DEPARTMENT OF HISTORY

GRADUATE PROGRAMME IN HISTORY

MPhil / PhD

STUDENT HANDBOOK

2010-2011

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

This handbook is only available online
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WELCOME TO THE HISTORY DEPARTMENT... AND TO THE GRADUATE PROGRAMME IN HISTORY

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

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

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

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

- Director of Graduate Studies: Dr Rebecca Earle
- Postgraduate and Research Coordinator: To be advised

I look forward to meeting you at the Reception for new postgraduate students on Wednesday 6 October at 5.00pm in the Graduate Space.

Professor Trevor Burnard
Chair, Department of History
University of Warwick
INTRODUCTION

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

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

You will also have access to the handbook for ‘Historical Research: Theory, Skills and Methods’ course, if you are following it.

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

Rebecca Earle

Director of Graduate Studies
1. **ORIENTATION**

**DEPARTMENTAL ORGANISATION**

The History Department currently has approx 45 full time members of staff, making it the largest department in the Arts Faculty. It has an annual undergraduate intake of some 210 students. It runs MA courses in Religious, Social and Cultural History, 1500-1750; Modern History; Eighteenth-Century Studies; the History of Medicine; the History of Race in the Americas; and Global History. There is also a generic MA in History for students wishing to take any of the MA option courses on offer. It also accepts postgraduate students for MAs (by Research) and for PhDs on both a full-time and part-time basis.

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

**RESPONSIBLE STAFF**

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

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<thead>
<tr>
<th>Director of Graduate Studies</th>
<th>Dr Rebecca Earle</th>
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<tbody>
<tr>
<td></td>
<td>Room 337 ; tel ext 23466</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:R.Earle@warwick.ac.uk">R.Earle@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Course Director</td>
<td>Professor Mark Knights</td>
</tr>
<tr>
<td>MA in Eighteenth-Century Studies</td>
<td>Room 309; tel ext 74690</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:M.S.Knights@warwick.ac.uk">M.S.Knights@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Course Director</td>
<td>Professor Steve Hindle</td>
</tr>
<tr>
<td>MA in Religious, Social and Cultural History: 1500-1750</td>
<td>Room 314; tel ext 24914</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Steve.Hindle@warwick.ac.uk">Steve.Hindle@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Course Director</td>
<td>Dr Guy Thomson</td>
</tr>
<tr>
<td>MA in the History of Race in the Americas</td>
<td>Room 338; tel ext 24764</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:G.P.C.Thomson@warwick.ac.uk">G.P.C.Thomson@warwick.ac.uk</a></td>
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<tr>
<td>Course Director</td>
<td>Dr Sarah Hodges</td>
</tr>
<tr>
<td>MA in the History of Medicine</td>
<td>Room 026; tel ext 23451</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:S.Hodges@warwick.ac.uk">S.Hodges@warwick.ac.uk</a></td>
</tr>
<tr>
<td>Course Director</td>
<td>Dr Christoph Mick</td>
</tr>
<tr>
<td>MA in Modern History</td>
<td>Room 331; tel ext 75681</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:C.Mick@warwick.ac.uk">C.Mick@warwick.ac.uk</a></td>
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<tr>
<td><strong>Course Director</strong></td>
<td><strong>Professor David Arnold</strong></td>
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<tr>
<td><strong>MA in Global History</strong></td>
<td>Room 311; tel ext 23315</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:D.Arnold@warwick.ac.uk">D.Arnold@warwick.ac.uk</a></td>
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<tr>
<th><strong>Course Director</strong></th>
<th><strong>Dr Anne Gerritsen</strong></th>
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<tr>
<td><strong>MA in History</strong></td>
<td>Room 018; tel ext 23318</td>
</tr>
<tr>
<td><strong>(Historical Research: Theory, Skills and Methods)</strong></td>
<td>Email: <a href="mailto:A.T.Gerritsen@warwick.ac.uk">A.T.Gerritsen@warwick.ac.uk</a></td>
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<tr>
<th><strong>Course Convenor</strong></th>
<th><strong>Professor David Arnold</strong></th>
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<tr>
<td><strong>Historical Research: Theory, Skills and Methods</strong></td>
<td>Room 311; tel ext 23315</td>
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<tr>
<td><strong>Email:</strong> <a href="mailto:D.Arnold@warwick.ac.uk">D.Arnold@warwick.ac.uk</a></td>
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<tr>
<th><strong>Tutor Responsible for Research Students</strong></th>
<th><strong>Dr Rebecca Earle</strong></th>
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<tr>
<td><strong>Room 337 ; tel ext 23466</strong></td>
<td>Email: <a href="mailto:R.Earle@warwick.ac.uk">R.Earle@warwick.ac.uk</a></td>
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<tr>
<th><strong>Postgraduate and Research Coordinator</strong></th>
<th><strong>TBA</strong></th>
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<tbody>
<tr>
<td><strong>Room 340; tel ext 23292</strong></td>
<td>Email: <a href="mailto:tba@warwick.ac.uk">tba@warwick.ac.uk</a></td>
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Please note that the above 5-digit telephone numbers are for use when dialling from a university phone on the internal system. If you are dialling from outside, you need to prefix it with (024) 765.

**COMMUNICATIONS**

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

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

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

It is essential that we have up-to-date information on your address, phone number and email so that we can contact you at any time.

You **must** complete the relevant online registration form at ‘Student Registration 10/11 via the web: [http://www2.warwick.ac.uk/fac/arts/history/postgraduate](http://www2.warwick.ac.uk/fac/arts/history/postgraduate) and deliver a copy of your submissions and passport-sized photograph, to the Postgraduate and Research Coordinator.
Please inform the Coordinator of any subsequent changes to correspondence information.

Please note: if you do not complete the registration form you will not be added to the departmental contact lists.

OFFICE ARRANGEMENTS

All contact regarding postgraduate affairs is dealt with by the Postgraduate and Research Coordinator. (see pg. 8 for details).

STAFF-STUDENT LIAISON COMMITTEE

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

Student representatives will be elected during the first week. A Chair and a Secretary will be elected by the Committee at the ‘SSLC Elections’ meeting in Induction Week (Friday 8 October).

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

Minutes are kept of each meeting and are displayed on the SSLC Noticeboard outside H343. This is where the ‘Notice of the next meeting’ is also posted. Items for inclusion on the agenda can be left for the SSLC secretary in the dedicated Postgraduate SSLC pigeonhole on the third floor. If you have any questions or concerns about the degree or your programme, do not hesitate one of the SSLC members.

You should consult the University SSLC Handbook 2010-11 for a fuller account of Warwick’s SSLC system. This can also be consulted at http://www2.warwick.ac.uk/sunion/sslc/

THE POSTGRADUATE COMMITTEE

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

RESEARCH AND WORK ACCOMMODATION

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

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

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

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

COMMON ROOM

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

The Arts Faculty Common Room is a pleasant, open space located in H0.42, on the ground floor foyer at the Cafe Humanities end of the building. There is a seating area with newspapers and magazines. At the other end of the room there are 'hot desks' for general use. This room is open to all research students, and you are strongly urged to use it as much as possible! In addition, the room is bookable for use after 5pm, should you wish to hold meetings or other events in it. You can book it via Kerry Drakeley (K.J.Drakeley@warwick.ac.uk).

STUDY SPACE

There is a small amount of study-space in the Department for research student use; arrangements for allocation and use will be made early in the Autumn term. Priority for allocation will be given to final year PhD students, (not in continuation), then 2nd year PhD, 1st year PhD, and research/taught MA students. Please note: Previous keyholders who have not used the room may not be allocated space for the next academic year.

Application forms can be found in Appendix 3.2
FACILITIES AND EQUIPMENT

If you wish to make a telephone call or fax a document on departmental business, you may do so by arrangement with the PG and Research Coordinator. They also have official stationery. Please respect the fact that the Office is often very busy; you may have to wait. The Department also has a microfilm reader, some laptops for use in outside libraries and archives, and a digital camera. See the PG and Research Coordinator for booking details. As well as copies of previous taught MA dissertations in the History Graduate Office, there are also some useful books you might like to consult [Appendix 4].

UNIVERSITY LIBRARY

Your University card will give you access to the Library, where sophisticated systems are available for conducting literature information searches, which are invaluable for research students. You will be taken through these on the induction programme in the Autumn term. The Library Subject Specialist for History is Lynn Wright, whom you will meet early in the ‘Theory, Skill and Method’ course, if you are taking this course. You may also contact her or one of her colleagues by email with library questions. She is also a regular attender at the Graduate Programme SSLC.

IT INDUCTION SESSION FOR POSTGRADUATES

A member of IT Services will give a 25-minute presentation of IT facilities at a meeting on Monday 4 October. (Please see Induction week plan via the web page: http://www2.warwick.ac.uk/fac/arts/history/postgraduate for further information.)

RESEARCH STUDENT SKILLS PROGRAMME

The Research Student Skills Programme offers a wide range of training courses in skills ranging from constructing an e-portfolio to proofreading and voice training. For example, they offer a multi-session programme in academic writing. You can find details of their programme at http://www2.warwick.ac.uk/services/skills/rssp/.

In addition, Dr. Mihai Balanescu provides individual academic coaching sessions. You can use these to discuss work-related issues and receive one-to-one help and guidance. You are welcome simply to drop in to talk to Mihai. Alternatively, you may wish to email him first (including a brief description of your enquiry) and thus receive a confirmation for the best time for your visit, so that you do not have to wait for too long. Otherwise, please expect to have to wait if other students are present already. For more information see http://www2.warwick.ac.uk/services/skills/rssp/activities/ac

LANGUAGE LEARNING FACILITIES

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

1. The student commits to attend the course regularly and do the required work for it – failing this, we will require repayment of the course fee.

2. The student demonstrates willingness to make a good faith effort to use the studied language for their academic work. Thus, for example, normally we would expect that the research proposal submitted would include some work using the language. (In the event that using the language subsequently proved unnecessary or not feasible, we would waive this second requirement so long as good faith had been demonstrated.) Please email Rebecca Earle, Director of Graduate Studies: R.Earle@warwick.ac.uk, if you wish to take up this offer.
CENTRE FOR THE STUDY OF THE RENAISSANCE

‘FROM MANUSCRIPT TO PRINT’

Historians with an interest in developing their research and palaeographical skills in Renaissance and Early Modern Europe are encouraged to participate in a series of classes and workshops organised by the Centre for the Study of the Renaissance. Students may choose to follow the skills programme throughout the year, or to focus on one particular term. Only occasional attendance, especially in the case of Term 2, is not advisable. Historians may find of special use the material covered in Term 2, which emphasizes palaeography and textual editing. To register and/or further information contact the Renaissance Centre secretary, Jayne Brown, on renaissance@warwick.ac.uk (office: H448b, near the Graduate Space).

Further information can also be found on the web page: http://www2.warwick.ac.uk/fac/arts/ren/postgradstudy/manuscripttoprint/

‘RESOURCES AND TECHNIQUES FOR THE STUDY OF RENAISSANCE AND EARLY MODERN CULTURE’

Doctoral historians with an interest in developing specialist research training skills in Renaissance and Early Modern Europe should consult the ‘Warburg Institute – University of Warwick Research Training Programme’.

Further information can also be found on the web page: http://www2.warwick.ac.uk/fac/arts/ren/warburgwarwick/

HEALTH AND SAFETY POLICY

1. The Department of History considers that high standards of health and safety are of vital importance in enabling it to achieve its objectives.

2. The Department regards compliance with legal requirements as the minimum acceptable health and safety standard.

3. The Department is committed to updating its arrangements in accordance with the advice of the University Safety Officer in order to achieve a continual improvement in its standards of health and safety.

4. The Head of Department, Professor Trevor Burnard, has overall responsibility for health and safety matters. He is assisted by the Departmental Health and Safety Officer (DHSO) Mrs Jean Noonan.

These two officers convene the Department Health and Safety Committee which has oversight over planning, monitoring, review and development of health and safety policy.

5. All staff, students and other members of the Department (including visitors where appropriate) are entitled to a Personal Emergency Evacuation Plan (PEEP). If you believe that you will require evacuation assistance or would like to have an evacuation plan then please contact the DHSO, Mrs Jean Noonan

6. Mrs Jean Noonan (Room H321) is a qualified first aider. She also keeps records of accidents and other incidents.

7. Car Parks 8/8A are designated as safe evacuation areas (for Humanities, Claycroft and Tocil Residences and the Sports Centre) where people can go in the event of an emergency and are sufficiently far from the evacuated buildings so as not to be at risk.
8. All staff, students and other members of the Department (including visitors where appropriate) are expected to take a constructive attitude towards issues of health and safety and must:

(i) comply with the appropriate legal requirements as laid down by the publications that make up Safety in the University (SITU Part 1);

(ii) take reasonable precautions for their own health and safety and for that of others involved in their activities;

(iii) inform the DHSO or deputy of any accidents, near misses and work-related ill health;

(iv) inform the DHSO or deputy of any situations that they consider could give rise to serious or imminent danger, or fall short of the standards expected.

9. The Department makes suitable arrangements for health and safety, as far as reasonably practicable.

10. All accidents and reported incidents will be investigated.

11. Information on health and safety is communicated to those working in the Department via the noticeboards on the third floor and contained within the Handbook.

POSTGRADUATE RESEARCH FUND

The Department administers a small Postgraduate Research Fund. All postgraduates are eligible to apply, but taught MA students may only apply for funds to help them with the research element of their course. The fund is available only to those who cannot claim from their research funding body. In the past expenditure has gone mainly on visits to archives and libraries, and (for research students) attendance at conferences. Funds are limited, and individuals will not normally receive more than £90. Please use the short application form [Appendix 3.1].

THE KINETON HUNDRED

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

THE CALLUM MACDONALD MEMORIAL BURSARY

The Callum MacDonald Memorial Bursary is intended to support postgraduate students in their research. It may be used either to fund a specific research project or to cover the costs of presenting a paper at a conference. Students may apply for up to £500.00.

Information on the Callum MacDonald Memorial Bursary can be found via the history funding pages: http://www2.warwick.ac.uk/fac/arts/history/postgraduate/admissions/pgfunding/sources

ANNUAL BURSARY IN SOCIAL HISTORY

A former History student has donated an annual bursary in memory of the late Dr Joan Lane, a former member of the History Department. Students will be invited to apply for this in May 2011.
MODERN RECORDS CENTRE RESEARCH AWARDS

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

The purpose of this award is to encourage the use of the holdings of the Modern Records Centre. To this end the awards may be used to cover the expense of photocopying documents in the MRC or related archives. The awards can also be used to travel to archives where relevant research work might be completed. A call for proposals via your email address will be made in March 2011.

OTHER FUNDING

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

Limited funds are available on a competitive basis, for students working in the field of Renaissance/Early Modern studies (c.1500-1800) to attend selected seminars and workshops or to undertake research at the Newberry Library in Chicago, through Warwick’s membership of the Newberry Renaissance Center Consortium. See [http://www.newberry.org/renaissance/renaissancehome.html]. Announcements of relevant activities and deadlines will be circulated, but we also welcome student-driven enquiries. Applications (which should always include a budget as well as a motivational statement) may be made in writing (e-mails are acceptable) to the Director of the Centre for the Study of the Renaissance, Dr Penny Roberts [P.W.Roberts@warwick.ac.uk], with a copy to renaissance@warwick.ac.uk.

Please contact the Centre's secretary, Jayne Brown (renaissance@warwick.ac.uk) for deadlines or further information on the Warwick-Newberry collaboration.

HARDSHIP FUNDS

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

http://www.go.warwick.ac.uk/hardshipfunds

CAR PARKING

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

If you have any queries or problems you may discuss these with your personal tutor, the Director of Graduate Studies, or the Chair of Department. For research students the supervisor (or first supervisor) generally acts in a pastoral as well as an academic capacity, though PhD and MPhil students are welcome to use either the Director of Graduate Studies as personal tutor, or to contact any member of staff about personal and academic matters they do not wish to raise with their supervisor.

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

- Meet all students at least once a term for an individual review of general progress and general well-being.
- Set aside some fixed time or times (of at least one hour each week) when students may drop in.
- Give students advice about their academic progress and general academic advice about courses and options.
- Give students help and advice about non-academic matters as far as it is in their competence to do so, or advise them where further help can be obtained.
- Be sensitive to the need of students to discuss personal matters with members of staff of the same sex as the student, and to make appropriate arrangements for this to happen.
- Advise students of the procedures to be adopted in the event of an emergency.
- Be prepared to act as referee for their students for job and other applications.
- Perform all the responsibilities conferred on Personal Tutors in the University Regulations.

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

If you feel you have problems which are affecting your ability to work effectively, you may well wish to discuss them first with your personal tutor or supervisor. However, pastoral care within the Department is also backed up by the University’s Counselling Service which is located in Westwood House.

[See http://www2.warwick.ac.uk/services/tutors/counselling/student/ ]

The Counselling Service also offers help with study skills problems, and with problems arising from conditions such as dyslexia. In addition, they will supply you with information concerning the University’s guidelines on sexual and racial harassment. These Guidelines are also available at the University’s Website: http://www2.warwick.ac.uk/insite/topic/healthsafety/welfare/harassment/

Details of the University’s Complaints Procedure will also be found here: http://www2.warwick.ac.uk/services/aro/academiccomplaints/
Here are some useful pastoral/welfare telephone numbers:

Stephen Lamb, Senior Tutor 024 7652 2761 (Internal 22761)
Email: seniortutor@warwick.ac.uk

Counselling 024 7652 3761 (Internal 23761)
Email: counselling@warwick.ac.uk

Disability Co-ordinator, Despina Weber 024 7615 0641 (Internal 50641)
Email: disability@warwick.ac.uk

Academic Office Financial Advice 024 7657 2952 (Internal 72952)
Email: V.Sykes@warwick.ac.uk

Students’ Union Advice and Welfare Services 024 7657 2824 (Internal 72824)
Email: advice@warwicksu.com

Nightline – student-run listening service
9.00pm–9.00am 024 7641 7668 (Internal 22199)

Chaplaincy 024 7652 3519 (Internal 23519)
Email: chaplaincywarwick.ac.uk
4. INFORMATION FOR MPhil/PhD RESEARCH STUDENTS

The Graduate School will be holding a postgraduate researcher one day induction. This will be held at the Westwood teaching centre (Westwood campus) and will be offered twice in the Autumn Term (and once in the Spring Term), to cater for all new PGR students, Autumn term dates are Friday 8th and Friday 22nd October. You can register online at http://www2.warwick.ac.uk/study/csde/gsp/induction/.

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

Whatever you write, and at however early a stage, your supervisor will expect it to conform to the guidelines in the Graduate Programme ‘Style Guide’, to be found in Appendix 2. at the end of this Handbook.

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

DISSERTATION

Maximum word-length:

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

PhD 80,000 words (excluding footnotes, bibliography and appendices)

[The appendices should be no more than 5,000 words.]

‘HISTORICAL RESEARCH: THEORY, SKILL AND METHOD’ (TSM)

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

ATTENDANCE AT DEPARTMENTAL SEMINARS/STUDY GROUPS

A seminar will not always address a topic of obvious relevance to your own project or period. This does not mean that it will be of no relevance. Papers on ostensibly different topics may contain useful insights into how you might approach your own material or research questions. By attending seminars you can keep up to date with recent developments in historical thinking and historical writing, introduced by a range of eminent historians. You can also gain insight into how—and how not—to present a paper, in preparation for your own presentation in June at the Graduate Conference. Attendance of at least six of the departmental research seminars is compulsory.

Students will provide, as part of their Quarterly Supervisory Record of Progress [see Appendix 3.3], a list of at least six seminar talks and research papers that they have attended during the academic year.
THE GRADUATE RESEARCH FORUM

First year MPhil/PhD students are expected to follow the Arts Faculty Postgraduate and Professional Training Programme. The Programme will be made available in Week 1. This will offer an opportunity to meet students from other departments and will also provide practical assistance on issues such as note-taking, thesis writing, making presentations, getting published. You will continue to attend the Faculty Training Programme in terms 2 and 3. In addition, in Term 2 we will begin meeting within the department in Graduate Research Forum I. The major purpose of the Forum, which meets roughly fortnightly, is to bring students together to share the joys and frustrations of doing research, and, more concretely, to discuss matters of common concern, such as how to prepare for the upgrade. Research Forum I is intended primarily for students in the first year of their research.

Research Forum II, which meets fortnightly over Terms 1, 2 and 3, for second and third year students, is based on students’ critical reading of each others’ work, but also deals with questions of archive research, the ethics of historical practice and the variety of ways in which historical material is presented to audiences outside the academy. For research students in their second and third years the Arts Faculty Postgraduate Research and Professional Training Programme also offers a variety of sessions on practical and theoretical issues relating to research in the humanities. You are expected to attend those sessions relevant to your year of study.

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

POSTGRADUATE CONFERENCE

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

Full-time MPhil and PhD students are expected to present a paper either in their first or second year of study. Part-time MPhil and PhD students are also allowed up to year three to present.

MPhil and PhD students will find sessions on ‘How to Give a Seminar Paper’ in the Graduate Research Forum Programmes.

THE 2010-11 GRADUATE CONFERENCE WILL TAKE PLACE Monday 6th and Tuesday 7th June 2011.

If you are presenting the deadline for submitting your conference paper title and abstract will be 6 May 2011.

The Conference is organised by a panel of students, the MA Director and the Postgraduate and Research Coordinator.

AUDITING COURSES (OPTIONAL)

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

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

Responsibilities of Supervisors

Supervisors are expected:

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

b) To liaise with the Director of Graduate Studies as appropriate with regard to the progress of individual students and to report on each student’s progress in line with departmental procedures for monitoring progress.

c) To provide advice on writing up the work, requesting written work as appropriate and returning such work with constructive criticism and within reasonable time. To read through a complete draft of the thesis and provide detailed comments.

d) To maintain contact with students through regular supervisory meetings and other types of structured communication as appropriate, to ensure that meetings are largely uninterrupted and of adequate length. The frequency of such contact should be agreed between the student and supervisor at the start of the project and should be reviewed throughout the period of study. It is expected that these arrangements will vary depending on the stage which the student has reached in their project and on the nature of the academic discipline. As a guide to frequency of interaction, one such contact per month throughout the academic year is a generally acceptable minimum for full-time students.

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

e) To be accessible to students at other times by arrangement should advice on academic personal problems be required. To refer students to the Counselling Service, Advice and Welfare Services or other University support services as appropriate.

f) To encourage the student to approach other workers in the field and appropriate academic bodies and societies.

g) To agree with other supervisor(s) and with the student the respective responsibilities and roles of the different supervisors and to maintain good communication with the other supervisor(s) concerning the student’s progress throughout the period of study.
Responsibilities of Research Students

As candidates for research degrees, students are expected to:

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

b) To seek advice from their supervisor(s) in an active manner recognising that it is the student’s responsibility to have their own topics to raise with the supervisor(s).

c) To maintain the progress of the work in accordance with the stages agreed with the supervisor(s) and in accordance with departmental monitoring procedures, including in particular, the provision of well-presented written work within the agreed timescales for comment and discussion before proceeding to the next stage.

d) To take note of the guidance and feedback on their work provided by their supervisor(s) and to recognise that the supervisor’s role is to offer advice on the academic content of the work and its general presentation and not to provide detailed correction of written English.

e) To contribute to the research environment of the department as appropriate by taking up opportunities to present work at departmental seminars etc and by engaging in discussion with other researchers.

A Supervisory Record of Progress Form should be completed quarterly [Appendix 3.3], and filed in the History Graduate Office.

If you are dissatisfied with any aspect of your work, including supervisory arrangements, you may approach either the Director of the Graduate Programme, Rebecca Earle or the Chair of the Department, Trevor Burnard.

It is important that you complete the Skills Baseline Data form at induction (Week 1) and Quarterly Skills Update Data forms in Quarter 2 (end of December) and Quarter 4 (end of September). [Appendix 3.4]

THE PROGRESS REVIEW PANEL

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

Although the formal upgrade takes place in the first year of full time PhD registration, the department takes very seriously the support and monitoring of student progress throughout the period of study. As a matter of course, all full time research students will be expected to have produced some time in their...
second year (and in advance of the June Progress Review Panel) at least one piece of writing of c. 5000 words for their supervisor (by January of the third year for part-time students). This will inform the supervisor’s report to the Progress Review Panel. If the PRP identifies areas of serious concern relating to a student’s progress, then a sub-panel will meet with the student to explore this further, and offer advice and support. This sub-panel will comprise the Supervisor, Director of Graduate Studies, and another appropriate member of staff.

**ETHICS IN RESEARCH**

The University requires departments to consider the ethical implications of research students’ work. This is considered as part of our progress and review procedures (see below). But in cases where research involving human participants, data or tissue has begun before the upgrade, prior approval is required. It is the responsibility of the supervisor to alert the Director of Graduate Studies to any pertinent ethical issues arising from your work. In such cases, you will need to supply the DGS with an appropriate written description of the scope of the project, and a formal record of the decision to grant ethical approval will be kept in the departmental office.

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

**i. FULL-TIME MPhil/PhD STUDENTS**

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

**Year One**

- At the end of each quarter (December, March, June, September) we ask students to complete the relevant Quarterly Supervisory Record of Progress which are read by the Director of Graduate Studies, who reports on them to the Postgraduate Committee (see p. 9) and to the Progress Review Panel Meeting (above). The forms are then placed in your file in the Graduate Programme Office.

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

You should prepare:

i) a draft chapter of your thesis, 5,000 – 6,000 words in length;

ii) a 2,500 Research Proposal, which will include a synopsis of your research project. (See pg. 25 for guidance on preparing a Research Proposal. A session of Graduate Research Forum I is also devoted to this topic.)

iii) attached to this material should be a planned and detailed timetable for the completion of your thesis.

iv) a bibliography of relevant secondary material.

v) the History Department Research Degree Upgrade Ethics Review (See Appendix 3.6).

Your work is read by the two members of staff, who will discuss it jointly and separately with you and your supervisor.
After you have read and signed their Report [Appendix 3.5] it is placed in your file, and we then ask the Warwick Graduate School office to upgrade your registration to PhD status.

After the upgrade interview your reviewers will make one of the following recommendations:

- To agree an upgrade from ‘working towards an MPhil’ to ‘working towards a PhD’
- To ask for a resubmission of the paper so that the upgrading can be re-considered
- To consider the project as working towards an MPhil
- To advise that the planned project will not lead to a research degree

If you are asked to resubmit your upgrade, this may be with or without a further interview. This outcome may feel disappointing at the time in view of the hard work you have put in but try to treat this outcome positively. You are being given an opportunity to address key issues before you have become committed to a course of research which was very unlikely to lead to a doctorate. The points to address will be clearly set out and it will in most cases be a manageable task to address them in consultation with your supervisor.

Advice on preparing for the upgrade may be found at:  
http://www2.warwick.ac.uk/fac/arts/history/postgraduate/research/upgrade/

Failure to upgrade at the second attempt may lead to a) a student’s proceeding to the degree of MPhil or b) a student being required to withdraw. Under University Regulations 13 and 16.3(1) students have the right to appeal against either of these decisions. Failure to make satisfactory progress in other circumstances (not necessarily after a failed upgrade attempt) can lead to a recommendation from the Head of Department to the Continuation of Registration Committee that a research student be required to withdraw. In these unlikely circumstances, students will be notified and given the opportunity to make representations to the Head of Department before any such recommendation is made.

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

**Year Two**

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

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

i) a one-page account of what has happened in your research and writing over the year since Upgrade. This account should make reference to the earlier Research Proposal and timetable, and to the Upgrade Interview Report.
The interview, which will be informal, and last for between 30 minutes and an hour, will be partly based on these two submissions; it will also involve a more general discussion of your work, supervision, and anything else you want to raise. You should come to the interview with points of view and questions and tell the DGS what you would like it to cover.

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

**Year Three**

- All third-year students continue to make reports on their own progress in each quarter and annual reports to the Graduate School in June.

- Third-year students may ask for a Progress Interview with the Director of Graduate Studies at any time during this year.

**ii. PART-TIME MPhil/PhD STUDENTS**

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

**Year One**

- At the end of each quarter (December, March, June, September) we ask students to complete the relevant Quarterly Supervisory Record of Progress which are read by the Director of Graduate Studies, who reports on them to the Postgraduate Committee (see pg. 9) and to the Progress Review Panel meeting (above). The forms are then placed in your file in the Graduate Programme Office.

- Part-time PhD students may make a presentation to the Graduate Conference, which takes place half way through term 3, or they may defer presentation until the second / third year of study.

- In May/June, the University Graduate School will ask you to make a report on your progress. There is an opportunity here for you to make an assessment of supervisory arrangements, in complete confidence. These self-evaluation forms, which you send directly to the Graduate School, are read by its Chair and Secretary.

**Year Two**

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

i) a draft chapter of your thesis, 5,000-6,000 words in length;
ii) a 2,500 word Research Proposal, which will include a synopsis of your research project. (See pg. 25 for guidance of preparing a Research Proposal. A session of Graduate Research Forum I is also devoted to this topic.)
iii) attached to this material should be a planned and detailed timetable for the completion of your thesis.
iv) a bibliography of relevant secondary material.
v) the History Department Research Degree Upgrade Ethics Review (See Appendix 3.6).

Your work is read by two members of staff, who will discuss it jointly and separately with you and your supervisor. After you have read and signed their Report [Appendix 3.5], it will be placed in your file, and we then ask the Warwick Graduate School to upgrade your registration to PhD status.

After the upgrade interview your reviewers will make one of the following recommendations:

- To agree an upgrade from ‘working towards an MPhil’ to ‘working towards a PhD’
- To ask for a resubmission of the paper so that the upgrading can be re-considered
- To consider the project as working towards an MPhil
- To advise that the planned project will not lead to a research degree

If you are asked to resubmit your upgrade, this may be with or without a further interview. This outcome may feel disappointing at the time in view of the hard work you have put in but try to treat this outcome positively. You are being given an opportunity to address key issues before you have become committed to a course of research which was very unlikely to lead to a doctorate. The points to address will be clearly set out and it will in most cases be a manageable task to address them in consultation with your supervisor.

Advice on preparing for the upgrade may be found at:

http://www2.warwick.ac.uk/fac/arts/history/postgraduate/research/upgrade/

Failure to upgrade at the second attempt may lead to a) a student’s proceeding to the degree of MPhil or b) a student being required to withdraw. Under University Regulations 13 and 16.3(1) students have the right to appeal against either of these decisions. Failure to make satisfactory progress in other circumstances (not necessarily after a failed upgrade attempt) can lead to a recommendation from the Head of Department to the Continuation of Registration Committee that a research student be required to withdraw. In these unlikely circumstances, students will be notified and given the opportunity to make representations to the Head of Department before any such recommendation is made.

- All students continue to make reports on their own progress in each quarter and to the Graduate School in June.

- If you did not contribute to the Graduate Conference in Year One, you can do so in your second year of study.
Year Three

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

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

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

ii) A revised and updated timetable for the completion of your thesis.

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

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

- If you did not contribute to the Graduate Conference in Year One or Two, you must do so in your third year of study.

Years Four and Five

- All part-time students in these final stages of study continue to make reports on their own progress in each quarter and annual reports to the Graduate School in June.

- Part-time students may ask for a Progress Interview with the Director of Graduate Studies at any time during these two years before submission.

RESEARCH PROPOSAL GUIDANCE

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

a) awareness of the existing secondary literature and gaps within it;

b) central research questions you plan to address and what kinds of answer you are looking for;

c) what methods you plan to use, including any theories you wish to apply;
d) what your source-base will be (printed primary sources, major secondary works, manuscripts, etc);

e) where you will be consulting these materials (this may involve letters or reconnaissance trips to relevant archives in advance);

f) your preliminary chapter plan;

g) a detailed timetable for the research and writing up.

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

UNDERGRADUATE TEACHING

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

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

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

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

POSTGRADUATE TEACHING SKILLS COURSE OUTLINE

Induction session:

This will be held on Monday 4 October (Please see Induction week plan via the web page: http://www2.warwick.ac.uk/fac/arts/history/postgraduate for further information.)

Observations:

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

Training will cover the following issues:

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

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

Practice Marking; How to provide feedback.

The students may keep a portfolio of their teaching experience.

In addition to the induction session, the Learning and Development Centre (LDC) and the Department provide a full day’s training course to all teaching postgraduates. This training session will be offered on three dates: Friday 15th October, Wednesday 27th October and Thursday 18th November and can be booked through the LDC website: http://www2.warwick.ac.uk/services/ldc/development/pga/part_1/

There will also be a half-day follow-up session, led by the DGS and the Learning and Development Centre on Monday 22nd November, 2.00-4.30pm.

Students who wish to may progress to complete part 2 of the programme, leading to formal accreditation in the form of a Postgraduate Award worth 30 M-level credits.

For further information please contact the course team: pga@warwick.ac.uk
7. GENERAL ACADEMIC INFORMATION

ILLNESS AND ABSENCES

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

CHEATING

This note is intended to draw your attention to what the University defines as cheating in assessed work [see also ‘Plagiarism’ p. 28 in this Handbook], the procedures which are adopted in suspected cases, and your rights under those procedures. See: Definition (University Regulation 11, http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/)

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

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

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

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

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

A candidate will not be permitted to submit assessed work or a thesis which has been, or is being, submitted for a degree at another university, but he/she will not be precluded from incorporating work already submitted for a degree, provided that he/she indicates in his/her thesis any work which has been so incorporated. Nor is a candidate precluded from incorporating work of their own which has already been published, though this also should be indicated.

PLAGIARISM

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

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

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

Your attention is drawn to Part B of the University's Regulation on Essays, Dissertations, Reports and Other Assessed Work, not Undertaken under Examination Conditions as Laid Down in the University Regulations for the Invigilation of Examinations (University of Warwick Calendar, Section 2; online at http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/) and to the fact that, in extreme cases, the penalty for plagiarism is a grade of zero in the whole module. The History Department may use plagiarism software or other appropriate means 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. If you are uncertain about what constitutes plagiarism, please talk it over with either your module tutor, personal tutor, or the Director of Graduate Studies.

Finally, it cannot be too often repeated that all assessed work should conform to the guidelines in the Graduate Programme ‘Style Guide’ (Appendix 2). Bad writing, inadequate proof-reading, and incoherent footnoting will lower your grades. Final dissertations may be referred for resubmission for the same reasons.

APPEALS

The University has agreed appeals procedures. If you wish to consult them, you should approach the Graduate School, or consult http://www2.warwick.ac.uk/services/academicoffice/ourservices/examinations/appeals/
8. SEMINARS

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

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

- THE HISTORY RESEARCH SEMINAR
- AMERICAS RESEARCH SEMINAR
- EARLY MODERN SEMINAR SERIES
- EIGHTEENTH-CENTURY SEMINAR SERIES
- GLOBAL HISTORY SEMINAR SERIES
- HISTORY OF MEDICINE SEMINAR SERIES / READING GROUP
- LATIN AMERICAN HISTORY READING GROUP
- STVDIO: THE RENAISSANCE READING GROUP

For details and up to date information on the Department of History’s Research Seminars and Reading Groups please see our webpage:

http://www2.warwick.ac.uk/fac/arts/history/res_rec/seminars_readinggroups

9. POSTDOCTORAL

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

Grants for History: A Guide to Funding  http://www.history.ac.uk/bookshop/annual-publications/grants-for-history-2010-guide-funding

Important sources for funding at postdoctoral level include:

The British Academy  http://www.britac.ac.uk/

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

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

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

Association of Commonwealth Universities  http://www.acu.ac.uk
## RESEARCH INTERESTS OF CURRENT STAFF

For fuller details, see the Department’s website
[http://www2.warwick.ac.uk/fac/arts/history/people/staff_index](http://www2.warwick.ac.uk/fac/arts/history/people/staff_index)

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications/Institutions</th>
<th>Specialism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor David Arnold</td>
<td>BA Exeter, DPhil Sussex FBA</td>
<td>History of science, environment, technology and medicine; colonialism and nationalism in modern South Asia.</td>
</tr>
<tr>
<td>Professor Maxine Berg</td>
<td>BA Simon Fraser, MA Sussex, DPhil Oxford, FRHistS FBA</td>
<td>Global History, especially Asia and Europe in the early modern period; history of knowledge and technology; history of material culture, history of writing and historiography 1920s-60s</td>
</tr>
<tr>
<td>Dr Roberta Bivins</td>
<td>BA Columbia, PhD MIT</td>
<td>History of technology and medicine in the 20th century; post-war immigration in the UK and US.</td>
</tr>
<tr>
<td>Dr Daniel Branch</td>
<td>BA Sussex, MA London &amp; DPhil Oxford</td>
<td>Modern African history, especially the Mau Mau rebellion in Kenya during the 1950s.</td>
</tr>
<tr>
<td>Professor Trevor Burnard</td>
<td>BA Otago, MA Johns Hopkins (CAS)</td>
<td>history of the British Atlantic world; Caribbean history; colonial American history</td>
</tr>
<tr>
<td>Dr Humfrey Butters</td>
<td>MA DPhil Oxford FRHistS</td>
<td>Florentine politics in the early sixteenth century; late medieval France</td>
</tr>
<tr>
<td>Professor Bernard Capp</td>
<td>MA DPhil Oxford FRHistS FBA</td>
<td>Radical movements in seventeenth-century England; popular beliefs and popular culture; women’s history in early modern England</td>
</tr>
<tr>
<td>Dr Jonathan Davies</td>
<td>BA PhD Liverpool</td>
<td>History of the Italian states c.1300-c.1600; history of the elites; history of ritual; history of violence; history of universities</td>
</tr>
<tr>
<td>Dr Rebecca Earle</td>
<td>BA Bryn Mawr MSc MA PhD Warwick (CAS)</td>
<td>Colonial and nineteenth-century Spanish American history</td>
</tr>
<tr>
<td>Dr Roger Fagge</td>
<td>BA London PhD Cambridge (CAS)</td>
<td>US history since the Civil War; J.B. Priestley</td>
</tr>
<tr>
<td>Professor Margot Finn</td>
<td>BS Syracuse PhD Columbia, FRHistS</td>
<td>Modern British history; social and cultural history of gender, consumption, law; British colonialism in 18th - and 19th - century India</td>
</tr>
<tr>
<td>Dr Anne Gerritsen</td>
<td>MA Leiden, PhD Harvard</td>
<td>Society and religion in early-modern China; women and gender in late imperial China; Ceramics in global history; Jiangxi local history</td>
</tr>
<tr>
<td>Professor David Hardiman</td>
<td>BA London PhD Sussex</td>
<td>South Asia during the British colonial period; Indian nationalism; history of subordinate groups; environmental history</td>
</tr>
<tr>
<td>Dr Christian Hess</td>
<td>MA PhD UC San Diego (RCUK Research Fellow)</td>
<td>Twentieth-century Chinese history; Japanese imperialism in China; urban history of China</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Specialism</td>
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<tr>
<td><strong>Professor Steve Hindle</strong></td>
<td>MA Cambridge &amp; Minnesota PhD Cambridge FRHistS</td>
<td><strong>Specialism:</strong> Social, cultural and economic history of England, 1500-1800, especially the social order, poverty and popular protest</td>
</tr>
<tr>
<td><strong>Dr Sarah Hodges</strong></td>
<td>BA Brown PhD Chicago</td>
<td><strong>Specialism:</strong> Modern South Asian history; gender history; history of modern science and medicine; history of international development</td>
</tr>
<tr>
<td><strong>Dr Rainer Horn</strong></td>
<td>BA Minnesota PhD Michigan</td>
<td><strong>Specialism:</strong> Continental western European history, 1930s-1970s; transnational history; history of social movements and moments of transition</td>
</tr>
<tr>
<td><strong>Professor John King</strong></td>
<td>MA Edinburgh BPhil DPhil Oxford (CAS)</td>
<td><strong>Specialism:</strong> Latin-American literature and cultural history; twentieth-century Argentinian history; Latin-American cinema; Caribbean literature</td>
</tr>
<tr>
<td><strong>Professor Mark Knights</strong></td>
<td>MA DPhil Oxford</td>
<td><strong>Specialism:</strong> political culture of early modern Britain; the role of print; interaction of politics, literature and ideas</td>
</tr>
<tr>
<td><strong>PD Dr Beat Kümin</strong></td>
<td>MA Bern PhD Cambridge</td>
<td><strong>Specialism:</strong> English and Central European social history, c.1450-c.1650; the history of inns and taverns; parish communities in the Age of the Reformation</td>
</tr>
<tr>
<td><strong>Dr Mia Lee</strong></td>
<td>BA California MA PhD Michigan</td>
<td><strong>Specialism:</strong> Modern Western Continental European history, especially Modern German history.</td>
</tr>
<tr>
<td><strong>Dr Tim Lockley</strong></td>
<td>MA Edinburgh PhD Cambridge (Director CAS)</td>
<td><strong>Specialism:</strong> Colonial North America; southern history; slavery; Native Americans</td>
</tr>
<tr>
<td><strong>Professor Maria Luddy</strong></td>
<td>BEd PhD NUI FRHistS (Director of Research)</td>
<td><strong>Specialism:</strong> Irish history, women’s history, nineteenth and twentieth centuries</td>
</tr>
<tr>
<td><strong>Professor Hilary Marland</strong></td>
<td>BA PhD Warwick (Director IAS)</td>
<td><strong>Specialism:</strong> Medical history; history of midwifery, childbirth, childhood, public health and insanity</td>
</tr>
<tr>
<td><strong>Professor Peter Marshall</strong></td>
<td>MA DPhil Oxford FRHistS</td>
<td><strong>Specialism:</strong> Early modern English cultural and religious history, especially the Reformation and its impact</td>
</tr>
<tr>
<td><strong>Professor Tony McFarlane</strong></td>
<td>BSc (Econ) PhD London FRHistS (CAS)</td>
<td><strong>Specialism:</strong> Spanish American colonial history, especially in Colombia; colonial rebellions and wars of independence in Spanish America; comparative history of the Americas</td>
</tr>
<tr>
<td><strong>Dr Christoph Mick</strong></td>
<td>MA PhD Dr habil. Tübingen</td>
<td><strong>Specialism:</strong> Modern German and Eastern European history, especially Poland, Russia, Ukraine; history of science and technology, memorial culture and nation building</td>
</tr>
<tr>
<td><strong>Dr Chris Pearson</strong></td>
<td>BA Sussex MA PhD Bristol</td>
<td><strong>Specialism:</strong> Modern French history; environmental history, especially the environmental history of war; animal history</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Specialism</td>
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</tr>
<tr>
<td>Professor Christopher Read</td>
<td>BA Keele MPhil Glasgow PhD London FRHistS</td>
<td><strong>Specialism:</strong> Russian Revolution; Russian intelligentsia 1900-1930; Communism and cultural revolution</td>
</tr>
<tr>
<td>Dr Sarah Richardson</td>
<td>BA Manchester MA Hull PhD Leeds</td>
<td><strong>Specialism:</strong> Historical computation; nineteenth-century British political history and electoral politics</td>
</tr>
<tr>
<td>Dr Penny Roberts BA Birmingham MA Warwick PhD Birmingham FRHistS</td>
<td></td>
<td><strong>Specialism:</strong> Sixteenth-century French history</td>
</tr>
<tr>
<td>Dr Rosa Salzburg BA(hons) MA Melbourne PhD Queen Mary</td>
<td></td>
<td><strong>Specialism:</strong> Italian Renaissance history; early print culture; migration history</td>
</tr>
<tr>
<td>Dr Jennifer Smyth BA Wellesley MA MPhil PhD Yale (CAS)</td>
<td></td>
<td><strong>Specialism:</strong> Twentieth-century US cultural history and cinema</td>
</tr>
<tr>
<td>Professor Carolyn Steedman</td>
<td>BA Sussex MLitt PhD Cambridge</td>
<td><strong>Specialism:</strong> British social and cultural history, eighteenth to twentieth centuries; history and literature of the self</td>
</tr>
<tr>
<td>Dr Claudia Stein MA Bonn PhD Stuttgart (Wellcome University Lecturer)</td>
<td></td>
<td><strong>Specialism:</strong> History of medicine in early-modern Germany; sexuality and gender in early-modern Europe</td>
</tr>
<tr>
<td>Dr Ingrid Sykes BMus Melbourne PhD London (ESRC Research Fellow)</td>
<td></td>
<td><strong>Specialism:</strong> Organs and organ playing in nineteenth century France</td>
</tr>
<tr>
<td>Dr Guy Thomson BSc (Econ) London DPhil Oxford FRHistS (CAS)</td>
<td></td>
<td><strong>Specialism:</strong> History of the Hispanic world, especially nineteenth-century Mexico and Spain</td>
</tr>
<tr>
<td>Dr Mathew Thomson BA London DPhil Oxford (Senior Lecturer)</td>
<td></td>
<td><strong>Specialism:</strong> British history, nineteenth and twentieth centuries; history of social policy; psychology and eugenics</td>
</tr>
<tr>
<td>Honorary Visiting Professor Professor Sonya Rose</td>
<td></td>
<td><strong>Specialism:</strong> War, Masculinity and Citizenship (especially Britain from 1800)</td>
</tr>
</tbody>
</table>
Presentation is vitally important. This is not because there is any virtue in following rules for their own sake, but because the rules make sense - an essay or dissertation that is well written and properly laid out will gain your readers' confidence and convey your message to them as efficiently as possible. Getting the presentation right is an essential part of the historian's craft.

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

### A FORMAT

a) The thesis should be *typed* (or printed), on A4 paper, on one side only.

b) There should be a 4cm (1½-inch) *margin* at the left-hand side of the page, and an adequate margin on the other three edges.

c) **Spacing**: The text of your essay should be *double-spaced*. The footnotes (or endnotes) should however be *single-spaced*.

d) **Indentation**: *Except* for the very first paragraph under a new heading, the first line of every paragraph should be indented. You do not need to add extra spacing between paragraphs: the indentation alone tells the reader that you have begun a new paragraph.

e) **Pagination**: Number each page of your essay.

### B STYLE AND USAGE

**Quotations**

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

Examples:

Evans argues convincingly that ‘the industrial revolution was a protracted process, not a single catastrophic event’. According to Evans, ‘Recent research suggests that the industrial revolution was a protracted process, not a single catastrophic event.’ Chatterjee’s claim that ‘a group of propertied observers shouted “Hang all the convicted felons by the toes” as the procession passed by’ suggests the intensity of middle-class support for public executions.
b) **Inset or block quotations**: When you quote four or more lines of text (or quote lines of poetry), use an inset quotation - that is, type the quotation as a separate block of *double-spaced* text consistently indented from the left margin (the right-hand margin of an inset quotation is not indented). Do not use quotation marks in inset quotations except to indicate a quote within the inset material: use *single* quotation marks to indicate this quote-within-the-quote. Avoid overusing inset quotations, especially in short essays. Be judicious about what you cite - short quotes that are pithy and to the point are more convincing than extended blocks of other writers’ text. Your own voice - not those of the authors you cite - should dominate your writing.

c) **Ellipses**: Always use ellipses - that is, three dots - to indicate that you have omitted material within your quotation. Do not use these at the beginning or end of quotations – only in the middle.

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

**Numbers**

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

Examples:

There were eight applicants.

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

The jackpot was £5 million.

He spent thirty years in Broadmoor.

The seventh sister became a nun.

The interest rate was 6 per cent.

**Dates**

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

**Money**

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

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

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

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

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

You will know from your reading that there are many correct ways to format and present the references contained in a footnote/endnote. The most important point is to be consistent. Once you have selected a particular reference style, stick to it.

Referencing secondary literature

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

a) **Author’s names** in notes appear in the normal order, e.g. John Smith (not Smith, John, which is reserved for the Bibliography).

b) **Titles** appear in *italics*: these are used for book titles and names of journals. (Only use the alternative form of underlining if you do not have access to a word processor.) BUT, contributions within edited works or articles in journals require ‘single inverted commas’. Remember, only if the title appears on the cover of the publication, does it go in italics; if it is contained within, contain it inside inverted commas.

c) **Place of publication**: always a city and never a country. If two cities are indicated, e.g. New York and Oxford, say so; if three or more, just list the first. For American cities, you have the option of adding an abbreviation of the state too, but if in doubt, omit. You can also add the publisher’s
name after a colon, but always after the place of publication, e.g. London: Jonathan Cape (never Jonathan Cape: London).

d) **Date of publication:** use the date of the actual edition you are using (not the first date of publication), since the pagination will vary between different editions. If using a subsequent edition, note this as below.

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

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


22. Ibid., pp. 77-8.


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

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

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

Examples:

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

a) **Articles in scholarly journals:**

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

1


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

2


b) **Books**

First citation: Use: Author’s full name, *Full Title of Book* (Place of publication, date of publication), page number(s).
1


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

2


d) **Edited books**

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

1


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

2

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

d) **Chapters in edited books**

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

1


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

2


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

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

e) **Reference to a book available in several editions**

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


Note:

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

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

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

f) Reference to reprints and newly edited secondary work

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

Example:


Note:

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

**Manuscript Sources**

REFERENCES TO MANUSCRIPT MATERIAL SHOULD BE IN PLAIN FONT ONLY (NO ITALICS). A FULL REFERENCE TO A DOCUMENT SHOULD INCLUDE THE FOLLOWING INFORMATION:

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

Examples:

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

(D)
Second and subsequent citations: Court Papers, Memoranda on Wage,

(B) (C)


(D) (E)

Note:

All of these details are necessary for a very practical reason. A manuscript, by definition, is a unique document. Only one of its kind exists in the world. It is therefore essential that your reference ought to be sufficiently clear as to enable a scholar from any part of the world to locate the particular manuscript. Within a chapter, you can start to use a short reference system to one collection of papers, as in the second example above.

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


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

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

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

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


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

**Printed primary material**

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

Example:


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


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

- British Parliamentary Papers, 1866 L1, Part 2, Further Papers Relating to the Disturbances in Jamaica.
- ‘Petition for Extension of the Electoral Franchise to All Householders, Without Distinction of Sex ... (7 June 1866, No. 8501)’, Reports of the Select Committee of the House of Commons on Public Petitions, Session 1866, Appendix.

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


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

Websites

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

Maurice Crouse, Citing Electronic Information in History Papers, available online at http://history.memphis.edu/mcrcouze/elcite.html (26 March 1998);


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

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

1


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

2

Abilock, ‘Research on a Complex Topic’.

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

Photographs, illustrations, etc:

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

Examples:


PRESENTATION OF STATISTICAL DATA: A BRIEF NOTE

Regarding statistical presentations, the following guidelines should be observed:

Tables:

- Tables should be made directly relevant to the contents of the text. If necessary, they may be incorporated as part of the main body of the text. Alternatively, they may be incorporated as appendices to the rear of your work.
- All tables should have a table number and a title, including dates where applicable.
- The source of the data used should be cited beneath the table, i.e. not in a footnote.
- Column headings should be clearly legible.
- Ideally, columns and rows should be of equal size.
- Total numbers (for example the total population of an area) should be cited at the end of the rows or columns as appropriate.
- In the event of your using a table taken from another scholar’s publication or thesis, you should acknowledge that scholar’s work as the source cited beneath the table.
Diagrams:

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

BIBLIOGRAPHY

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

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

MANUSCRIPT SOURCES

(List national before local archives)

GOVERNMENT PUBLICATIONS

NEWSPAPERS AND PERIODICALS

CONTEMPORARY ARTICLES, BOOKS, PAMPHLETS AND SPEECHES

PUBLISHED SECONDARY SOURCES

UNPUBLISHED PAPERS AND THESES

WORLD WIDE WEB SOURCES

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

PUBLISHED SECONDARY SOURCES


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

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

**LAYOUT**

Students presenting dissertations for a degree by research should consult the University of Warwick Graduate School’s booklet ‘Guide to Examinations for Higher Degrees by Research’ which the Graduate School will post to you in the final year of registration, and which can also be consulted at [http://www2.warwick.ac.uk/services/academicoffice/documents/guide_to_examinations_for_higher_degrees_by_research.pdf](http://www2.warwick.ac.uk/services/academicoffice/documents/guide_to_examinations_for_higher_degrees_by_research.pdf)

**SUBMITTING**

All candidates must submit theses (two copies) for examination in a soft binding, which is normally carried out by Warwick Print (via the on campus Post Office). PhD theses should be taken to the Graduate School Office in University House and a fee for hard binding paid directly to them.
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List of maps ............................................. iii

List of tables ........................................... iv

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MPhil/PhD students must consult the ‘Graduate School's Guide to Examinations for Higher Degrees by Research’, which can be found at
http://www2.warwick.ac.uk/services/academicoffice/documents/guide_to_examinations_for_higher_degrees_by_research.pdf Part I: ‘Guidance to Students on Submission and Examination of the Thesis’, No. 4 ‘Presentation of The Thesis’ (pp. 7-9) contains further vital information about the presentation of your dissertation.
**POSTGRADUATE RESEARCH FUND APPLICATION FORM**

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University ID Number:</td>
</tr>
<tr>
<td>Degree:</td>
</tr>
<tr>
<td>Start Date:</td>
</tr>
<tr>
<td>Funding: (e.g. ESRC, AHRC, Wellcome)</td>
</tr>
<tr>
<td>Does this award include eligibility for research or travel expenses?</td>
</tr>
<tr>
<td>Research Topic:</td>
</tr>
<tr>
<td>Description of Specific Research for which funding is sought (in less than 150 words):</td>
</tr>
<tr>
<td>Date(s) the work will be conducted:</td>
</tr>
<tr>
<td>Amount Applied for: £</td>
</tr>
<tr>
<td>Costings (give precise figures wherever possible):</td>
</tr>
<tr>
<td>In what ways will this grant assist your degree work?:</td>
</tr>
<tr>
<td>Please give details of other grants you have received from the Fund:</td>
</tr>
<tr>
<td>Other Comments:</td>
</tr>
<tr>
<td>Signature:</td>
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<tr>
<td>Date:</td>
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**FOR OFFICE USE ONLY**

Amount Agreed: £ Signature: Date:

Please return this form to the Postgraduate Co-ordinator in H340 when completed.
**STUDY SPACE - APPLICATION FORM**

**PLEASE COMPLETE THE DETAILS BELOW TO APPLY FOR AN OFFICE KEY**

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
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<tbody>
<tr>
<td>University ID Number:</td>
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</tr>
<tr>
<td>Degree: (circle as appropriate)</td>
</tr>
<tr>
<td>MA by Research / MPhil / PhD</td>
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<tr>
<td>Taught MA</td>
</tr>
<tr>
<td>Status: (circle as appropriate)</td>
</tr>
<tr>
<td>Part-time / Full-time</td>
</tr>
<tr>
<td>Indicate your year of study (circle as appropriate)</td>
</tr>
<tr>
<td>1st / 2nd / 3rd / Extension</td>
</tr>
<tr>
<td>In the last academic year were you allocated office space?: (circle as appropriate)</td>
</tr>
<tr>
<td>Yes No</td>
</tr>
<tr>
<td>H347 / H454</td>
</tr>
<tr>
<td>Are you teaching?: (circle as appropriate)</td>
</tr>
<tr>
<td>Yes No</td>
</tr>
</tbody>
</table>

| Signature: |
| Date: |

**FOR OFFICE USE ONLY**

| Room Allocated: |
| Signature: |
| Date: |

Please return this form to the Postgraduate Co-ordinator in H340 when completed.
Appendix 3.3

QUARTERLY SUPERVISORY RECORD OF PROGRESS

<table>
<thead>
<tr>
<th>QUARTER (please circle as appropriate)</th>
<th>1 – October to December</th>
<th>2 – January to March</th>
<th>3 – March to June</th>
<th>4 – July - September</th>
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<tbody>
<tr>
<td>Name:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Name of Supervisor:</td>
<td></td>
<td></td>
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<td>University ID Number:</td>
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<tr>
<td>Degree: (Circle as appropriate)</td>
<td>MA by Research / MPhil / PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of Study (Circle as appropriate)</td>
<td>Full Time - 1st/2nd/3rd/4th/Extension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part Time - 1st/2nd/3rd/4th/5th/Extension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis Title:</td>
<td>If your thesis title has changed from your initial departmental registration please note below:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates of Supervisory Meeting</td>
<td>Comments on work completed, or agreed for next supervision (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Comments:
1. Briefly outline what you have achieved this quarter (e.g. fieldwork / written work / library work / conference attendance or organization)
2. To what extent has this matched your plans?

1.

2.

Supervisor Comments:

Seminar Attendance:
Please note any seminars you have attended within this quarter (inc. dates, seminar and title – e.g. 01/01/09 History Research Seminar - Title)

Student Signature: Date
Supervisor Signature Date

Please note Q2 and Q4 forms will need to be accompanied by the Skills Update Data Form

Please complete this form, retain the original and return a copy to H340 when completed.
Please complete this form in **Quarter 2 and 4**, providing one copy to the PG and Research Coordinator (H340) who will forward onto your supervisor/s, for discussion at a regularly scheduled supervision:

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

<table>
<thead>
<tr>
<th>QUARTER (please circle as appropriate)</th>
<th>2 – January to March</th>
<th>4 – June - September</th>
</tr>
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<tbody>
<tr>
<td>Name:</td>
<td></td>
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<tr>
<td>University ID Number:</td>
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<td></td>
</tr>
<tr>
<td><strong>Statement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My bibliographical skills allow me to identify relevant printed primary and secondary sources for my research project:</td>
<td>Y or N</td>
<td></td>
</tr>
<tr>
<td>My bibliographical skills allow me to identify relevant archival materials for my research project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My IT skills allow me to identify relevant electronic sources for my research project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My foreign language skills are sufficient for my research project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have an appropriate system for note-taking and note-filing:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a time-management schedule for my research project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the relevant quantitative skills to create datasets from my primary research if needed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a strategy for extracting data from my notes to prepare papers and chapters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about relevant deadlines for external funding for my research:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about workshop and conference opportunities outside Warwick, and how to make use of them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about training opportunities outside Warwick:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am familiar with the considerations I should bear in mind and the steps that I should take to publish my work:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Please indicate here any new research skills obtained in the past quarter not indicated above:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Please indicate here any research skills you believe you will need to develop in the remainder of your degree, and the time-scale / manner in which this will be accomplished:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Any other comments or suggestions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Signature:</strong></td>
<td>Date</td>
<td></td>
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</tbody>
</table>
# MPhil/PhD – PROGRESS INTERVIEW AND REPORT 2010-11

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

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Supervisor/s:</td>
<td></td>
</tr>
<tr>
<td>University ID Number:</td>
<td></td>
</tr>
<tr>
<td>Registration Status:</td>
<td></td>
</tr>
<tr>
<td>Research Topic:</td>
<td></td>
</tr>
<tr>
<td>Please give dissertation if agreed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPORT of INTERVIEW COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; Time of Meeting:</td>
</tr>
<tr>
<td>Interviewers:</td>
</tr>
<tr>
<td>Description of Work Reviewed:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td>Continues on back of sheet if required</td>
</tr>
<tr>
<td>Recommendations:</td>
</tr>
<tr>
<td>Please circle and provide notes as appropriate</td>
</tr>
<tr>
<td>• Raise registration to PhD unconditionally</td>
</tr>
<tr>
<td>• Raise registration to PhD if certain conditions are met (please be specific)</td>
</tr>
<tr>
<td>• Other (please give explanation)</td>
</tr>
<tr>
<td>Interviewers Signature</td>
</tr>
<tr>
<td>Interviewers Signature</td>
</tr>
<tr>
<td>Supervisor/s Signature</td>
</tr>
<tr>
<td>Supervisor/s Signature</td>
</tr>
<tr>
<td>Student Signature:</td>
</tr>
</tbody>
</table>

NB Please return this form to the Postgraduate Co-ordinator, H340 following the interview.
This form should be drafted before your Upgrade and circulated in advance to your supervisors and assessors with your other Upgrade materials. The form should be amended as needed and signed during the PhD Upgrade exercise by students, their supervisors, and members of the Upgrade committee. Please return the signed form to the PG and Research Coordinator upon completion of the Upgrade review.

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

1) Your Name: 
2) Title of Dissertation: 

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

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

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

5) Recruitment of Participants: Please a) specify how potential participants will be identified, b) identify your inclusion/exclusion criteria, explaining the purpose behind those criteria, and c) confirm that in advertising for participants, you will not overstress payments or other inducements to take part.

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

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

8) Incentives/Compensation: If travel/out of pocket expenses will not be paid to participants, this circumstance must be explained clearly in advance to participants. Please note here any payments that will be made to participants to reimburse for travel/out of pocket expenditure and fully justify any additional payments that will be made to participants.
9) Participant Benefit/risk: Please highlight any possible benefits to the participants and any potential harm/risks to participants that may ensue from participation in your study. Where potential risks/harm have been identified, please indicate what steps will be taken to minimise/monitor them.

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

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

<table>
<thead>
<tr>
<th>Upgrade Assessor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrade Assessor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Supervisor/s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Supervisor/s Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Student Signature:</td>
<td>Date</td>
</tr>
</tbody>
</table>

NB Please return this form to the Postgraduate Co-ordinator, H340 following the interview.
Books available for Consultation and Loan in H340


A. Booth, *Teaching History at University* (Routledge, 2003)


J. Everett, *Handlist of Electronic Teaching Resources for Teachers of History, Archaeology & Art History* (Centre for History, Archaeology and Art History, Univ. of Glasgow, 1996)


R.J. Olney, *Manuscript Sources for British History. Their nature, location and use* (Institute of Historical Research, 1995)


Wendy Sykes, Martin Bulmer and Marleen Schwerzel, *Directory of Social Research Organisations in the United Kingdom* (Mansell, 1993)

Geoff Timmins, Keith Vernon, Christine Kinealy, *Teaching and Learning History* (Sage, 2005)


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

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

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

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

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


**TAUGHT MA DISSERTATIONS SUBMITTED IN PREVIOUS YEARS ARE ALSO IN H343, AND MAY BE CONSULTED/LOANED.**
## DATES OF TERMS

<table>
<thead>
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<th>Year</th>
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<td>Monday 10th January 2011 - Saturday 19th March 2011</td>
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<td>Summer</td>
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<td>2011-12</td>
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<td></td>
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<td>Summer</td>
<td>Wednesday 23rd April 2014 - Saturday 28th June 2014</td>
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The information contained in this Handbook is as accurate and up-to-date as we can make it. Statements of departmental policy are made in good faith and are an honest attempt to describe current practices. However, the final arbiter of university policy is the university regulations, as laid down in the Calendar, the Course Regulations and the official timetable.