placement module selection</td>
</tr>
<tr>
<td>3</td>
<td>Submission of year abroad agreement</td>
</tr>
<tr>
<td>4</td>
<td>Registration of Overseas Address</td>
</tr>
<tr>
<td>Week(s)</td>
<td>Event Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
</tr>
<tr>
<td>5-10</td>
<td>Placement update with Academic Administrator</td>
</tr>
<tr>
<td>1-3</td>
<td>Submission of Term 2 placement form to International Office</td>
</tr>
<tr>
<td>1-3</td>
<td>Registration of Overseas Address</td>
</tr>
<tr>
<td>10</td>
<td>Placement update with Academic Administrator</td>
</tr>
<tr>
<td>6</td>
<td>Confirmation of Revised Module Choices</td>
</tr>
<tr>
<td>1-3</td>
<td>Submission of module selections for next academic year</td>
</tr>
<tr>
<td>1-3</td>
<td>Submission of Dissertation Outline</td>
</tr>
<tr>
<td>1</td>
<td>Summary of Placement to made available to future outgoing students</td>
</tr>
</tbody>
</table>

**Incoming Visiting Exchange Students**

**Visiting Exchange Students Term 1**

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Event Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Submission of Module Preferences</td>
<td>Week 1</td>
</tr>
<tr>
<td>5</td>
<td>Submission of Essay Plan</td>
<td>Week 5</td>
</tr>
<tr>
<td>9</td>
<td>Submission of 1st Essay</td>
<td>Week 9</td>
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<tr>
<td>3-6</td>
<td>Attendance at Seminars</td>
<td>Weeks 3 7 &amp; 10</td>
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**Visiting Exchange Students Term 2**

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<tr>
<th>Week(s)</th>
<th>Event Description</th>
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<td>Attendance at Seminars</td>
<td>Week 1 3 &amp; 10</td>
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<tr>
<td>5</td>
<td>Submission of assessed work</td>
<td>Weeks 5</td>
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**Visiting Exchange Students Term 3**

<table>
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<tr>
<th>Week(s)</th>
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<tbody>
<tr>
<td>1-4</td>
<td>Submission of Long Essay</td>
<td></td>
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</table>
1.7 Student Careers and Skills

Student Careers and Skills

Student Careers and Skills exists to enable their lifelong career plans. You will see signs Careers and Skills. You can access the support at any stage of your time here but would be well advised to start early!
Take a look at our website for more details of the services available:

www2.warwick.ac.uk/services/scs

Warwick students at all levels to devise and implement “My Warwick Journey” this is the branding for Student the services available:
You have a designated Senior Careers Consultant, Marjorie Walsh, who has extensive experience working with students of History. She is familiar with the range of employment opportunities open to students of your discipline and can advise you on the relevant application processes. Marjorie can be contacted by email careers@warwick.ac.uk

Student Careers and Skills is located on the ground floor of University House, you can find it by reference to this map:
http://www2.warwick.ac.uk/about/visiting/maps/interactive/

Marjorie will also be able to see you in Humanities Building by appointment. Appointments can be made through MyAdvantage:

https://myadvantage.warwick.ac.uk/

Your course has a Student Careers and Skills representative, Jessica Cuttris. She helps to maintain a useful History Careers Facebook page which you can find here:


You might also want to follow the Facebook and Twitter accounts run by Student Careers and Skills:

Facebook: https://www.facebook.com/WarwickCareersCentre
Twitter: https://twitter.com/WarwickCareers

There is also an excellent careers blog:
http://careersblog.warwick.ac.uk/

Succeeding at Warwick
In addition to providing advice regarding your future career, Student Careers and Skills can help by providing academic, personal and professional training to support your degree success. A variety of programmes and awards are available and you can find details here:  
http://www2.warwick.ac.uk/services/scs/skills

Your future

You might want to find out what others who have studied your degree in the past have gone on to do. Information is available here:

http://www2.warwick.ac.uk/services/scs/career/gradstats/department/history

During your time at Warwick you can be enhancing your employability through becoming engaged with university life through clubs and societies. Part time paid work, volunteering and internships can also make you more attractive to potential employers. If you take an unpaid internship you may be able to get funding from the university for the period of the internship (up to 2 weeks). You can find out about the scheme here:

http://www2.warwick.ac.uk/services/scs/sandbox/old-pages/experience

Try to come along to events organised by Student Careers and Skills, Careers Fairs are a particular highlight of the year and you can find out about them from MyAdvantage:

https://myadvantage.warwick.ac.uk/

Careers consultants also run skills sessions throughout the year, these are advertised on MyAdvantage and are designed to give you targeted employment training. You might find, for example that it is useful to come along to some training on how to make the best of the careers fairs, how to put together an application or as interview preparation.

1.8 The Library

The University Library has about 1.2 million printed volumes and 13 kilometres of archives in its main building and Modern Records Centre. The Library has over 25,000 registered users and employs around 150 (c.90 full time equivalent) staff, including 20 academic-related librarians. Over 22,500 items are accessioned each year, adding 1.1 km of stock (700 metres of printed materials, 400 of archives). Over 30,000 electronic journals are currently received and more than 56,000 electronic books.
- Floor 1: General services and the Short Loan Collection, a collection of heavy-use material
- Floor 2: Sciences
- Floor 3: Arts
- Floor 4: Education, Law, Statistics and Official Publications
- Floor 5: Social Sciences

Special areas in the Library include two Silent Study Rooms, informal Group Study areas with open access PCs, Smart Boards and other interactive learning resources, the Wolfson Research Exchange, and the Wolfson postgraduate-only PC cluster. All floors have study seating. A controlled entry policy operates, with turnstiles triggered by the University/Library Card, in order to give priority for use of facilities to members of the University. In excess of 1 million people enter the Library each year, with around 6,000-8,000 coming through the turnstile during a typical term weekday.

To access Warwick Library e-resources, you can either follow the links from the Library website, Encore (http://encore.lib.warwick.ac.uk), or Library Catalogue (http://webcat.warwick.ac.uk/). These links will usually take you straight to the Warwick Web Sign-on or the Library Login screens where you will need to enter your Warwick username and password. You should then be taken straight to the e-resource you selected with access to Warwick subscribed content. Access will usually be the same whether you are on or off-campus.

If you need help finding material for your study, please contact the Academic Support Librarian for History, Lynn Wright at Lynn.Wright@warwick.ac.uk.

For more information, please see the Library website at www.warwick.ac.uk/services/library/.

1.9 IT Facilities and Training

Students are expected to be computer literate. You will need to make use of computers for word processing, access to the Library catalogue and its collection of online resources. All students need to acquire these skills during the first term of their first year.

PCs are available to students in many parts of the campus, notably the Learning Grid and the Student Computing Centre on the Library Road. The Library and Learning Grid also have network points for laptop computers. Before you can make use of these facilities you must register as a user either via the IT Services webpage or using the terminals in the Student Computer Centre. You will need your Student Card in order to register, at https://www.warwick.ac.uk/cgi-bin/secure/register.pl. This will enable you to obtain a Warwick email address, use University computers and printers and access other IT facilities including electronic sources provided by the Library.
If you have your own computer you will probably be able to access the University network from your own room on campus, and by connecting wirelessly at various points around campus, including the Library. For more details please see [www.warwick.ac.uk/services/its/servicessupport/](http://www.warwick.ac.uk/services/its/servicessupport/).

If you need any help accessing the website or registering with IT Services please contact the Help and Advisory desk in the Student Computer Centre, phone 73737, or by e-mail at helpdesk@warwick.ac.uk.

IT Services provide an extensive range of free training courses for students, including:

- Word Processing
- Presentations
- Multimedia
- Project Management & Visio Courses
- ECDL
- Microsoft Qualifications
- Bespoke Training
- Mahara
- Spreadsheets
- Databases
- Academic & Research Skills
- SPSS 21/NVivo 10
- WEbEx
- Staff and Student Induction
- OPeRA
- Moodle
- Email
- Web Publishing
- Microsoft OneNote
- Nuance PDF Converter
- Microsoft SharePoint 2010
- Training Resources
- Basic Skills Training
- TeamBuilder

For more details, please see [www.warwick.ac.uk/services/its/servicessupport/training/course_cat/](http://www.warwick.ac.uk/services/its/servicessupport/training/course_cat/).

The Department offers an optional online short course, ‘Computing for Historians’, for those who wish to further their IT skills, available at [www.warwick.ac.uk/fac/arts/history/res_rec/skills/computing_intro](http://www.warwick.ac.uk/fac/arts/history/res_rec/skills/computing_intro). This course covers information skills, the use of spreadsheets and databases for historical sources, and presentation skills including charts and pictures.

### 1.10 Student Staff Liaison Committees (SSLCs)

SSLCs are committees made up of student representatives and members of academic staff. They provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the departments to receive feedback from students, particularly if changes to a course are proposed. Warwick’s SSLC system is very well regarded both within the University and nationally by the Quality Assurance Agency (QAA).

Each course is asked to elect two student representatives from each year of study, and meetings are held up to twice a term. Any student who wishes to raise an issue concerning a particular module, a degree programme or any other departmental issue should raise it with one of their SSLC representatives. The student chair
and secretary of each SSLC also attend meetings of the departmental Teaching and Learning Committee (TALCOM). The Department takes matters raised through the SSLCs and by the SSLC representatives very seriously.

The convenor of the History (including CAS) SSLC is the Director of Undergraduate Studies. History and Politics and History and Sociology degrees have their own SSLCs convened by their Coordinators. Students of the 'French and History' degree are included in the French Studies SSLC, students of the 'German and History' degree are included in the German Studies SSLC, students of the 'History and Italian' degree are included in the Italian SSLC, and that students of the part-time 'Historical Studies' degree are included in the Centre for Lifelong Learning SSLC.

There is a separate noticeboard outside room H304 on the third-floor History corridor for SSLC matters where agendas and minutes of meetings will be posted. These papers can also be found online on the SSLC website at www.warwick.ac.uk/sunion/sslc/.

1.11 University Nursery

The University Nursery provides friendly and professional childcare for children of Warwick University members, including students. Details of the Nursery, including fees and opening hours, can be found on the University Nursery website (www.warwick.ac.uk/services/nursery). Enquiries can be sent by email to nurseryenquiries@warwick.ac.uk or by phone at 024 76523389 (internal extension 23389).

1.12 International Office

At Warwick we place great emphasis on support for our international students. We work to make our campus a friendly and caring place in which our students can excel. Coming to study in a new country is a huge challenge, involving many difficulties and uncertainties, therefore at Warwick we have a comprehensive range of counselling and support services available, for free, to all our international students.

The International Office is a friendly team of experienced staff, here to support all EU and overseas students during your studies at the University of Warwick. We would like you to come and see us if you have queries or difficulties about anything during your stay. We run the annual Orientation induction programme for new international students, and throughout the year we help with queries about police registration, banking and student status letters. We also work proactively to give you opportunities to improve your student experience at Warwick by organising a programme of cultural days out and social events for students and families and administering the HOST programme (a national programme enabling overseas students to stay with families across the UK). We have a team of qualified advisers
who provide free, confidential immigration advice and assistance. We provide advice on matters such as extending your visa, travelling abroad and working visas and regulations.

We also support foundation, visiting and exchange students who are here under Erasmus partnerships or any other of the wide range of exchange agreements and visiting programmes, including the Junior Year Abroad (JYA).

As well as dedicated student support staff, we have regional teams who are responsible for students from particular areas of the world. You may have met some of these staff before at exhibitions or at pre-departure receptions or school visits, and you are very welcome to refer to your individual contact after you arrive.

The International Office is situated on the first floor of University House and is open from 9am to 5pm Monday to Thursday and 9am to 4pm on Fridays. We can also be contacted by email at int.office@warwick.ac.uk or by telephone at 024 76523706 (internal extension 23706).

1.13 The History Society

The History Society (HistSoc) is a student social group open to everyone with an interest in History or anything Historical. In addition to a wide variety of social activities, the society also provides support for History students and careers advancement, and organises specialist historians to hold talks and discussions, allowing a more detailed insight into various topics. These events may be relevant to your modules and useful to your degree, or are perhaps something that you are generally interested in. More detail can be found on the History Society website at www.warwicksu.com/societies/historySoc/.

1.14 The Comparative American Studies (CAS) Society

The Comparative American Studies (CAS) Society is a society for all those interested in the society, literature and history of North and South America, and especially for socialising. The society has socials to celebrate North and South American events, such as Thanksgiving and the Presidential Inauguration, as well as attending special lectures and films with a focus on the Americas. More details can be found on the CAS Society website at www.warwicksu.com/societies/cas/.
2. University and Department Policies

2.1 Equal Opportunities

The University is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity.

The promotion of equal opportunities concerns all of us. Please take time to read the information available online at www.warwick.ac.uk/services/equalops and think how we, as individuals and as a community, can ensure that the University of Warwick continues to be a safe, welcoming and productive environment.

2.2 Sexual, Racial and Personal Harassment

The University and the Students’ Union regard all forms of harassment as unacceptable and are prepared to take disciplinary action against offenders. Both the University and the Students’ Union are committed to creating a community that is free from harassment and discrimination. Sexual, racial and personal harassment can seriously worsen conditions for staff and students at the University and may also, in certain cases, be unlawful. Please take time to read the “Sexual, Racial and Personal Harassment: Guidelines for Students” available online at www.warwick.ac.uk/insite/topic/healthsafety/welfare/harassment.

2.3 The Data Protection Act

This Act, which came into effect in 2000, stipulates that no personal information can be passed on to others without your permission. It is important that, if you are ill or have serious personal problems, you both provide medical notes (which will be used, if necessary, to excuse late work or other problems) and that you inform your personal tutor, or another member of staff, in writing, if you wish these circumstances to be taken into account in the event of your academic work suffering. Without your permission in each instance, your tutor (or another member of staff) cannot by law use such personal information in your best interests. To let us know about such situations you need to submit a Mitigating Circumstances Form.

2.3 Social Media

The use of online social media (e.g. Facebook, Twitter, etc.) has become a very significant part of the lives for many people. They provide a very positive way to keep in touch with people in different places, share common interests, exchange ideas, thoughts and content on academic matters, and to have fun.

However, there have been a number of examples where these services have been used for less positive reasons and it is because of this we offer these words of guidance:
• Ensure that you avoid using language which would be deemed to be offensive to others in a face-to-face setting as the impact on individuals is just the same.
• Avoid allowing the formation of an online group from isolating or victimising your fellow students or academic colleagues. That may not be your intention but if used carelessly it could be the impact that is achieved.
• Avoid using such services in class unless your tutor has given the group express permission to do so.
• Please ensure that you never use such sites for accessing or sharing illegal content.

We encourage students to make use of such services. However, students should also be aware that the University will take seriously any occasions where the services are used inappropriately. If occasions of what might be considered online bullying or harassment are reported they will be dealt with in the same way as if it took place in a face-to-face setting. Information on the University’s acceptable use policy for IT and its disciplinary regulations can be found in University Regulation 31, “Regulations Governing the Use of University Computing Facilities”, available online at: www.warwick.ac.uk/services/gov/calendar/section2/regulations/computing/.

2.4 Student Complaints

If you feel you have legitimate grounds for complaint, you should raise your concerns as soon as you become aware of the problem or issue arising. This should be in person, by e-mail or writing to your Personal Tutor, SSCC, Director of Undergraduate Studies, the Head of Department, or with the Students’ Union Education Officer. If this does not lead to a satisfactory outcome there is a formal academic complaints procedure, full details of which are provided on the University’s website at: http://www2.warwick.ac.uk/services/aro/studentfeedbackandcomplaints/student_complaints/
3. Teaching and Learning

3.1 Lectures, Seminars, and Tutorials

Lectures are an essential part of the learning experience, and will play a central role in your preparation for seminars. They are never a substitute for reading, but they will give you a broad framework within which to understand the main themes of the module and the particular material you are reading. Listening to a lecture is not a passive activity. You will need to give serious attention to developing your skills in note-taking if you are to get the most out of the lectures.

Apart from your Personal Tutor, your main source of academic help will be your seminar tutors. The seminars are your most important regular commitment, and attendance is compulsory. If you have to miss a seminar, always let the seminar tutor know as soon as possible the reasons for your absence (preferably in advance).

Participation in seminars is central to the process of learning. Seminar participation allows you to test out your ideas about a subject together with a tutor and other students, and, in the process, develop oral communication and group-work skills which are likely to be as important as your writing skills in whatever you find yourself doing when you have finished at Warwick. Potential employers are usually just as interested in what your tutors have to say about your participation in seminars as they are in the marks you get for essays and exams, which require a distinctive set of skills.

There are three golden rules for making the best use of seminars:

1. **Come prepared.** Manage your time so that you have always done the required reading. Unless you read for seminars you will not be able to participate effectively, or even to understand properly what is being discussed by others.

2. **Participate.** You should always come to a seminar with something to say. But do not feel that you have to be certain before you speak. Seminars are about exchanging ideas and testing out your understanding. Asking questions, and articulating your own difficulties in understanding things will help both you and other students, who may well share the same difficulties.

3. **Do not try to dominate.** Participation does not mean talking all the time! Seminars are about the exchange of ideas, and it is just as important to learn to listen to what others are saying and to respond to their ideas as it is to present your own views. The skills you should be aiming to develop in seminars are group-working skills, not how to push yourself forward but how to act as a valuable member of a team.

It is important to take some responsibility on yourself for the success of the seminar as a group. If you are in any doubt about your performance in seminars, please ask the module tutor for advice.
Short essays, sometimes referred to as formative essays, are an important part of the learning experience. The short essay deadlines will differ from module to module, and so you must make sure that you know the dates on which each of your essays are due, and you must plan your work well ahead in order to avoid a last minute rush. If you are in danger of missing an essay deadline always speak to your tutor about the problem in advance. Some guidelines are provided in the Essay-Writing Check List (Appendix I). You should also make use of the departmental Undergraduate Style Guide (Appendix II).

After they have marked your essays, seminar tutors will set up short individual feedback meetings with students to discuss their feedback. These feedback tutorials are one of the most valuable aspects of the teaching, giving you an opportunity to clarify with the tutor anything that you find confusing and to discuss your performance in seminars and your progress in the module. If handed in on time, coursework will be returned within twenty working days, and often earlier.

3.1 Assessment

3.1.1 Registration

Credits

Every undergraduate student will complete 120 credits worth of study in each academic year. The majority of undergraduate modules are 30 credits each, and so a student will typically study four modules per year. There are a small minority of undergraduate modules that are weighted at 15 credits, and so there may be some students that study three 30 credit modules and two 15 credit modules in a particular year, or even two 30 credit modules and four 15 credit modules.

Most UK universities refer to credits at CATS (Credit Accumulation and Transfer Scheme), and so a 30 credit module will often be referred to as a 30 CATS module. Most continental European universities operate a similar system, but with a different weighting, know as ECTS (European Credit Transfer and Accumulation System) instead of CATS. One ECTS is equal to two CATS, and so a 30 CATS module is a 15 ECTS module.

Module Registration

First-year single-honours History students nominate their preferences for their option modules in the first two days of the Autumn term and all History and CAS students approaching their second, third, and fourth years nominate their preferences for their option modules during the first half of the summer term. In both cases this is done using the departmental module nomination forms. Once students have nominated their preferences, the Department then determines which option modules each student will study and publishes the results of this module allocation.
Students are required to register the modules they have been allocated, and a method of assessment for each of the modules, on the University eVision Module Registration (eMR) system by the Friday afternoon of the fourth week of the Autumn term. Students should sign in via Start.Warwick and locate the 'My Warwick Admin Systems' gadget before selecting the 'Module Registration Manager (MRM)' link. It is very important that students select the appropriate method, as the exam registrations are produced from the information provided. Please note that the eMR system is managed by the University Exams Office, and that all queries and issues regarding its use should be emailed to modules@warwick.ac.uk.

**Methods of Assessment**

Each module may be assessed in a different way. Students are advised to be aware of the methods of assessment for the option modules they are considering studying in case they have assessment preferences that are not offered for some of the option modules. Listed below are the usual methods of assessment for History and CAS modules:

- **HI153 Making of the Modern World (first-year core module):**
  Method D1: group project (33%) two 1,500 word essays (33%) + one-hour Summer Term exam (33%)

- **HI175 Making History (first-year core module):**
  Method A: best two out of three 1,500 word essays (50%) + digital project (50%)

- **HI127 The Medieval World (first-year module for single-honours students, core for 'Renaissance & Modern Stream' and option for 'Modern Stream'):**
  Method A: 1 x 1000 word essay plan, 1 x 2000 word essay, 1 x 3000 word essay.

- **All Other First Year Option Modules**
  Method A: 1 x 1000 word essay plan, 1 x 2000 word essay, 1 x 3000 word essay

- **HI203 The European World (second-year module, core for single-honours students and option for joint-honours students):**
  Method B: three-hour Summer Term exam (100%)

- **HI271 Politics, Literature and Ideas in Stuart England (second-year option module):**
  Method D1: class contribution including presentation (10%) + two-hour Summer Term exam (40%) + one 4,500 word essay (50%)

- **Other Second-Year Option Modules:**
  Method C: two-hour Summer Term exam (50%) + one 4,500 word essay (50%)

- **HI323 Historiography (final-year module, core for single-honours students and option for joint-honours students):**
  Method B: three-hour Summer Term exam (100%)

- **Dissertation (final-year module, core for single-honours students and option for joint-honours students):**
  Method A: one 9,000 word essay (100%)

- **HI320 Florence and Venice in the Renaissance (final-year core module for 'Renaissance & Modern Stream' single-honours students):**
a choice between
Method A: two 4,500 word essays (100%)
Method B: three-hour Summer Term exam (100%)
Students must balance their work between Florence and Venice.
Use of Reading in Italian: There is no separate assessment of the use of reading in Italian. However, some of the key reading is in Italian and students are expected to engage with this as they are expected to engage with key reading in English.

- Final-Year Advanced Options:
  if a Dissertation is not being based on this module - Method C: two-hour Summer term exam (50%) + one 4,500 word essay (50%)
  if a Dissertation is being based on this module - Method B: three-hour Summer Term exam (100%)

- Final-Year Special Subjects:
  if a Dissertation is not being based on this module - Method C: two-hour Summer term exam (50%) + one 4,500 word essay (50%)
  if a Dissertation is being based on this module - Method B: three-hour Summer Term exam (100%)

Generally, the methods of assessment used by the University systems can be described as follows:

- Method A: 100% essays
- Method B: 100% exams
- Method C: 50% essays + 50% exams
- Method D: other

3.1.2 Essays

Formative Essays

All students (except visiting international students) taking second year options, Advanced Options, or Special Subjects should complete three pieces of formative assessment over the course of the academic year. All first year assessment is summative. The types of assessment are set by the module directors and may include essays, reviews, practice gobbet questions, document analyses or mock examination questions. The deadlines for the formative pieces of assessment are set by the
individual module directors. Requests for extensions on formative work should be made to the module director. Feedback on formative work will be received within twenty working days of submission (unless submitted late). Individual tutorials will be provided to support written feedback.

**Summative Essays**

All second year options (apart from HI203 The European World) require students to submit a 4,500 word assessed essay as part of the summative assessment of the module. Students who are not submitting a dissertation attached to an Advanced Option or Special Subject also are required to submit a 4,500 word assessed essay for those modules. Support will be given by module tutors to research and write these longer pieces of assessment. Deadlines for all summative assessment may be found here. [http://www2.warwick.ac.uk/fac/arts/history/students/assessment/submission/](http://www2.warwick.ac.uk/fac/arts/history/students/assessment/submission/)

**Ethics**

When undergraduate research involves an element of oral history, use of questionnaires, or other research involving live participants, the supervisor must ensure that the student completes an ethical review form (available at [http://www2.warwick.ac.uk/fac/arts/history/undergraduate/assessment/essays/](http://www2.warwick.ac.uk/fac/arts/history/undergraduate/assessment/essays/)) before conducting the research. In cases involving the NHS or acute ethical issues, the supervisor and Director of Undergraduate Studies will consult with the Arts and Social Sciences Research Ethics Committee and may need to seek approval from this Committee or from the NHS. In all other cases (the overwhelming majority), we accept that the normal process of supervision is sufficient to serve the purposes of ethical review. In these cases, there is no need for completion of any form.

In the very small minority of cases where a form does need to be completed, it must be signed by the student, the supervisor (who will assist in completion of the form), and the Director of Undergraduate Studies. The forms will be held in a special file in the Department. In line with the University’s requirements, a copy of the essay will also be held securely for ten years. Under extreme circumstances it would need to be considered by the Arts and Social Sciences Research Ethics Committee.
3.1.3 Submission of Essays and Dissertations

PLEASE NOTE THAT ESSAYS/DISSERTATIONS MUST BE SUBMITTED ELECTRONICALLY AND IN HARD COPY. BOTH VERSIONS MUST BE IDENTICAL.

ALL WORK MUST BE ANONYMOUS. PLEASE DO NOT PUT YOUR NAME ON EITHER THE PRINT OR ELECTRONIC VERSION OF THE ESSAY!

Hard copies of essays MUST have your student ID number on every page. The submission page MUST include a title page, e-submission receipt and form.

E-submission

Use https://tabula.warwick.ac.uk/coursework/ to access Tabula, the ‘coursework management’ system which will enable you to submit your essays/assignments. When you get to the ‘coursework management’ system, you will be presented with a screen which lists all the essays/assignments that you are due to submit this year under the heading ‘Your assignments’. The list is annotated to show those essays which are due, those which you have already submitted and any which are over-due.

Students studying HI175 Making History should note that they must upload all essays and the digital project via Moodle using Tabula only to apply for an extension to the submission deadline. (Please refer to the section on Extension requests for further information).

Click on individual assignments to view or upload your essays, as appropriate. You will be asked for a word count. Please enter this as a number (with no commas or spaces), e.g. 4500.

After you’ve submitted your work, the system will send an email to your Warwick email account to confirm your submission. Please submit a copy of this email with the hard copy of your essay.

If you have difficulties submitting please contact Mrs Andrea Humber (a.e.humber@warwick.ac.uk), the Academic Administrator.

Hard Copy Submission

Please provide a front page for your essay/dissertation with the following information:

- ID Number
- Module title
• Essay title
• Word length

The hard copy versions should be submitted to the Undergraduate (History and CAS) Office H342. Staff will only accept receipt of your essay(s) if the following forms are attached:

The Essay Submission form essay submission form (please complete both parts, forms are also available from H342) http://www2.warwick.ac.uk/fac/arts/history/students/useful

• A print out of the e-submission confirmation email.

Word Length

The word length for long essays (for second year options and for advanced options and special subjects if relevant) is 4,500 words.

The word length for dissertations is 9,000 words.

The word limit does not include footnotes and bibliographies (or appendices if relevant).

There are severe penalties for exceeding the word length. The Department regularly checks the word length of essays via the e-submission system on Tabula.

History Deadlines

First year essays are due on the following dates (these should be submitted online and in hard copy to the seminar tutor):

MMW
• First short essay: Autumn Term - Thursday, Week 5 by 12 noon. (5th November)
• Second short essay: Spring Term - Thursday Week 5 by 12 noon. (11th February)
• Group Presentations: Spring Term student will be informed of the dates by the module tutors.

Making History
• Assignment 1: 12 noon, TBC
• Assignment 2: 12 noon, TBC
• Assignment 3: 12 noon, TBC
• Project: Summer Term - Wednesday week 6 by 12 noon. (1st June)

First-Year Options
• Essay Plan, Autumn Term - Monday week 7 by 12 noon. (16th November)
• Short essay, Spring Term - Monday week 1 by 12 noon. (11th January)
• Long Essay, Summer Term - Tuesday week 3 by 12 noon. (10th May)

All assessed essays and dissertations for History and Comparative American Studies should be both submitted online and in hard copy. Guidance will be provided to the exact location for submitting your essays prior to the final submission dates.

Penalty Essays
• TBA

Final Year
• Summer Term - Thursday Week 1 by 12noon. (28th April)

First Year
• Summer Term - Tuesday Week 3 by 12noon. (10th May)

Part-Time Students (Level One)
• Observe the first year deadline
Second Year
- Summer Term – Thursday week 2 by 12noon. (5th May)

Part-Time Students (Honours Level)
- Observe the second year deadline in all modules except advanced options and the dissertation where you observe the third year deadline

CAS Deadlines

First year essays are due on the following dates (these should be submitted online and in hard copy to the seminar tutor):

- AM101 Latin American History: Term 1, Monday week 4 by 12 noon
- AM101 Latin American History: Term 2, Monday week 3 by 12 noon
- AM101 Latin American History: Term 2, Wednesday week 7 by 12 noon
- AM102 North American History: Term 1, Monday week 6 by 12 noon
- AM102 North American History: Term 2, Monday week 2 by 12 noon
- AM102 North American History: Term 2, Monday week 8 by 12 noon
- AM103 Comparative History, Literature and Film: Term 1, Friday week 8 by 12 noon
- AM103 Comparative History, Literature and Film: Term 2, Wednesday week 5 by 12 noon
- AM103 Comparative History, Literature and Film: Term 2, Monday week 10 by 12 noon
• AM103 Comparative Project: Term 3, Tuesday week 3 by 12 noon

Long assessed essays and dissertations should be both submitted online and submitted to the secretaries in room H342 (not to seminar tutors).

Penalty Essays
• Tba

Final Year
• Summer Term - Thursday Week 1 by 12noon. (28th April)

First Year
• Summer Term - Tuesday Week 3 by 12noon. (10th May)

Part-Time Students (Level One)
• Observe the first year deadline

Second Year
• Summer Term – Thursday week 2 by 12noon. (5th May)

Part-Time Students (Honours Level)
• Observe the second year deadline in all modules except advanced options and the dissertation where you observe the final year deadline.
Year Abroad Essays & Dissertation

**AM303 Year Abroad Coursework (Latin America)**
1\textsuperscript{st} essay: 12pm 16\textsuperscript{th} November 2015
2\textsuperscript{nd} essay: 12pm 30\textsuperscript{th} December 2015
3\textsuperscript{rd} essay: 12pm 9\textsuperscript{th} May 2016
4\textsuperscript{th} essay: 12pm 6\textsuperscript{th} July 2016

**AM305 Year Abroad Dissertation**
Dissertation outline & proposal: 12pm 2\textsuperscript{nd} May 2016
Dissertation: 12pm 10\textsuperscript{th} October 2016

**Visiting Exchange Students’ Assessment and Deadlines**

- 1 term, arriving autumn, weighted as 12 CATS / 6 ECTS - 1 x 1,000 word essay plan (50\%) due Wednesday, 12 noon, Week 5 and 1 x 2,000 word essay (50\%) due Week 9 of Term 1
- 2 terms, arriving autumn, weighted as 24 CATS / 12 ECTS - 1 x 1,000 word essay plan (formative) due Wednesday, 12 noon, Week 5 of term 1; 1 x 2,000 word essay (50\%) due Week 9 of Term 1 and 1 x 4,500 word essay (50\%) due Wednesday, 12 noon, Week 9 of Term 2
- 3 terms, arriving autumn, weighted as 30 CATS / 15 ECTS - 1 x 1,000 word essay plan (formative) due Wednesday, 12 noon, Week 5 of term 1; 1 x 2,000 word essay (25\%) due Week 9 of Term 1; 1 x 2,500 word essay (25\%) due Wednesday, 12 noon, Week 5 of Term 2 and 1 x long essay (50\%) due Wednesday, 12 noon, Week 4 of Term 3
- 1 term, arriving spring, weighted as 12 CATS / 6 ECTS - 1 x 1,000 word essay plan (50\%) due Wednesday, 12 noon, Week 5 and 1 x 2,000 word essay (50\%) due Week 9 of Term 2
- 2 terms, arriving spring, weighted as 24 CATS / 12 ECTS - 1 x 1,000 word essay plan (formative) due Wednesday, 12 noon, Week 5 of Term 2; 1 x 2,000 word essay (50\%) due Week 9 of Term 2 and 1 x 4,500 word essay (50\%) due Wednesday, 12 noon, Week 4 of Term 3
Extensions

Students are expected to plan their schedules allowing for the possibilities of minor disruptions in the writing period. Extensions for summative assessed work may only be granted for serious medical issues, or for severely difficult personal circumstances. Computer failure is not a valid reason for an extension and students are encouraged to back up their work regularly, and on an external or virtual device.

All extension requests need to be supported by medical, counselling, or other appropriate evidence. Requests for extensions should be applied for via Tabula: https://tabula.warwick.ac.uk/coursework/.

Extensions are only granted if applied for in advance of the deadline. If this has not been possible, then the Departmental Special Circumstances committee may agree to waiving any lateness penalties if evidence is submitted.

The responsibility for granting extensions is as follows:

- First year summative work (all short and long essays): Dr Sarah Richardson
- Intermediate and final year work (long essays and dissertations): Professor Christoph Mick

For non-assessed formative work please contact the module director for extensions.

Penalties for Late Submission

Also see Penalties section of the handbook (section 2.4). Deadlines for the submission of assessed work are available at http://www2.warwick.ac.uk/fac/arts/history/undergraduate/essaysubmission/.

According to University rules, late submission of an assessed essay will, unless an extension has been granted in advance of the deadline, result in a penalty deduction from your mark for the work of 5 marks per day. Weekends (Saturday and Sunday) and bank holidays are NOT included when calculating penalties for late submission. There is no upper limit to the total penalty for late submission.
3.1.4 Examinations

There are first year History examinations for Making of the Modern World and a progress test for Medieval World.

All second year options require students to sit a two hour examination. Students need to answer two questions from a choice of ten.

European World is assessed by a three hour examination. Students need to answer three questions from a choice of twenty. Some questions may be barred to students taking particular modules.

The third year special subject is assessed by a three hour examination if students are not submitting a linked dissertation or a two hour examination for those who are submitting a dissertation. The special subject paper varies from module to module but will include at least one compulsory ‘gobbet’ question.

Third year advanced options are assessed by a three hour examination if students are not submitting a linked dissertation or a two hour examination for those who are submitting a dissertation. Students answer two or three questions from a choice of twelve.

Historiography is assessed by a three hour examination. Students must answer three questions from a choice of twenty-eight.

The exam timetable is published by the Examinations Office, part of the Academic Office, usually at the end of April. Details of the timetable and more specific dates on its publication can be found at http://www2.warwick.ac.uk/services/academicoffice/examinations. Once the exam timetable is finalised, students are able to access a personalised exam timetable through the Start.Warwick system.

There are many resources to assist students with their exams:

- Past exam papers (please note that modules with an "AM" code are listed under "American Studies" rather than "History")
  http://www2.warwick.ac.uk/services/exampapers
- University rules and regulations regarding taking bags into examination rooms
  http://www2.warwick.ac.uk/services/academicoffice/examinations/bagsinexams/
- University rules and regulations regarding plagiarism and cheating in examinations
  http://www2.warwick.ac.uk/services/academicoffice/examinations/plagiarism/
3.1.5 Special and Mitigating Circumstances

Special Examination Arrangements

Special examination arrangements are available to students who have a medical condition affecting their ability to take the written examination under the usual conditions during exam time.

- Students should apply for special arrangements via the Disability Office. They should apply as soon as they possibly can and no later than 15th March. Students who do not register for special exam arrangements by this deadline may have their request refused by the Department.
- Students who for reasons of religious observance prefer not to sit exams on particular day(s) should fill in the Religious Observance Form and submit it to the University Exams Office by 1st February.
- If a student cannot attend an examination for medical reasons or due to other exceptional circumstances, they must let the Department know as soon as possible. The Department may be able to make special arrangements for the student, but if this is not possible the student should submit to the Department evidence, such as a medical note, showing that they were unable to take the examinations at the scheduled time. This evidence should be submitted no later than three working days after the date of the student’s last examination, and before the meeting of the relevant Exam Board.

Mitigating Circumstances

Extenuating or mitigating circumstances are those events which have had a detrimental effect on your study. It is in your interest to draw the department’s attention to them and ask for them to be considered in mitigation of underperformance. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation. Further guidance can be found here https://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/u_mitigatingcircumstances/

The Department understands that for many students it may be difficult to disclose the details of these kinds of circumstances to those outside their family. However, the department and the University are fully supportive of students in difficult circumstances and want to assist if at all possible. All information received is treated confidentially. If you feel inhibited from talking to a personal tutor or other member of staff in the first instance, you may also consider talking to a member of the SSLC, the Students’ Union, or a counsellor for initial, informal advice.

Clearly, though, in order for your circumstances to be considered, they must be conveyed formally. The University expects that you will discuss your circumstances before Exam Boards meet, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Exam Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. Without wanting to invade your privacy, the University does expect that you bring such circumstances to your department’s attention in a timely manner,
despite the discomfort you might feel in so doing. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.

If you believe that your examination performance may be affected by medical or other difficult personal circumstances you have experienced, this may be taken into consideration at examination boards. Your degree classification; and/or your right to sit the examination again/at a different time; and/or a decision to waive lateness penalties if assessed work is submitted without prior consent for an extension may be affected by such information. Such information is, however, subject to the Data Protection Act and we may therefore only take it into consideration at examination boards if you have explicitly authorised us to do so. In order to give us the required permission, you MUST complete the ‘Mitigating Circumstances Declaration Form’. Please read the University Mitigating Circumstances guidance before completing the sections which apply to you.

If you submit the ‘Mitigating Circumstances Declaration Form’ (available online at http://www2.warwick.ac.uk/fac/arts/history/students/assessment/circumstances/, please make sure that your Personal Tutor (or the Exams Secretary or other member of staff) is informed of your reasons for doing so in case s/he is needed to represent your interests. Members of staff may also put forward evidence to the Mitigating Circumstances Panel, but they will need your consent to do so. The form should be filled in and given to the Undergraduate Secretary (Room H342). Students must present the form, along with any relevant evidence, within a timely period following medical diagnosis, medical treatment or other incident for which the student is seeking special consideration. There is no formal deadline for submitting this form, but students who fail to do so in time for the two meetings of the Mitigating Circumstances Panel in mid-May and mid-June may not have their cases considered. Please note also that we may only consider such circumstances if you provide such evidence as may reasonably be expected for the difficulties you have experienced.

If your condition changes during the examination period and you wish these further circumstances to be taken into consideration, you must submit the extra evidence as soon as you are able to.

If you have any questions, please contact the Examinations Secretary, J.Davies@warwick.ac.uk for final years or Sarah.Richardson@warwick.ac.uk for 1st years.

**Mitigating Circumstances Panel**

The Mitigating Circumstances Panel meets to consider cases put forward by students or members of staff in mid-May (following the assessment submission period) and in mid-June (directly before examination boards). There are separate Panels for first year students and for intermediate/final year students. However, the procedures and forms are the same in all cases. Members of the panel are bound by the confidentiality requirements specified by the Data Protection Act. Normally the panel will act on the recommendation of the Personal Tutor or appropriate staff member; and students should be reassured that detailed disclosure will only happen to the extent that is absolutely necessary. Students will be informed of the outcome of the panel's deliberations. The recommendations of the panel (but not the circumstances themselves) are then considered by the relevant examination boards.
3.1.6 Feedback

Feedback on Formative Work

The Department of History takes feedback on both formative and summative work very seriously.

All students will receive written feedback on their formative work within twenty working days. In addition, all students will be given appointments to attend a 15 minute one-to-one tutorial to support the written feedback. This system is designed to help students understand how to improve their written work.

Dr Sarah Richardson devised 10 points to help students get more from their written and oral feedback. They have now been adopted by the Students Union:

Our Top 10 Feedback Tips
1. Be confident! Go and see your tutor for feedback! Find out about your tutors’ availability and how they prefer to be contacted.
2. Prepare a few questions you want to ask before seeing your tutor. Perhaps email them to your tutor in advance.
3. Think about what you want feedback on e.g. structure, analysis, referencing? Be specific.
4. Discuss your assignments with other students (this is not ‘copying’).
5. Learn how to give constructive, tactful and positive feedback to other students.
6. Ask for constructive assignment feedback comments from other students.
7. Think about when, where and how you can get feedback – verbal, written, email, audio; from seminars, labs, before/after a lecture, and from other students.
8. Be organised – if you want feedback for your next assignment (from tutors or students) – don’t leave it until the last minute.
9. Use exemplars of assignments and discuss with other students – this will help you understand what is being required.
10. Get advice on how to improve for your next assignment – ‘feed-forward’.

Feedback on Summative Work

Feedback on summative work (for all years) is returned in the summer term via Tabula, the coursework management system. Students will receive an email when the feedback is ready to be downloaded.

The feedback will provide students with some sense of what the examiners regarded as the strengths and the weaknesses of essays and dissertations. It will also often offer some distilled advice in the form of several highlighted ‘Ways to Improve’. Students will also receive feedback on examination performance via the Tabula system. Again, the emphasis will be on strengths and weaknesses, and on ‘Ways to Improve’. All staff will continue to have office hours during the summer term and
students are encouraged to contact them to discuss the feedback on their assessed work (essays, dissertations and examinations). Tutors are not able to give out marks before the examination boards.

The electronic feedback will not yet include marks, since these cannot be released until the exam boards have met. Following the examination boards, marks will be available via student accounts on the Start.Warwick system. First and third year students are able to receive a breakdown of marks from tutors in the Department, who will have office hours in Week 10 of the summer term. Second year students may email their personal tutors in History (or the History convenors of joint degrees) for their marks after the exam boards in week 11. Alternatively the marks will be published on Start.Warwick by the end of week 12.

3.1.6 Penalties Regarding Attendance, Submission of Assessed and Non-Assessed Work, and Plagiarism/Cheating

In addition to the information below, please refer to University Regulation 36, ‘Regulations Governing Student Registration, Attendance and Progress’ which is available online at: www.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/

Plagiarism/Cheating

There is an online guide available (http://www.warwick.ac.uk/services/elearning/plato/) to ensure you correctly acknowledge your work. Always identify your sources for specific information and, where appropriate, the ideas which you use in assessed essays. 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. Commissioning or purchasing research for your essays constitutes plagiarism. Like using unacknowledged commissioned or purchased research conducted by others, copying without acknowledgement from a printed book 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 identified 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 University Regulation 11B, ‘Procedure to be Adopted in the Event of Suspected Cheating’ (http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating). The History Department may use plagiarism software or other appropriate mean to identify plagiarism in students’ assessed and non-assessed work. 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. In extreme cases, the penalty for plagiarism is a grade of zero in the whole module.
If you are uncertain about what constitutes plagiarism, please talk it over with either your personal tutor or your seminar tutor.

**Word Length and Penalties for Over Length Work**

Essays and dissertations that are above the word limit will be deducted as follows:

- 9,000 word dissertation: 1 mark off for each 100 words (or part thereof) over 9,000 words
- 4,500 word essay: 1 mark off for each 50 words (or part thereof) over 4,500 words

The word limits are strict upper limits, and marks will be deducted if the dissertation is over-length. The rule is that 1 mark is deducted for each 50 or 100 words (for short essays and dissertations respectively), or part thereof, over the limit. Footnotes, bibliography and possible appendices are not included in this word-count. The title page is not included in the word-count, but titles and subtitles in the text are. You do not need an abstract or content-list, but if you do include these, they are counted in the word-count.

**Late Submission and Non-Submission**

Deadlines for the submission of assessed work are available online at:

- [http://www2.warwick.ac.uk/fac/arts/history/students/assessment/submission/](http://www2.warwick.ac.uk/fac/arts/history/students/assessment/submission/) (History)
- [http://www2.warwick.ac.uk/fac/arts/cas/students/assessment/submission/](http://www2.warwick.ac.uk/fac/arts/cas/students/assessment/submission/) (CAS)

According to University rules, late submission of an assessed essay will, unless an extension has been granted in advance of the deadline, result in a penalty deduction from your mark for the work of 5 marks per day. Weekends (Saturday and Sunday) and bank holidays are NOT included when calculating penalties for late submission. There is no upper limit to the total penalty for late submission. If, for medical or other compelling reasons, you require an extension on an assessed essay or dissertation please see the extension policy available at:

- [http://www2.warwick.ac.uk/fac/arts/history/students/assessment/submission/](http://www2.warwick.ac.uk/fac/arts/history/students/assessment/submission/) (History)
- [http://www2.warwick.ac.uk/fac/arts/cas/students/assessment/submission/](http://www2.warwick.ac.uk/fac/arts/cas/students/assessment/submission/) (CAS)

**Non-attendance**
Attendance at lectures and seminars is compulsory for all students taking a History Department module. Seminar attendance is monitored, and all absences, other than those for which there is a solid reason, backed by evidence (illness of five days or less can be self-certified, but illness of longer than five days requires a doctor’s note), will be reported to the Academic Office. Students who miss three or more seminars of a particular module will normally be required by the Head of Department to submit additional essays (usually a 2,000 word essay for every three missed seminars). Students who miss eight or more seminars in total across all of their modules may be required to withdraw from their course of study by the Academic Office.

*Appeals*

For final year undergraduate students there are certain defined circumstances under which they are entitled to appeal if they have not been awarded a qualification or against the award of a particular degree class. First year and intermediate year undergraduates have the right to appeal only against a decision that they be required to withdraw from their course of study, and then only if they are in possession of relevant evidence which was not available to the Board of Examiners when its decision was reached.

Further details can be found in the University Regulations and on the Examinations Office website:

- [http://www2.warwick.ac.uk/services/gov/calendar/section2/regulationsnewtoc](http://www2.warwick.ac.uk/services/gov/calendar/section2/regulationsnewtoc)
- [http://www2.warwick.ac.uk/services/academicoffice/examinations/](http://www2.warwick.ac.uk/services/academicoffice/examinations/)

### 3.1.7 The University Marking Scale

All honours level summative work (essays, dissertations and examinations) is marked by at least two examiners within the Department of History. The work is monitored by external examiners who review particular modules and borderline cases.

Classification is a complex matter, requiring skill and judgement on the part of markers, and no brief list can hope to capture all the considerations that may come into play. There is no requirement that a piece of work would have to meet every one of the specified criteria in order to obtain a mark in the relevant class. Equally, when work displays characteristics from more than one class, a judgement must be made of the overall quality. In some respects expectations differ between essays and exam answers. The latter will, for example, normally contain less detailed evidence than the former.

Presentation, style, grammar and spelling are important aspects of the ability to communicate ideas with clarity. Students are expected to familiarise themselves with the Undergraduate Style Guide and get into the habit of following its recommendations on presentation, footnoting, bibliography, etc. Poorly written essays are less likely to meet the criteria laid down for a particular class than well-written ones.
Penalties may be imposed due to poor attendance, over-length work, work that is submitted late, and any form of plagiarism/cheating. Students should ensure that they are fully aware of the Department and University's regulations in respect of these issues, as detailed in the Penalties section of this handbook.

The University introduced the '17 Point Marking Scale' in 2009, which directly maps to the different degree classification, and it is now used to mark all undergraduate work. Some work may receive an overall mark that is a composite of several marks from the 17 Point Marking Scale. For instance, an exam with four questions might receive marks of 65, 68, 62, and 74 for the individual questions and therefore an overall mark of 67.25 for the whole exam. Listed below are the descriptors for each of the 17 points.

<table>
<thead>
<tr>
<th>Class</th>
<th>Scale Point</th>
<th>University Descriptor</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First (1st)</td>
<td>Excellent 1st</td>
<td>Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>High 1st</td>
<td>Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Mid 1st</td>
<td></td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Low 1st</td>
<td></td>
<td>74</td>
</tr>
<tr>
<td>Upper Second (2.1)</td>
<td>High 2.1</td>
<td>High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Mid 2.1</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Low 2.1</td>
<td></td>
<td>62</td>
</tr>
<tr>
<td>Lower Second (2.2)</td>
<td>High 2.2</td>
<td>Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Mid 2.2</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Low 2.2</td>
<td></td>
<td>52</td>
</tr>
<tr>
<td>Third (3rd)</td>
<td>High 3rd</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
In addition to the descriptors of the University's 17 Point Marking Scale, students may also find useful the History-specific descriptors:

**First Class (70+)

- Persuasive and direct answer to the question, establishing the wider significance of the issues concerned.
- Comprehensive coverage of the relevant material; accuracy in the details.
- A direct and coherent argument, well supported by relevant evidence.
- Critical analysis of relevant concepts, theoretical or historiographical perspectives or methodological issues.
- Fluent and engaging writing style; persuasive presentation and structuring of arguments.
- Work which, in addition, displays evidence of creativity, originality, sophistication and freshness of arguments will be awarded marks of 75+.

**Upper Second (60-69)

- Direct answer to the question, establishing the wider significance of the issues concerned.
- Adequate coverage of the relevant material, accuracy in the details.
- Skilful mobilisation of evidence in relation to the argument being presented.
- Narrative and description taking second place to analysis.
- Competent manipulation of relevant concepts, theoretical or historiographical perspectives or methodological issues.
- Fluent writing style; effective presentation and structuring of arguments.
Lower Second (50-59)
- Basically satisfactory answer to the question.
- Limited coverage of relevant material; some inaccuracy in the detail.
- Some attempt to mobilise evidence in relation to the argument being presented.
- Analysis taking second place to narrative and description.
- Limited understanding of relevant concepts, theoretical or historiographical perspectives or methodological issues.
- Adequate writing style, presentation and structuring of arguments.

Third (40–49)
- Barely satisfactory answer to the question.
- Inadequate coverage of relevant material; major inaccuracies in the detail.
- No understanding of relevant concepts, theoretical or historiographical perspectives or methodological issues.
- Poor presentation and structuring of arguments.

Fail (less than 40)
One or more of the following:
- Serious misunderstanding of the question.
- Failure to provide any answer to the question.
- Failure to show knowledge of relevant material.
- Seriously muddled presentation and structuring of arguments.

3.1.8 Your Degree

Academic Progression

All first-year students must achieve a mark of 40% or more for each of their modules in order to progress to their second year of study. They must also have submitted all pieces of assessed work. A student that fails one or more of their first-year modules (or fails to submit all assessed work) will be required to resit the relevant exams and resubmit the relevant essays. This rule does not apply to Language modules. However, a student who gains a lower mark in a Language module resit will need an overall average for the year of at least 40%. In some circumstances, a student that narrowly fails one of their first-year modules may be transferred to a Pass Degree at the discretion of the Arts Faculty First Year Board of Examiners (FYBOE).
For an undergraduate student to progress from their second year to their third year, or from their third year to their fourth year, they must meet the following requirements:

- To progress to the next year of an Honours degree (or the next level of study in the case of part-time degree students), a candidate must normally have passed at least 60 credits and have an overall mean of at least 40.0%.
- To progress to the next year of a Pass Degree (or the next level of study in the case of part-time degree students), a candidate must normally have passed at least 60 credits and have an overall mean of at least 35.0%.
- To progress to the next year of study from a year abroad which counts for credit, but less than 120 credits, a candidate must normally have passed at least 50% of the year abroad credits.

**Degree Classification including Pass Degrees**

For the courses 'History', 'History and Politics', 'History and Sociology', 'French and History', and 'History and Italian', a student's final degree classification is based on all of the assessed work completed in their second and final years of study. For instance:

<table>
<thead>
<tr>
<th>Module</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-Year Module #1</td>
<td>65.00</td>
</tr>
<tr>
<td>Second-Year Module #2</td>
<td>68.00</td>
</tr>
<tr>
<td>Second-Year Module #3</td>
<td>55.00</td>
</tr>
<tr>
<td>Second-Year Module #4</td>
<td>74.00</td>
</tr>
<tr>
<td>Final-Year Module #1</td>
<td>81.00</td>
</tr>
<tr>
<td>Final-Year Module #2</td>
<td>65.00</td>
</tr>
<tr>
<td>Final-Year Module #3</td>
<td>62.00</td>
</tr>
<tr>
<td>Final-Year Module #4</td>
<td>65.00</td>
</tr>
<tr>
<td>Average Mark</td>
<td>66.88</td>
</tr>
<tr>
<td>Degree Classification</td>
<td>2.1</td>
</tr>
</tbody>
</table>

For both the 'French and History' and 'German and History' joint degrees, the second-year language module is not part of the degree classification but the final-year language module is double-weighted in its place.
For the 'History, Literature and Cultures of the Americas' degree, a student's final degree classification includes the results of their Year Abroad (third-year) work as 20% of the overall result, with the second-year and final-year results as 40% each. For instance:

<table>
<thead>
<tr>
<th>Module</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second-Year Module #1</td>
<td>65.00</td>
</tr>
<tr>
<td>Second-Year Module #2</td>
<td>68.00</td>
</tr>
<tr>
<td>Second-Year Module #3</td>
<td>55.00</td>
</tr>
<tr>
<td>Second-Year Module #4</td>
<td>74.00</td>
</tr>
<tr>
<td>Year Abroad Coursework</td>
<td>66.00</td>
</tr>
<tr>
<td>Year Abroad Dissertation</td>
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</tr>
<tr>
<td>Final-Year Module #1</td>
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</tr>
<tr>
<td>Final-Year Module #2</td>
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</tr>
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</tr>
<tr>
<td>Average Mark</td>
<td>67.30</td>
</tr>
<tr>
<td>Degree Classification</td>
<td>2.1</td>
</tr>
</tbody>
</table>

With the exception of students on the course 'History, Literature and Cultures of the Americas', students that participate in an Intercalated Year Abroad (thus taking a four-year course) will not have the academic results of that year included in the calculation of their degree classification.

The University rules regarding degree classification are available from the Teaching Quality website, and all course regulations and course specifications are also published on the University’s Teaching Quality website:

- [http://www2.warwick.ac.uk/services/academicoffice/quality/categories/examinations/conventions/ug08/](http://www2.warwick.ac.uk/services/academicoffice/quality/categories/examinations/conventions/ug08/)
- [http://www2.warwick.ac.uk/services/academicoffice/quality/courseregs](http://www2.warwick.ac.uk/services/academicoffice/quality/courseregs)
- [http://www2.warwick.ac.uk/services/academicoffice/quality/coursespecs/](http://www2.warwick.ac.uk/services/academicoffice/quality/coursespecs/)

**Pass Degrees**

An Honours Degree student that narrowly fails one of their first year modules may be transferred to a Pass Degree, subject to the approval of the Arts Faculty First Year Board of Examiners (FYBOE). A student following a Pass Degree must take a minimum of 300 CATS during their course, comprised of a minimum of 120 CATS in the first year and a minimum of 180 CATS in the second and final years. To be awarded a Pass Degree, a student must pass a minimum of 150 CATS in the second and final year of which at least 50 CATS must be obtained in the final year.
Honours students who fail their Final Examinations and exercise their right to resit for a Pass Degree will take 180 CATS of assessment to be determined by the Board of Examiners.

Graduation

All information regarding the University's degree ceremonies can be found on the Awards and Ceremonies website (http://www2.warwick.ac.uk/services/academicoffice/congregation/), including the dates of forthcoming graduation ceremonies.
3.2 Reading Weeks

Week 6 in Terms 1 and 2 is designated as a ‘Reading Week’ and no classes run in that week. The point of these weeks is to allow students more free time to research and read for their assignments and essays; and to allow academic staff to stay in touch with their own research and to conduct more intensive teaching preparation. Most academic staff will not be in the Department during these weeks and if you need to make urgent contact with them you should do this via e-mail in the first instance. You may also contact the Undergraduate Secretary for further advice.

3.3 Names and Meaning

Students (and staff) should be careful about their use of terminologies to describe other people.

Names do not have permanently fixed meanings, and terms that were once considered acceptable, even polite, may become offensive, or at least obsolete. For example, in 2001, the highly-respected Journal of Negro History, which had been founded in 1916, changed its name to the Journal of African American History. This change reflects the transformation that has taken place over the last century in the English-language terminology used to describe blackness. In 1916, when the journal was founded, ‘negro’ was considered an appropriate and respectful term. By 2001, the term was considered antique. Other African-American organisations that have chosen (unlike the Journal of Negro History) to retain their historic names nonetheless employ different terminology when describing their aims and objectives.

The United Negro College Fund, which was founded in 1944, currently describes itself as the ‘oldest and most successful African American higher education assistance organization’. The words used by people to describe themselves has changed over time, and as scholars we should be alert to these transformations, and to the meanings they convey.

When in 1966 Huey P. Newton and Bobby Seale decided to found a political party dedicated to the defense of African American rights they called it the Black Panther Party for Self-Defense, whereas the group founded in 1909 by (among others) W.E.B. DuBois and Ida Wells-Barnett to campaign for civil and political rights called itself the National Association for the Advancement of Colored People. As a website devoted to African American art and history notes: ‘A variety of names have been used for African Americans at various points in history. African Americans have been referred to as Negroes, colored, blacks, and Afro-Americans, as well as lesser-known terms, such as the 19th-century designation Anglo-African. The terms Negro and colored are now rarely used. African American, black, and to a lesser extent Afro-American, are used interchangeably today’. Students should thus distinguish between the terminology used in the historical material they study, and the terms they themselves employ in their essays and in class.
In summary, please be alert to the historical contexts out of which particular terms emerged, and do not transpose terms from one context to another without careful thought.

### 3.4 Questionnaires and Student Feedback

Regular feedback from students plays an important part in planning modules and developing teaching skills within the department. In order to ensure that students can make a direct impact on the ways in which they are being taught, every tutor asks students to complete a questionnaire at the end of the first term and circulates a written report on this feedback prior to discussing with the students concerned any resulting changes. At the end of the module tutors will circulate a second questionnaire, so that they can take account of student comments in any revisions they make for the next year (in core, team-taught, modules these processes will usually be organised not by seminar tutors but by the module director).

Very occasionally, students may feel that a module tutor is unresponsive to their concerns. If this happens to you there are a number of steps that you can take. You can talk to your Personal Tutor about the problem, and ask him or her to intervene either with the tutor concerned or with the Senior Tutor, Director of Undergraduate Studies, or the Head of Department. If, as could happen, it is your Personal Tutor who is the tutor with whom you are having problems, then you should make an appointment to see the Senior Tutor, Director of Undergraduate Studies or the Head of Department. Alternatively, you can ask one of the student representatives on the SSLC to take the issue up either in an SSLC meeting or privately with the staff member responsible for convening the SSLC.

While most problems can in fact be sorted out by discussing them directly with the tutor concerned, if this does not work you should not hesitate to take the problem to a third party in one of the ways outlined above. It is in the interests of everyone involved that any such problems are known about and dealt with as soon as possible. Making use of these procedures, when appropriate, is both your right and your duty.

The Department relies on students to draw to its attention problems that cannot be resolved in direct discussion with tutors. Do not just let things slide; be a good citizen.

### 3.5 National Student Survey (NSS)
The National Student Survey (NSS) has been conducted by Ipsos MORI annually since 2005. It gathers opinions from mostly final year undergraduates on the quality of their courses. Aimed at current students, the survey asks undergraduates to provide honest feedback on what it has been like to study their course at their institution. The survey runs across all publicly funded Higher Education Institutions (HEIs) in England, Wales, Northern Ireland, and Scotland. Additionally, Further Education Colleges (FECs) in England and Further Education Institutions (FEIs) in Wales with directly funded Higher Education students are eligible to participate.

The NSS is your opportunity to give your opinions on what you liked about your time at your institution/course as well as things that you felt could have been improved. Your feedback is used to compile year on year comparative data. Results are publicly available to prospective students, their families and advisors to help make informed choices of where and what to study. The NSS results are also available through 'Key Information Sets' (KIS), which are published on the websites of universities and colleges and the Unistats website (http://unistats.direct.gov.uk/).

The survey is administered by an independent market research agency, and all answers and responses remain anonymous at all times. The survey is usually conducted during the Spring term, and students are strongly encouraged by the University and the Department to participate.

### 3.6 PDPs and Blogs

Another important way of learning involves reflection on what, why and how you have learned. One way of doing this is to build up a Personal Development Plan (PDP).

As part of your University education, you are expected to reflect upon your personal and academic development. You should think carefully about the feedback you receive on submissions of work, plan how to approach your studies, and think about how historians work. You should record your successes, analyse how you made those achievements and be robust about what you need to improve upon. Keeping a record of ideas, skills and performance, which you can revisit and reformulate, will help in the writing of a CV, in preparation for assessed work and in planning for further study.

Many students choose to keep these sorts of personal and academic records on paper, but you may choose to develop your PDP through a blog. A blog has many possible uses, but it is a useful place to store your thoughts as they emerge, share ideas with others and reflect upon your learning experiences. It allows you to enjoy a sense of community with other students, but it also enables you to organise your thoughts, review your emerging ideas and even communicate with your personal tutor. Further information is available from the Warwick Advantage website at www.warwick.ac.uk/services/advantage.
3.7 Module Nomination and Allocation

Students that will be studying a History or CAS option module, or modules, are required to indicate an order or preference for the modules available using the Department’s online module nomination forms. First-year module nomination takes place in the first three days of the first week of the Autumn term, and the module nomination for second-year and final-year modules takes place during the Summer term.

Students that fail to submit their module nominations by the relevant deadline are required to choose from the remaining module spaces after all other students have been allocated their module places. This will inevitably be a very limited choice, and so students are strongly encouraged to ensure that they submit their module nominations in good time.

The list of option modules will change from year to year depending on a variety of factors including staff availability. Students are advised to wait until the list of available modules is announced before deliberating over which modules to nominate as their preferred choices.

The Department strives to allocate students their preferred choices of option modules. However, for some modules there will be greater demand than capacity, and some students may then be allocated their second or third choice of module. In 2013/14, the module allocation comprised of 92% first choices, 4.1% second choices, and 3.9% third choices.

For joint degree students, please note that each academic department deals with their module nomination and allocation process in a different way, and often have different deadlines to the History Department. You should check with your other home department to ensure that you know the relevant procedures and deadlines for applying for your non-History modules.

Further details and the nomination forms are available at:

- For History single and joint honours students, and part-time Historical Studies students: [www.warwick.ac.uk/fac/arts/history/undergraduate/moduleregistration](http://www.warwick.ac.uk/fac/arts/history/undergraduate/moduleregistration)
- For CAS students: [www.warwick.ac.uk/fac/arts/cas/departmentalregistration](http://www.warwick.ac.uk/fac/arts/cas/departmentalregistration)

3.8 Outside Options
Some students are permitted to choose an ‘outside option’, i.e. one that is not taught by their home department(s), in place of one of their option modules. Students that wish to explore this possibility must secure the outside option place themselves with the department that teaches the module, and must ensure that the outside option is the same CATS weighting and for the same year of study as the option module being replaced.

Students must also gain the approval for the outside option from their home department. For single-honours History students and for students on the course History, Literature and Cultures of the Americas, this is the approval of the Academic Administrator (Mrs Andrea Humber, A.E.Humber@warwick.ac.uk). For joint-honours students, the approval must be given by whichever of their two home departments teaches the option module that they wish to replace with the outside option, e.g. a History and Politics student wishing to take an outside option instead of a Politics option module requires the approval of the Department of Politics, whereas the same History and Politics student wishing to take an outside option instead of a History option module requires the approval of the Department of History.

For students seeking the approval of an outside option to replace a History or CAS option module, approval will usually be given if the outside option fulfils one of the following criteria:

- A language module (unless the student is already taking another language module)
- An option module taught by one of the Arts Faculty departments, or by one of the departments of Philosophy, Politics and International Studies, or Sociology
- An IATL interdisciplinary module (these are usually 15 CAT modules, and so students would need to take two of these to replace a 30 CAT option module)

Other outside options that do not fulfil one of these criteria may be considered on a case by case basis, but the student requesting permission will need to provide a rationale as to why the outside option is appropriate for the course they are studying.

Please note that History, History/Politics & History/Sociology cannot usually take an outside option in their final year.

3.9 Language Centre

The Language Centre supports the University’s commitment to the increased provision of foreign language learning opportunities for undergraduate and postgraduate students and staff across the University. It is equipped with digital language classrooms and seminar rooms, with data projection and electronic whiteboards. There is also a multi-media open access suite with satellite TV, computer-based learning, and DVD players. There are a number of choices
available for acquiring a new foreign language or brushing up language skills:

(i) **Modules for credits on the academic programme**

These can usually be taken as part of an undergraduate degree course, but this must be agreed with student’s home department before enrolling. More information available online from: [http://warwick.ac.uk/languagecentre/academic/](http://warwick.ac.uk/languagecentre/academic/)

(ii) **Academic modules not for credit**

The same modules as those available for academic credit are also available to take in addition to degree studies. A fee applies to these modules. Further information is available from the Centre’s website.

(iii) **Lifelong Language Learning (LLL) Courses**

A programme of language courses for students, members of staff and the public. More information is available from: [http://warwick.ac.uk/languagecentre/lifelonglearning/]([http://warwick.ac.uk/languagecentre/lifelonglearning/](http://warwick.ac.uk/languagecentre/lifelonglearning/)).

The Language Centre ([http://warwick.ac.uk/languagecentre](http://warwick.ac.uk/languagecentre)) is located on the ground floor of the Humanities Building and can be contacted by email language.enquiries@warwick.ac.uk.

### 3.10 Optional Year Abroad

Students on a three-year course (i.e. History, History and Politics, and History and Sociology) are eligible to apply for one of the optional Year Abroad places offered by the Department. Students are invited to apply in the first term of their second year, and if successful in their application the student will transfer from a three-year course to a four-year course with the Year Abroad taking place between the second and fourth years spent at Warwick. Please be advised that students must have an average grade from first year study of 60 (2:i) or above to be considered. The results of the modules studied during the Year Abroad do not count towards the final degree classification, but the additional academic experience usually results in an improved academic performance in the fourth year. The Year Abroad destinations can change from year-to-year, but at present the Department offers the following:
Europe: Both single and joint honours History degree students are eligible to apply to spend an intercalated year, between their second and final years of study at Warwick, in Europe as part of the Department's ERASMUS Programme. Successful applicants to this programme will spend a year studying with one of the Department's exchange partners in France (Clermont-Ferrand and Paris Diderot), Italy (Turin and Venice), Germany (Oldenburg and Darmstadt), Spain (Seville and Madrid Complutense), Sweden (Uppsala), or Turkey (Koç and Boğaziçi, both in Istanbul). This year abroad gives students the opportunity to expand the range of their studies, develop their foreign language skills, engage with foreign culture, and to hone their academic skills in preparation for their final year of study at Warwick.

The Americas: Single and joint honours History students are eligible to apply to spend an intercalated year, between their second and final years of study at Warwick, at a university in North America or Latin America (subject to a sufficient level of Spanish) as part of the Department's Americas Exchange Programme. This year abroad gives students the opportunity to expand the range of their studies, engage with foreign culture, to hone their academic skills in preparation for their final year of study at Warwick, and if in Latin America to develop their Spanish language skills.

China: Both single and joint honours History degree students are eligible to apply to spend an intercalated year, between their second and final years of study at Warwick, at Xiamen University in the Fujian province of China. This year abroad gives students the opportunity to expand the range of their studies, develop their foreign language skills, engage with foreign culture, and to hone their academic skills in preparation for their final year of study at Warwick. Teaching at Xiamen University is conducted in English, and so no foreign language skills will be required for Warwick students applying for this exchange.

Australia: Both single and joint honours History degree students are eligible to apply to spend an intercalated year, between their second and final years of study at Warwick, at Monash University in Melbourne, Australia. This year abroad gives students the opportunity to expand the range of their studies, engage with foreign culture, and to hone their academic skills in preparation for their final year of study at Warwick.

India: The Department has an exchange agreement with the Department of Humanities and Social Sciences of the Indian Institute of Technology Madras (IIT Madras). This exchange allows both single and joint honours History degree students to apply to spend an intercalated year, between their second and final years of study at Warwick, in Chennai, India. Teaching at IIT Madras is conducted in English, and so no foreign language skills are required for Warwick students applying for this exchange.

3.11 Student Prizes

The History Department and the School of Comparative American Studies award prizes at the end of each year to students based on their academic performance. There are a variety of prizes that are awarded, several of which are funded by donations from Department alumni and generous sponsors:

- First Year ‘Beaumont-Hart’ History Prize: This prize is awarded to the first year History single-honours or joint-honours student with the highest overall performance of their degree year.
• **First Year ‘Making History’ Project Prize:** This prize is awarded for the best Making History project.

• **First year CAS Prize:** Awarded to the 1st year CAS student with the highest overall performance.

• **Second Year History Prize:** This prize is awarded to the second year History single-honours or joint-honours student with the highest overall performance of their degree year.

• **Second Year CAS Prize:** This prize is awarded to the second year CAS with the highest overall performance of their degree year.

• **Final Year 'Iain Smith' History Single-Honours Prize:** This prize is named after Emeritus Reader Iain Smith, a former member of academic staff in the History Department whose area of expertise was South African history and British imperial history during the 19th and 20th centuries. It is awarded to the final year History single-honours student with the highest overall performance of their degree year.

• **Final Year 'Roger Magraw' History Joint-Honours Prize:** This prize is named after Emeritus Reader Roger Magraw, a former member of academic staff in the History Department whose area of expertise was politics and society in 19th century France. It is awarded to the final year History joint-honours student with the highest overall performance of their degree year.

• **Final Year 'Chris Clarke' CAS Prize:** This prize is named after Chris Clark, a former member of academic staff in the School of Comparative American Studies, and is awarded to the final year CAS student with the highest overall performance of their degree year. For more details, please visit the CAS prize webpage: [www.warwick.ac.uk/fac/arts/cas/undergraduate/prize](http://www.warwick.ac.uk/fac/arts/cas/undergraduate/prize)

• **Felix Dennis History Dissertation Prize:** In 1999 the publisher, poet and entrepreneur Felix Dennis generously sponsored an essay prize for the best final-year undergraduate History. These Dissertations represent the very best undergraduate research that takes place in the Department and many of the prize winners go onto further research and study. For more information about this prize, please visit the Felix Dennis Prize webpage: [www.warwick.ac.uk/fac/arts/history/students/ugresearch/prize](http://www.warwick.ac.uk/fac/arts/history/students/ugresearch/prize)

• **Long Essay Prize:** In 2012 the History Department set up a prize for the best final-year undergraduate long essay (for students not registered for a History Dissertation). These essays represent the very best undergraduate research that takes place in the Department and many of the prize winners go onto
further research and study. For more information about this prize, please visit the Long Essay Prize webpage:
www.warwick.ac.uk/fac/arts/history/students/ugresearch/prize/advanced_option_prize

A list of all the past winners of these prizes is available at:
www.warwick.ac.uk/fac/arts/history/students/studentprizes
Appendix I: Essay-Writing Check List

Here are some of the things you need to think about in preparing an essay. Few of them are iron rules. Good essays come in many forms, and a good essay writer will sometimes ignore some of these guidelines. But to become a good essay writer you would probably do well to start by following them.

Please remember that writing an essay involves skills of discussion and argument which differ from those that might be used in the informal setting of a seminar. In the first place, argument and analysis in essays will usually have to be more carefully structured than the comments you might make in a seminar or tutorial discussion. In essays, you should demonstrate awareness of more than one argument, acknowledge differences in the views of historians, and adopt a critical appreciation of evidence and its sources. You should also provide the necessary scholarly underpinning for your analysis by showing the sources of your information and arguments in bibliographies and footnotes.

On questions of presentation, footnoting, etc. you should follow the advice given in the departmental Undergraduate Style Guide (please see Appendix II).

The Essay Question

- Have you really answered the question?
- Have you thought what might lie behind the question, e.g. if it asks 'Was the First World War the main cause of the Russian Revolution?', have you thought about what alternative explanations might be suggested?
- Is each paragraph clearly related to the overall question, raising a new topic and moving the argument forward?
- The ultimate test is that if you left the title off the top of your essay, could a friend guess the question from your answer?

Your Analysis

- Have you made an argument or is the essay simply relating what happened?
- Is your argument logical, coherent and clear?
- Are you contradicting yourself?
- Are you using appropriate evidence to back up each part of your argument?
- Are you aware of counter-arguments?
• Have you combined evidence and ideas from several different sources at each stage of the argument, or are you merely summarising what your sources say one by one?

**Your Research**

• Have you done enough reading? Six books/article/chapters is suggested for a short essay; ten or more for a long one.
• Are you up to date on the historical debate? Do not rely only on the older texts.
• Have you listed in the bibliography all the sources you used, and only those sources?

**Presentation**

• Is it legible? Is it double-spaced with wide enough margins for comments?
• Is the essay written simply and fluently, so that the reader does not have to read sentences twice?
• Have you numbered the pages? Some tutors type their comments rather than writing them on the essay, so they need page numbers to refer to.
• Is it too long? Almost every essay would be better if the same things were said in fewer words. Recommended word lengths are a maximum, not a minimum.
• Have you given footnotes and page references for any direct quotations? Are these set out properly, in accordance with the departmental Undergraduate Style Guide?
• Are your punctuation and your spelling correct? Use the spell check function on your word processing software.

**The One Iron Rule**

Please be aware that plagiarism (using someone else’s words without acknowledgement) is a serious offence, and is taken seriously by the Department and the University. To avoid doing this by mistake always put inverted commas into your notes around any passage you copy out, and keep a record of the source.

**Appendix II: Undergraduate Style Guide**

**Introduction**
Presentation matters: it is an essential part of the historian’s craft, not an optional extra. Neglected or poorly executed, your style will irritate and distract readers, weakening the force of your arguments. An essay that is well written and properly laid out will, in contrast, gain your readers’ confidence and convey your message to them as efficiently as possible.

Many different conventions are used in scholarly publications, and this can be confusing. What we recommend here is drawn from the best current practice and should enable you to deal with most problems that arise. You should make consistent use of these rules and guidelines in all your written work, assessed essays as well as term work.

To help you acquire necessary skills the Department has an online Presentation and Referencing skills’ programme available at www.warwick.ac.uk/fac/arts/history/students/referencing/. This programme will show you how to format your essays, how to quote, how to write numbers, money and dates in your essay and how to footnote your work and construct a bibliography. There is also a Guide to Bibliographic Citation and Referencing available from the Library website at: www.warwick.ac.uk/services/library/help/guidespublications/bib_cit/

Writing an essay can be a long, hard struggle, and at the end of the process (or in the wee hours of the morning) you may not wish to go over your text yet again. But that is exactly what you must do, to weed out typos, awkward sentence structures, unclear arguments etc. Check your spelling carefully, although spelling mistakes may seem trivial to you, they are very important to tutors, and tend to undermine the reader’s confidence in your work. Before printing the final version of your essay, use the spelling-check in your word processing programme and double-check doubtful words in a dictionary. Then reread your essay to catch errors missed (or created) by the spelling-check. You will identify far more errors and infelicities if you set the essay aside for at least a few hours before your final reading and correction of it.

If you are unsure about any of these guidelines, please ask your essay tutors for clarification.

Format

a) Margins: You should leave wide margins at the sides, top and bottom of your essay. There should be a 1.5 inch (4 cm) margin at the left hand side of the page.
b) Spacing: The text of your essay should be double-spaced. The footnotes (or endnotes) should however be single-spaced. Your bibliography may also be single-spaced, though it is helpful to double-space between individual entries.
c) Indentation: Except for the very first paragraph of your essay, 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.
d) Pagination: Number each page of your essay.

e) Word-count: Provide a full word-count for your essay, either on your title-page or cover-sheet.

**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, period, 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. For example:

   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 double 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 essay.

c) **Ellipses**: Always use ellipses, that is, three dots, to indicate that you have omitted material within your quotation. For example:

   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’ rather than using the % sign in the text.
Dates

These should normally be given as 2 September 1939. Commas should not be used. Spell out centuries rather than using numerals, for example ‘the eighteenth century’ not ‘the 18th century’. Use hyphenation to indicate adjectival usage of centuries, for example ‘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, for example ‘A pint of beer cost two shillings.’ Sums of money which are more complex may be written in figures, for example ‘A shortage of grain raised the price of beer shockingly, to 2s. 6 1/2d.’ British currency was decimalised in February 1971, however there is 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, date and place 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.

You may place your notes either at the bottom of each page (footnotes) or at the end of your text, before the Bibliography (endnotes). Most of your notes will be reference notes, identifying the books and other sources from which you have drawn your quotations, evidence or data. All quotations you use must be identified with either a footnote or an endnote. 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. Notes should give readers all the information that they would need to trace your sources, but not more than is necessary. They should be clear and consistent in presentation. Normally, an essay will average two or three footnotes per page, but this number will vary according to the content of your text. Your essay tutors will help you to find the right balance between under- and over-referencing.

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 Leuchtenburg, Franklin Roosevelt and the New Deal, p. 305.’
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).
e.g. 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).
e.g. 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).

Second and subsequent citations: Use: Surname, Short Title, page number(s).
e.g. Hobsbawm, Age of Extremes, pp. 352-54. 46.

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

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


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


e) Manuscript Sources:

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

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

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


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.

f) Websites:

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).


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

e.g. 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, e.g. [consulted at http://www... (date)], added in brackets. This rule also applies to manuscript or printed documents that have been made available on the internet.

g) 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. For example:


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.

Bibliographies

Your essays should always end with a bibliography of all works referenced in your text. Note that bibliography form departs in a number of respects from footnote (or endnote) style, and therefore you will need to reformat your footnotes if cutting and pasting into your bibliography. In particular, 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. Manuscript sources should be listed in a separate section of your bibliography.

Sample Bibliography:


**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 essays at Warwick, always consistently employ standard British usage as detailed above, even when referring to material published in the US which uses American conventions. If you spend a year abroad at a US university, however, you will need to employ American style in your quotations, footnotes, etc. If your course tutor in the US does not provide a style guide, you will find all the information you need in the Chicago Manual of Style, the standard reference on American usage, which will be available in the reference section of your university’s library.

**Some Common Spelling, Grammar and Syntax Errors**

a) **Contractions (Abbreviated Verbs):** Do not use contractions in essays, unless they appear in material you are quoting. For example use ‘does not’ rather than ‘doesn’t’, use ‘is not’ rather than ‘isn’t’, and use ‘cannot’ rather than ‘can’t’.
b) **Common Spelling Mistakes:**

- occurred (NOT occured)
- entered (NOT enterred)
- propaganda (NOT propoganda)
- supersede (NOT supercede)
- preferred (NOT prefered)
- separate (NOT seperate)

c) **It’s/Its**: ‘It’s’ is the contraction of ‘it is’; in contrast ‘its’ means ‘belonging to it’. An essay in which this mistake is made is likely to have its final mark reduced by the marker. You can avoid this problem by avoiding contractions. ‘It’s’ should not appear in your essay in the first place, leaving all the more room in its sentences for proper use of the possessive form of ‘it’.

d) **Singulars and Plurals**: If the subject of your sentence is singular, your verb must be singular; if the subject is plural, your verb too must be plural. Two nouns whose singular and plural forms are often confused are datum (singular)/data (plural) and criterion (singular)/criteria (plural).

Incorrect: The data is consistent.  
Correct: The data are consistent.

Incorrect: The criterion are shifting.  
Correct: The criterion is shifting.

e) **Genitive Apostrophes**: To form the possessive of a singular noun, add ‘s. For example the bee’s knees (that is, one bee has many knees). To form the possessive of a plural noun, usually you will add the apostrophe after the terminal s, for example the bees’ knees (that is, the many knees of several bees). The most common exceptions to this rule are the plural forms of men, women and children, which are men’s, women’s and children’s.

f) **Commas**: Use commas to help the reader negotiate a complex sentence, but do not use them to string together a succession of linked sentences or to link a seemingly endless succession of main clauses. If you use a comma to separate two independent clauses in a sentence, always insert ‘and’ before the second clause: ‘During the suffragette agitation the Liberal party was besieged by angry feminists, and Irish nationalists further destabilised political equilibrium.’ In general, you need a comma where you would naturally pause if reading the passage out loud.
If you are using a comma to separate out part of a sentence as a minor digression, remember to put commas both at the beginning and the end of the phrase in question: ‘Decolonisation in the Far East, Japanese occupation policies notwithstanding, was primarily an anti-western impulse’.

g) Colons and Semi-Colons: Use a colon within a sentence as a bridge, either introducing an illustration of a point made at the beginning of the sentence or to introduce a list. Thus, ‘Nationalism is often a virulent force: tens of thousands have died in conflicts over nationality in eastern Europe.’ Similarly, ‘Vichy collaboration can be ascribed to many forces: self-interest, defeatism and Gestapo entrapment.’

Use a semi-colon to link two thematically related but grammatically independent sentences. For example, ‘The erection of the Berlin wall marked a new phase in the divisive Cold War; the subsequent reunification of the two German states arguably signalled a dramatic new development in European unification.’ Semi-Colons may also be used as super-commas, where the complexity of sentence structure renders a comma alone insufficient.

For example, ‘Imperial developments precipitated large-scale migration: migrants moved from the colonies to Europe; within the different colonies of a single nation, as illustrated by Asian migration to South and East Africa; and also from Europe itself, particularly the Celtic fringe, to colonised territories.

h) Passive and Active Voice: Where possible, avoid the passive voice, choosing instead sentence structures in which it is clear who is doing what to whom. Passive voice constructions include phrases such as: ‘the cost of living was raised’, ‘the monarchy was abolished’, and ‘racist ideologies were widely disseminated’. In all of these passive constructions, it is unclear where agency and causality reside. Attempts to assess and assign agency and causality form the very heart of historical analysis, and use of the passive voice detracts from that essential task. Use active voice constructions wherever possible: they will add clarity to your writing and help you to focus on analysis rather than simple narrative. For example, the passive constructions above might be rewritten as follows. ‘The failure of agricultural production to keep pace with rising birth rates raised the cost of living.’ ‘The monarchy was abolished by a small group of disaffected financiers determined to seize power for themselves.’ ‘Newspaper proprietors eager to increase circulation of their journals were at the forefront of efforts to disseminate racist ideologies at the turn of the century.’
Appendix III: Course Syllabi

Single-Honours History (V100/V101)

Students choose at the start of their course between two broad pathways/streams: **Modern History**, which includes some early modern history but allows the maximum choice of options, or **Renaissance and Modern History** which places greater emphasis on the early modern period including one term of the final year spent studying the Italian renaissance in Venice.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Modern History</th>
<th>Renaissance and Modern History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Making of the Modern World (HI153)</td>
<td>• Making of the Modern World (HI153)</td>
</tr>
<tr>
<td></td>
<td>• Making History (HI175)</td>
<td>• Making History (HI175)</td>
</tr>
<tr>
<td></td>
<td>• History First-Year Option Module</td>
<td>• The Medieval World (HI127)</td>
</tr>
<tr>
<td></td>
<td>• History First-Year Option Module OR Language Module OR Approved Outside Option</td>
<td>• Italian Language Module</td>
</tr>
<tr>
<td>Year Two</td>
<td>• The European World (HI203)</td>
<td>• The European World (HI203)</td>
</tr>
<tr>
<td></td>
<td>• History Second-Year Option Module</td>
<td>• History Second-Year Option Module (early modern)</td>
</tr>
<tr>
<td></td>
<td>• History Second-Year Option Module OR Language Module OR Approved Outside Option</td>
<td>• History Second-Year Option Module OR Approved Outside Option</td>
</tr>
<tr>
<td></td>
<td>• 15 CAT Italian Language and 15 CAT Renaissance Research Project (HI274)</td>
<td>• 15 CAT Italian Language and 15 CAT Renaissance Research Project (HI274)</td>
</tr>
<tr>
<td>Year Three</td>
<td>• Historiography (HI323)</td>
<td>• Historiography</td>
</tr>
<tr>
<td></td>
<td>• Advanced Option</td>
<td>• Florence and Venice in the Renaissance (HI320) – taught on location in Venice</td>
</tr>
<tr>
<td></td>
<td>• Special Subject</td>
<td>• Special Subject</td>
</tr>
<tr>
<td></td>
<td>• Dissertation</td>
<td>• Dissertation</td>
</tr>
</tbody>
</table>


History and Politics (VM11/VM12)

<table>
<thead>
<tr>
<th>Year One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making of the Modern World (HI153)</td>
<td></td>
</tr>
<tr>
<td>• For students enrolled prior to October 2012: History First-Year Option Module</td>
<td></td>
</tr>
<tr>
<td>For students enrolled from October 2012: Making History (HI175)</td>
<td></td>
</tr>
<tr>
<td>• Introduction to Politics</td>
<td></td>
</tr>
<tr>
<td>• World Politics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• History Second-Year Option Module (early modern)</td>
<td></td>
</tr>
<tr>
<td>• History Second-Year Option Module</td>
<td></td>
</tr>
<tr>
<td>• Political Theory from Hobbes</td>
<td></td>
</tr>
<tr>
<td>• Politics Second-Year Option Module</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Variant A:</td>
<td></td>
</tr>
<tr>
<td>o History Special Subject OR History Advanced Option</td>
<td></td>
</tr>
<tr>
<td>o Issues in Political Theory</td>
<td></td>
</tr>
<tr>
<td>o Two Politics Final-Year Option Modules</td>
<td></td>
</tr>
<tr>
<td>• Variant B:</td>
<td></td>
</tr>
<tr>
<td>o History Special Subject</td>
<td></td>
</tr>
<tr>
<td>o History Advanced Option</td>
<td></td>
</tr>
</tbody>
</table>
| Year One                  | • Making of the Modern World (HI153)  
|                         | • For students enrolled prior to October 2012: History First-Year Option Module  
|                         | • For students enrolled from October 2012: Making History (HI175)  
|                         | • Sociological Perspectives  
|                         | • Researching Society and Culture  
|                         | • Understanding Social Research  
| Year Two                 | • History Second-Year Option Module (early modern)  
|                         | • History Second-Year Option Module  
|                         | • Practice of Qualitative Research  
|                         | • Practice of Quantitative Research  
|                         | • A Sociology Option Module  
| Year Three               | Variant A:  
|                         | History Special Subject OR History Advanced Option  
|                         | Three Sociology Final-Year Option Modules  
|                         | Variant B:  
|                         | History Special Subject  
|                         | History Advanced Option  
|                         | Dissertation OR Historiography (HI323)  
|                         | Sociology Final-Year Option Module  
|                         | Variant C:  
|                         | Any two of History Special Subject, History Advanced Option, Dissertation, Historiography (HI323), but at least one must be a Special Subject or Advanced Option  
|                         | Two Sociology Final-Year Option Modules  

**History and Sociology (VL13/VL14)**
### History, Literature and Cultures of the Americas (V230)

| Year One | • Latin America: Themes and Problems (AM101)  
|          | • North America: Themes and Problems (AM102)  
|          | • Comparative History Literature & Film of the Americas (AM103)  
|          | • One of the Following  
|          |   o History First-Year Option Module  
|          |   o 30 CATS Language Module  
|          |   o 30 CATS of Approved Outside Option Modules  
| Year Two | • Two CAS Second-Year Option Modules  
|          | • Two of the Following  
|          |   o CAS Second-Year Option Module  
|          |   o History Second Year Option Module  
|          |   o Approved outside option  
|          |   o 30 CATS Language Module (cannot be at beginners level)  
|          |   o 15 CAT Spanish Language and a 15 CAT Research Project (AM216) (must have studies Spanish Language in the first year)  
| Year Three | • Year Abroad in the Americas  
| Year Four | • CAS Special Subject OR CAS Advanced Option  
|          | • Dissertation  
|          | • CAS Special Subject OR CAS Advanced Option OR CAS Second-Year Option Module OR Approved Outside Option  
|          | • CAS Second-Year Option Module OR Approved Outside Option.  

### French and History (R1VA)

| Year One | • Modern French Language (FR101)  
|          | • Strategies for Reading French Texts (FR118) or French Culture and Society from the Middle Ages to the Revolution (FR115) or Modern and Contemporary France: Culture and Society (FR113)  
|          | • Making of the Modern World (HI153)  
|          | • For students enrolled prior to October 2012: History First-Year Option Module  
|          | • For students enrolled from October 2012: Making History (HI175)  

<table>
<thead>
<tr>
<th>Year Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modern French Language (FR201)</td>
<td></td>
</tr>
<tr>
<td>• Choice of TWO from &quot;Topics in French &amp; Francophone Culture I&quot;</td>
<td></td>
</tr>
<tr>
<td>• The European World (HI203) or a History Second-Year Option Module</td>
<td></td>
</tr>
<tr>
<td>• Choice of a History Second-Year Option Module OR Modern French Thinkers (FR218) OR French Cinema (FR207) OR Postcolonial Literatures in French (FR224) OR Approved Outside Option</td>
<td></td>
</tr>
<tr>
<td>Year Three</td>
<td></td>
</tr>
<tr>
<td>• Year Abroad in France</td>
<td></td>
</tr>
<tr>
<td>Year Four</td>
<td></td>
</tr>
<tr>
<td>• Modern French Language (FR301)</td>
<td></td>
</tr>
<tr>
<td>• Choice of TWO from &quot;Topics in French &amp; Francophone Culture II&quot; or Choice of ONE French Special Subject</td>
<td></td>
</tr>
<tr>
<td>• One of the following combinations of modules:</td>
<td></td>
</tr>
<tr>
<td>○ One History Special Subject and Dissertation</td>
<td></td>
</tr>
<tr>
<td>○ One History Advanced Option and Dissertation</td>
<td></td>
</tr>
<tr>
<td>○ One History Advanced Option and one French Special Subject</td>
<td></td>
</tr>
<tr>
<td>○ One History Advanced Option and History of France (HI172) (not available to students who have taken this module in a previous year, or who have taken the module &quot;French Social History (HI104)&quot; in a previous year)</td>
<td></td>
</tr>
</tbody>
</table>
German and History (R2V1)

| Year One | • Modern German Language (GE101)  
• Writers, Media and Society in Contemporary Germany (GE108) OR Aspects of German Culture in the Age of Enlightenment (GE109)  
• Making of the Modern World (HI153)  
• For students enrolled prior to October 2012: History First-Year Option Module  
For students enrolled from October 2012: Making History (HI175) |
| Year Two | • Modern German Language (GE201)  
• Either German Culture in the Age of Revolution, 1789-1848 (GE207) 30 CATS, OR Two of the following 15 CAT modules GE215 Reading Weimar: Prose Fiction 1919-1933, GE217 Film in the Weimar Republic and under National Socialism or GE218 Pathologies of the Modern Self.  
• The European World (HI203) or a History Second-Year Option Module (early modern)  
• History Second-Year Option Module |
| Year Three | • Year Abroad in Germany |
| Year Four | • Modern German Language (GE401)  
• Modules totalling 30 CATS from the Department of German Studies' list of Final-Year Option Modules  
• History Special Subject OR History Advanced Option  
• Dissertation OR Historiography (HI323) |
## History and Italian (R3V2)

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
</table>
| **Year One** | - Modern Italian Language (IT101, or IT108, or IT107)  
- Representations of Modern Italy (IT110) OR Forms and Fashions in Italian Intellectual Culture (IT113)  
- Making of the Modern World (HI153)  
- For students enrolled prior to October 2012: History First-Year Option Module  
  For students enrolled from October 2012: Making History (HI175)                                                              |
| **Year Two** | - Year Abroad in Italy                                                                                                               |
| **Year Three** | - Modern Italian Language (IT301)  
- Either one 30 CAT module or two 15 CAT modules selected from the Department of Italian’s list of Third-Year Option Modules  
- The European World (HI203) or a History Second-Year Option Module (early modern)  
- History Second-Year Option Module                                                                                                 |
| **Year Four** | - Modern Italian Language (IT401)  
- Either one 30 CAT module or two 15 CAT modules selected from the Department of Italian’s list of Final-Year Option Modules  
- History Special Subject OR History Advanced Option  
- Dissertation OR Historiography (HI323)                                                                                           |
History (part-time) (Y302), formerly known as “Historical Studies”

History (part-time) is a part-time history degree, managed by the Centre for Lifelong Learning but with the majority of teaching delivered by the History Department. Students study for a minimum of four years and a maximum of ten years leading to the degree of BA (Honours) in Historical Studies.

Students must complete a total of 360 CATs, with the following requirements:

- A minimum of 240 CATs must be at Honours Level (i.e. second-year and final-year options)
- At least one 30 CAT module must be a final-year option
- At least one 30 CAT module must be ‘HI153 Making of the Modern World’ (this is a Level One module and will not count towards the required 240 CATs of Honours Level modules)
- No more than 90 CATs can be taken in any one academic year.

Course Transfers
If you decide during the period of your degree that you might be more suited to an alternative course you it might be possible for you to transfer to an alternative. In the event that you may wish to consider this option you should contact the Director of Undergraduate Studies Professor Christoph Mick who will be able to provide further guidance and advice. (C.Mick@warwicl.ac.uk).
The Department of History is situated in central campus, predominantly on the third and ground floors of the Humanities Building, and on the fourth floor of the Humanities Extension.
History Common Room

There is a common room for History staff and postgraduates in Room H301, close to the main History Office. Tea and coffee-making facilities, chilled drinking water, a small refrigerator and a microwave are all provided for use. In addition, there are the latest editions of the TLS and THES as well as other publications and various leaflets.

Car Parking

Car Park 8 is the most convenient for anyone working, studying in, or visiting the History Department. This multi-storey car park is opposite the Humanities Building on the other side of University Road, and is alongside the Sports Centre car park. Car Park 8 operates as a pay-and-display or permit car park during term time, and is free during vacations.
<table>
<thead>
<tr>
<th>UG Second Year Modules</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AM211 Reform, Revolt and Reaction in the US</td>
<td>Rebecca Isaacs</td>
</tr>
<tr>
<td>AM216 CAS Research Project</td>
<td>Ben Smith</td>
</tr>
<tr>
<td>AM219 From the Revolution to the Drug War</td>
<td>Rosie Doyle</td>
</tr>
<tr>
<td>HI203 European World</td>
<td>Beat Kümin</td>
</tr>
<tr>
<td>HI242 Germany in the Age of Reformation</td>
<td>Beat Kümin</td>
</tr>
<tr>
<td>HI253 Gender, History &amp; Politics in Britain</td>
<td>Sarah Richardson</td>
</tr>
<tr>
<td>HI260 Nation &amp; Memory in Russia, Poland &amp; Ukraine</td>
<td>Christoph Mick</td>
</tr>
<tr>
<td>HI271 Politics, Literature &amp; Ideas in Stuart England</td>
<td>Mark Knights</td>
</tr>
<tr>
<td>HI274 Renaissance Research Project</td>
<td>Jonathan Davies</td>
</tr>
<tr>
<td>HI275 The British Problem</td>
<td>Naomi Pullin</td>
</tr>
<tr>
<td>HI276 Radical Politics &amp; the Struggle for Democracy</td>
<td>Joachim Häberlen</td>
</tr>
<tr>
<td>HI277 Africa &amp; the Cold War</td>
<td>David Anderson</td>
</tr>
<tr>
<td>HI278 Cradle to Grave</td>
<td>Katherine Woods</td>
</tr>
<tr>
<td>HI280 Ottoman Empire</td>
<td>James Baldwin</td>
</tr>
<tr>
<td>HI281 Being Human</td>
<td>Claudia Stein</td>
</tr>
<tr>
<td>HI282 The Formation of American Culture</td>
<td>Jennifer Smyth</td>
</tr>
<tr>
<td>HI289 History of Russia since 1881</td>
<td>Christopher Reid</td>
</tr>
<tr>
<td>HI290 History of Germany</td>
<td>Colin Storer</td>
</tr>
<tr>
<td>HI293 Galleons &amp; Caravans</td>
<td>Anne Gerritsen</td>
</tr>
<tr>
<td>HI294 The History of Modern China</td>
<td>Howard Chiang</td>
</tr>
<tr>
<td>HI296 The Scientific Revolution</td>
<td>Michael Bycroft</td>
</tr>
<tr>
<td>HI297 Twentieth Century India</td>
<td>Aditya Sarkar</td>
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### UG Final Year Modules (Advanced Options)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>AM417</td>
<td>Slavery Memory &amp; Memorialisation</td>
<td>David Lambert</td>
</tr>
<tr>
<td>AM421</td>
<td>A History of the Latin American Drug Trade</td>
<td>Ben Smith</td>
</tr>
<tr>
<td>HI31C</td>
<td>China Encounters the Wider World</td>
<td>Howard Chiang, Howard Chiang (1)</td>
</tr>
<tr>
<td>HI31E</td>
<td>Stalinism in Europe</td>
<td>Christoph Mick, Christoph Mick (1)</td>
</tr>
<tr>
<td>HI31L</td>
<td>Medicine in America</td>
<td>Roberta Bivins, Roberta Bivins (1)</td>
</tr>
<tr>
<td>HI31V</td>
<td>A History of Globalization</td>
<td>Giorgio Riello, Giorgio Riello (1)</td>
</tr>
<tr>
<td>HI31X</td>
<td>Feminism, Politics, and Social Change</td>
<td>Laura Schwartz, Laura Schwartz (1)</td>
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<tr>
<td>HI31Y</td>
<td>Intimate Matters</td>
<td>Howard Chiang</td>
</tr>
<tr>
<td>HI320</td>
<td>Florence and Venice in the Renaissance</td>
<td>Jonathan Davies, Jonathan Davies</td>
</tr>
<tr>
<td>HI32A</td>
<td>Politics of Protest in Europe</td>
<td>Joachim Häberlen, Joachim Häberlen (1)</td>
</tr>
<tr>
<td>HI33S</td>
<td>Justice, Power &amp; Religion</td>
<td>James Baldwin, James Baldwin (1)</td>
</tr>
<tr>
<td>HI33Y</td>
<td>The Historical Film</td>
<td>Jennifer Smyth</td>
</tr>
<tr>
<td>HI383</td>
<td>Madness &amp; Society</td>
<td>Hilary Marland</td>
</tr>
<tr>
<td>HI390</td>
<td>The World of the Tavern</td>
<td>Beat Kümin, Beat Kümin (1)</td>
</tr>
</tbody>
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### UG Final Year Modules (Special Subjects)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HI312</td>
<td>Radicalism in the English Revolution</td>
<td>Bernard Capp, Bernard Capp (1)</td>
</tr>
<tr>
<td>HI317</td>
<td>Russian Revolution</td>
<td>Chris Read, Chris Read (1)</td>
</tr>
<tr>
<td>HI31G</td>
<td>The Birth of Modern Society</td>
<td>Mark Knights</td>
</tr>
<tr>
<td>HI31T</td>
<td>India after Indira</td>
<td>Sarah Hodges, Sarah Hodges (1)</td>
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<td>HI31Z</td>
<td>Sexualities, Ethnicity, Class</td>
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<td>HI32B</td>
<td>Kenya's Mau Mau Rebellion</td>
<td>David Anderson, David Anderson (1)</td>
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<td>HI398</td>
<td>Crime and Punishment in the Long C19</td>
<td>Sarah Richardson, Sarah Richardson (2)</td>
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<td>HI399</td>
<td>Britain in the 1970s</td>
<td>Mathew Thomson, Mathew Thomson (1)</td>
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### UG Final Year Modules (One Term Special Subjects)

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HI388</td>
<td>Religious Conflict and Civil War in France</td>
<td>Penny Roberts, Penny Roberts (1)</td>
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<td>HI31F</td>
<td>Treasure Fleets</td>
<td>Maxine Berg</td>
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### UG Final Year Modules (Other)

<table>
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<th>Topic</th>
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<tr>
<td>Historiography</td>
<td>Claudia Stein, Sarah Hodges (2), Charles Walton (2), Aditya Sarkar (2), Jonathan Davies (1)</td>
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<td>Dissertations</td>
<td>Jennifer Smyth, n/a</td>
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