INTRODUCTION

Welcome to our MA Programme!

This booklet will give you an overview of the MA programme and the pathways that we offer in the department.

Core Information for students of Posgraduate Taught Degrees at Lancaster University is now available on the University website.

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Postgraduate Co-ordinator, Becky Sheppard (B106- r.sheppard1@lancaster.ac.uk)

Director of Postgraduate Studies, Professor Mercedes Camino (B151- m.camino@lancaster.ac.uk)

FOR YOUR DIARIES!!!
MA Departmental Induction
Tuesday 4 October at 14:00 Bowland Main B-104
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1. STRUCTURE AND AIMS OF THE MA IN HISTORY

The MA in History is designed both for students who wish to pursue a self-contained period of postgraduate study and those who want to go on to develop their work in a higher research degree.

The MA in History is made up of 180 credits, comprising both taught modules of 20 credits each and a dissertation generated from your supervised research. The 180 credits accounts for 1,800 hours of study time per student.

The core modules for the MA are:
- HIST400: Dissertation (20,000 words) (80 credits)
- HIST401: Researching and Writing History (20 credits)

All taught modules are 20 credits

Programme Outcomes

Our MA programme aims to provide you with the opportunity to acquire and demonstrate some key historical skills. You should be able to:

(a) understand key methods and sources related to approaches to the study of the past, including relevant theories and concepts against which to test and evaluate empirical material;
(b) assimilate and understand the advanced literature in one or more areas of history;
(c) appreciate different models of explanation and historiographical traditions;
(d) acquire and apply a practical understanding of appropriate qualitative and quantitative skills including, *inter alia*:
   - knowledge and understanding of literary and non-literary primary sources (including, for example, artefacts, landscape, oral testimony, maps, visual images, sound, and web-based resources);
   - basic statistical and computing skills, including the creation and analysis of spreadsheets and databases;
(e) initiate, sustain and complete a substantial piece of research demonstrating an ability to:
   - formulate a research hypothesis or question;
   - identify appropriate resources and methodologies and to test that hypothesis;
   - sustain extended academic analysis;
   - compile and present a research bibliography;
   - demonstrate a mastery of professional conventions of presentation;
   - communicate information, ideas, arguments and interpretations clearly.
## 2. PATHWAYS

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<td>HIST400 (80)</td>
<td>HIST434 (Critical Heritage) AND HIST491 (Heritage Placement) OR another HISTXX module</td>
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All pathways do HIST400 (Dissertation, 80 credits) and HIST401 (Researching and Writing History, 20 credits).

Each of the pathways has TWO compulsory modules plus TWO optional ones (see the complete list below):

3. MODULES OFFERED BY THE DEPARTMENT

Please note that you need to register for your choice of modules with Becky Sheppard, by completing the registration form (via email or in person) as soon as possible after the Induction Session and no later than 14:30 am on Saturday of Welcome Week (7 October 2016).

Please remember that attendance at seminars is compulsory and will be monitored.

HIST401: Researching and Writing History
Convenor: Professor Mercedes Camino
Taught: Michaelmas

This module is intended to provide students with practical help in the conceptualisation and execution of their research so that they can present a dissertation that meets the required standard at the conclusion of their MA.

Assessment: Feasibility Study, including Presentation (5000 words)

HIST420: How Historians Understand and Explain
Convenor: Dr Deborah Sutton
Taught: Lent

This module provides students with an introduction to the diverse approaches historians and philosophers have taken to understand the process of historical change. It focuses particularly on the structure of the explanations given and the variety different ways of constructing the relationship between the present, the past and the future.

Assessment: A critical bibliography (1500 words @30%) and one essay (3500 words @70%)
HIST421: Beyond the Text: Literature, Image and Voice as Historical Evidence

Convenor: Dr Sarah Barber
Taught: Michaelmas

This module examines historical approaches to visual, audio visual, aural, oral and artefactual sources. The aim is to deepen student familiarity with the range of sources available to historians, to analyse how non-traditional sources have been approached by historians, and to suggest ways in which students can approach these sources within their own research.

Assessment: Essay (5000 words)

HIST424: Medieval Primary Sources: Genre, Rhetoric and Transmission

Convenor: Dr Paul Hayward
Taught: Lent

Intended chiefly but by no means exclusively for students taking the medieval pathway, this module comprises an introduction to manuscript studies and the decoding of medieval primary sources in their original and printed forms. No former experience or knowledge of the original languages is necessary.

Assessment: (1) A brief manuscript description (1000 words, worth 20%); (2) Your three best palaeography exercises (1000 words, 20%); (3) One Essay (3000 words, 60%).

HIST425: Introduction to Latin Translation for Historians

Convenor: Professor John Thorley
Taught: Michaelmas, Lent and Summer.

This is a special intensive course for students who have little or no previous knowledge of Latin. The course concentrates on the basics of Latin Grammar and vocabulary as used in the Medieval period, though it will also be very useful for students of the Roman and Renaissance periods.

Assessment: Coursework (40%) and Exam (60%)
HIST426: Using Digital Texts as Historical Sources

Convenor: Professor Ian Gregory

Taught: Michaelmas
This module explores the ways in which computers can be used for historical analysis. The first part of the course looks at how paper sources are digitised and encoded to create digital resources. The second part of the course looks at how, once we have a source in digital form, we can explore it in sophisticated ways. The course does not assume any prior knowledge of computing beyond the basic file handling, word processing and internet use.

Assessment: Two pieces of coursework (@50%)

HIST427: Belief and Unbelief: Gods and Pagans from Antiquity to Today

Convenor: Professor Michael Hughes

Taught: Lent
This module examines the nature of Belief and Unbelief from the late Roman period down to the present day. The transition from Belief to Unbelief in Western societies will be challenged, and we will also explore issues such as terrorism from a religious perspective.

Assessment: Essay (5000 words)

HIST429: Spatial Technologies for Historical Analysis

Course Convenor: Dr Lief Isaksen

Taught: Lent
This module presents a range of spatial technologies which are now available to historians, before focusing on the development of practical and critical skills which will allow you to apply them to your studies.

Assessment: A 2000-word critical essay from a series of set questions (30%) and a practical GIS project related to a research subject of your choice (70%)

HIST434: Critical Heritage Studies

Convenor: Dr Chris Donaldson

Taught: Michaelmas
This module examines the objects and spaces through which history is presented to the public. Students will be required to engage with the scholarly criticisms of heritage practises and gain insight into the workings of public institutions. The module will combine seminars and site visits to regional collections.

**Assessment:** Essay (5000 words)

**HIST477: Creative Voices: History and Fiction**

**Convenor:** Dr John Strachan and Dr George Green (Creative Writing)

**Taught:** Michaelmas

This module explores the relationship between historical writing and creative writing, fiction and nonfiction and the entire spectrum of writing that that encompasses.

**Assessment:** Essay (4000 words @80%) and Reflection (1000 words @20%).

**HIST491: Heritage and Public History Placement**

**Convenor:** Dr Chris Donaldson

This module may be taken in place of a taught module, subject to identification of an appropriate ‘client’. A list of projects for 2016-17 is available online, though it is updated regularly and you should check with the convenor.

**HIST492: Historical Research Project**

**Convenor:** Professor Mercedes Camino

This module exists to accommodate a student’s particular research project which cannot be accommodated within the dissertation (HIST400) or other taught modules.

**HIST495: School Placement**

**Convenor:** Dr Chris Donaldson

This scheme, which is administered by the LUSU’s Involve unit, places students who wish to gain classroom experience in a local school for one term.
Of the four taught modules that you are required to take, one module can be selected from modules offered by other departments in the Faculty of Arts and Social Sciences. This module must be selected in consultation with your supervisor or the Postgraduate Co-ordinator.

Please note that you may also be able to do one module from one of our partner institutions in the ESRC and AHRC Doctoral Training Centres. Please see this link for offerings and consult with the PG Director if you are interested.

4. TEACHING AND COURSE ORGANISATION

Individual modules are taught as discussion-based seminars or, in some cases, as practical workshops, through which you are encouraged to pursue your own interests. Individual supervision is provided for the dissertation.

Each Course Convenor will ensure at an appropriate time, normally at the beginning of the course, that Module Study Guides containing - for example, information on the module’s intended learning outcomes, teaching and learning strategy, assessment patterns, lecture syllabus, reading list, essay list and seminar programme - are available on-line, via the University’s virtual learning website, Moodle.

At the start of the academic year, each student is allocated a Supervisor who is also your Academic Tutor and is your first point of contact for academic guidance. You will be notified by the Postgraduate Coordinator at the beginning of the academic year as to who your Supervisor and Academic Tutor is. Students are expected to hold one-to-one meetings with their Academic Tutor once a term, which can take place at the same time as supervisions. These meetings will offer an opportunity to discuss your progress, highlight any factors that are affecting your performance, and discuss ways to address any issues. Full-time students should normally expect to meet with their supervisors three times each term (Michaelmas, Lent and Summer Term). Additional meetings or communication may be scheduled during the Summer Vacation, though this varies, depending on research leave or annual holidays.
Please remember that your supervisor is your first point of contact in the department. He or she may direct you to other members of the department, including the Postgraduate Director.

## 5. ASSESSMENT

In the Study Guides, and at initial meetings for each module, students will be given clear guidance on the assessment requirements and relevant departmental policy, system for granting and recording ‘extensions’, word limits, presentation of essays, and arrangements for their return.

### Submission

Each piece of coursework must be submitted in two formats by the same deadline stipulated by each Module Convenor:

- **in HARD COPY** (via the Essay Box in the Department); *and*
- **in ELECTRONIC FORMAT** (via Moodle)

You must submit the **HARD COPY** in person, with the correct Department of History cover sheet attached, by placing it in the essay box which is situated in the Department’s mixing bay. You must also submit an **ELECTRONIC COPY** via Moodle. Please do not hesitate to ask your tutors for instructions if you are new to the department.

Please note that the Department will give due consideration to the influence dyslexia or other conditions may have had upon an essay or other coursework. The written work concerned should include a formal university statement of support needs which may be obtained from the Disability Support service.

All Assessment Deadlines are on **Friday at 12:00**

- Deadline for submission of Michaelmas’ coursework (**Week 11**)
- Deadline for submission of Lent’s coursework (**Week 21**)
- Deadline for submission of MA Dissertations (**1 September 2017**)

I you have any problems regarding your deadlines or anything else, please contact the Postgraduate Coordinator (Becky Sheppard) in the first place.

### Return of Essays and Feedback

Essays are marked by your tutor and are subsequently second marked within the department. They are returned to you with comments and feedback four weeks from the date that they are due. Please remember that all internally agreed marks given are provisional until all work is examined by our external examiners and ratified by the Exam Board, normally held in October.

Please make sure that you read comments and visit the course convenor to discuss your feedback and possible ways to improve your work. You are then required to return the hard copies your essays to the department so that they can be sent to your external examiners. Please make sure that you **return your essays to Becky two weeks** after you receive them. Failure to do so might mean that they are not available to your external examiner and your marks cannot be released.
6. GUIDELINES FOR THE SUPERVISION OF DISSERTATIONS

The role of the supervisor is to assist the student by providing advice and guidance on how to prepare, produce and improve their dissertation. It may include giving advice on choosing a suitable topic; drawing up a suitable preliminary bibliography; planning the primary and secondary research the student will need to do for the dissertation; using suitable research methods, including obtaining any necessary research ethics approval; methods of improving the presentation of the dissertation; sources of information; advice and guidance in undertaking the dissertation and other general academic advice. The supervisor should be available to advise the student on approach, coverage, questions to be asked and the outline structure and research design.

Normally, students will be allocated a dissertation supervisor who has some expertise in the area you have chosen. However, this will not always be possible, either because a student have selected an area where there is no expert within the department or because a particularly popular area may result in overloading the specialist. In these cases, there may be some negotiation between the student, the supervisor and the PG Director.

Responsibilities of the Supervisor

- Provide up to date contact details to students
- Agree (with the student) a timetable for the scheduling of regular meetings and the submission of work. The maximum number of meetings will add up to five hours, and can be divided into five one-hour meetings or ten half-an-hour meetings.
- Assist the student in the definition and organisation of the project in the early stages of preparation
- Advise the student on the feasibility of his/her project
- Provide constructive feedback on submitted draft work at supervision meetings
- Advise about primary and secondary sources
- Help with formulating questions, ideas and hypotheses
- Discuss the progress of the student’s work during the course of the year
- Provide advice or feedback about the dissertation’s abstract (Michaelmas)
- Offer guidance on the proposed structure (Lent)
- Discuss the organisation of your dissertation into sections or chapters (Lent or Summer Term)
- **Offer feedback on the complete draft of the dissertation once.** This can be either separate chapters or the full dissertation but only once altogether.
- Advise you about matters of presentation, such as title page, contents page, pagination, footnoting and bibliography

The supervisor should not:

- Find the student a suitable topic for the dissertation
• Comment on more than one draft of the student’s work
• Ensure that a dissertation is of sufficient quality to pass
• Proof read the final draft
• Comment on the likely outcome of the dissertation

Responsibilities of the Student
• Contact your supervisor for the first meeting
• Agree (with the supervisor) a timetable for the submission of work and the scheduling of regular meetings
• Attend supervisory sessions on a regular basis, as agreed with the supervisor
• Ensure that the dissertation is your own work
• Provide your supervisor with timely plans or drafts of work to be discussed. These should be provided no later than seven working days before any meeting. Meetings in the absence of any written work are not generally an effective use of time. If you have a brief question to ask or a point to check, then an email will usually suffice.

Responsibilities of the Department
Allocate a supervisor to each student. Once a supervisor is allocated, it is not normally possible to change this arrangement, and it is certainly not advisable to do so after week 5 of Michaelmas. On rare occasions, however, a student may find that she/he cannot work with the allocated supervisor. In the first instance, the student should try to discuss the difficulties with the supervisor. If the problems are not solved, the student should see the Postgraduate Coordinator who may make an appointment to see the Postgraduate Director. It is important to sort out such difficulties as soon as possible.

Dissertation Timetable
Full-time students should meet with their supervisor at least once a month and each student is entitled of five hours of supervision meetings, normally scheduled in ten half-an-hour meetings. Meetings in Michaelmas are normally linked to HIST401’s Abstract, Conference and Feasibility Study. Students could adapt the following template in consultation with supervisors as a possible Timetable:

Michaelmas (Planning)
• Meeting 1 (Weeks 1-4): discussion of topic and plan for meetings
• Meeting 2 (Weeks 5-6): preparation of Abstract
• Meeting 3 (Weeks 8-10): Consultation or feedback about Conference Paper
Lent (Research and Literature Review)
• Meeting 4 (Weeks 14-15): Feedback on Feasibility Study
• Meeting 5 (Weeks 15-18): Overall Plan and Literature Review
Summer Term (First Draft)
• Meeting 6 (Weeks 22-24): Feedback on Literature Review. Draft of Chapter or Equivalent sent to supervisor by week 22
• Meeting 7 (or 7 and 8) (Weeks 25-29): Feedback on Chapter and overall structure. Discussion of style and structure
Summer Vacation (Writing Up)
• One or two meetings and/or email, phone or skype consultations.
• Allow 3-4 weeks for edits, revision and referencing
• Normally, no consultations are offered after 15 August

NB: Part-time students follow the same timetable in Michaelmas of their first year. You are advised to schedule regular meetings (half of the normal allocation or shorter) throughout your two years.
External Examiners

The Department currently has three MA External Examiners:

Dr Thomas Dixon, Queen Mary. Dates of appointment; 01/10/2013 to 31/12/2017

Dr William Purkis, Birmingham. Dates of appointment; 01/10/2014 to 31/12/2018

Dr Felix Schulz, Newcastle. Dates of appointment; 01/10/2015 to 31/12/2019.

Their reports will be made available to students via Moodle.

7. MARKING CRITERIA FOR COURSEWORK AND DISSERTATION

**Distinction marks:**

76-85%
Work demonstrating outstanding knowledge, understanding and skills. Comprehensive and extensive source reading and knowledge of secondary sources, and sophisticated command of this literature; extensive understanding and insight into the questions and problems. Work at this level will possess maturity of approach and independence of thought, will be extremely well-argued and employ near professional standards of scholarly apparatus. Work at this level suggests clear capability for undertaking doctoral research.

70-75%
Work demonstrating excellent knowledge, understanding and skills. Comprehensive source reading and knowledge of secondary sources, and excellent command of this literature; extremely good understanding and insight into the questions and problems. Work at this level will possess evidence of a mature approach and some independence of thought, will be very well argued and employ near professional standards of scholarly apparatus. Work at this level suggests capability for undertaking doctoral research.

**Merit marks:**

65-69%
Work demonstrating very good knowledge, understanding and skills. A wide range of source reading and knowledge of secondary sources, and a strong command of this literature; very good understanding and insight into the questions and problems. Minor lapses in coverage and/or critical
analysis are to be expected at this level. Nevertheless, such work will show a well-conceived approach and a plausible argument, perhaps with some independence of thought. The work will employ a high standard of scholarly apparatus. Work at this level suggests a likelihood of progression to doctoral research.

60-64%
Work demonstrating good knowledge, understanding and skills. A good range of source reading and knowledge of secondary sources, and a command of this literature; good understanding and insight into the questions and problems. There may be some lapses in coverage and/or critical analysis at this level, even where the evaluation of source material is integral to the argument. Nevertheless, such work will show a solid approach and a plausible argument, and will employ a good standard of scholarly apparatus. Work at this level may suggest capacity for progression to doctoral research.

**Pass marks:**

55-59%
Work demonstrating knowledge, understanding and skills that is patchy but sound overall. A range of source reading and knowledge of secondary sources, and satisfactory acquaintance with this literature; some understanding and insight into the questions and problems. There may be omissions in coverage and/or critical analysis at this level, and some central elements may be underdeveloped. Nevertheless, such work will show some solid argumentation, and will employ an adequate standard of scholarly apparatus.

50-54%
Work demonstrating fair knowledge, understanding and skills; satisfactory source reading and knowledge of secondary sources, and some awareness of this literature; an acceptable level of understanding of the questions and problems. There may be important omissions in coverage and/or critical analysis at this level, and some central elements may be underdeveloped; likewise, others may be unexplored or misconstrued in important ways. Nevertheless, such work will show some relevant argumentation, and will show systematic errors in scholarly apparatus.

**Fail marks:**

45-49%
Work demonstrating weak knowledge, understanding and skills; some evidence and awareness of sources and knowledge of secondary sources, but at an insufficient level. Inadequate understanding of the question is typical of work at this level, as are omissions integral to the topic. Arguments presented will typically be insufficiently explored or developed, and the work will show significant inadequacies of scholarly apparatus.

40-44%
Work demonstrating very weak knowledge, understanding and skills; some evidence and awareness of sources and knowledge of secondary sources, but lacking in relevance and/or sufficiency. Inadequate understanding of the question is typical of work at this level, and there may be serious
misunderstanding of the topic. Arguments presented will be insufficiently explored or developed, and the work will show significant inadequacies of scholarly apparatus.

35-39%
Work demonstrating poor knowledge, understanding and skills. There are serious insufficiencies and irrelevancies in use of sources and poor understanding of the question. Arguments presented are inadequate, with inconsistencies and irrelevancies; major defects of presentation.

30-34%
Work demonstrating very poor knowledge, understanding and skills. There are major insufficiencies and irrelevancies in use of sources and very poor understanding of the question. Arguments presented are highly inadequate, and the work has shoddy and wholly inadequate presentation.

Below 30%
Work at this level is inept, showing little evidence of any knowledge, understanding or skills. Very few if any of the programme learning outcomes have been satisfied.

NB: 'When the overall average falls within two percent points of the range (68%, 58% or 48% respectively), the department will consider awarding the higher degree if the dissertation has been awarded a mark in the higher range or if there are documented special circumstances.'

Marking Criteria for Dissertations

The following lists the principal qualities by which M.A. dissertations are judged for assessment purposes. Each dissertation is assessed by two internal examiners, and a third examiner connected with another university or academic institution.

The criteria for assessment fall into five broad categories.
   a) The choice, definition and discussion of a topic of inquiry.
   b) The identification, selection, and evaluation of primary evidence.
   c) The use and interpretation of evidence of sufficient weight and variety for a stated research purpose.
   d) The contextualisation of the subject, and of the findings, within a broader field of research.
   e) The presentation of the dissertation in an approved form, and in a clear and accurate written style.

As the arrangement of the listing indicates, some criteria will be applied fairly uniformly to all dissertations, while others will be subject to variations, according to the character of individual theses. Not all the attributes mentioned will necessarily be expected in any given case, and the relative weighting attached to particular elements will reflect their importance to, and influence upon, each dissertation.
Qualities expected in all dissertations

1. All dissertations should be addressed to a clearly defined topic or problem. Assessors will be concerned to establish that the task of research has been specified and explained, and that the scope of the work has been carefully delimited.

2. It follows that dissertations will be expected to engage consistently with their chosen subject. They will obtain credit for formulating an appropriate research plan, for selecting material relevant to the task in hand, and for elaborating and sustaining a relevant argument or discussion. Examiners will also look for some assessment by the author of the success with which the objectives of the dissertation have been fulfilled. It does not, however, follow that such work will be penalised if it reaches conclusions which are uncertain, limited or negative, provided that the author shows an awareness of what has and has not been accomplished by the inquiry.

3. Candidates will be expected to show a reasonable familiarity with the published historical work concerned with the field or subject of their dissertations. They will be rewarded for their ability to evaluate this historiography, and to demonstrate how their own work relates to it. Failure to take account of books and articles which deal centrally with the topic of the dissertation and contribute to current historical opinion upon it will affect their assessment adversely.

4. The length of dissertations will be 20,000 words maximum (range: 18,000-20,000), excluding footnotes, bibliography, appendices and all other textual matter. Candidates may be penalised where a dissertation is judged to reflect inadequate preparation, although theses shorter than the above standard may in some instances be held to incorporate as much thought and effort as lengthier pieces. Dissertations which significantly exceed the upper word limit are liable to lose marks. Candidates are expected to avoid unnecessary repetition of material, excessive detail, and unwarranted reiteration of argument.

5. Dissertations will be rated more highly where they are well written. Accurate and clear expression is demanded in all cases. Examiners will expect obscure and unfamiliar terms to be explained. On the other hand, candidates will not be expected to simplify issues which are inherently complex and difficult, but only to satisfy their examiners that they are capable of lucid expression.

6. In addition, dissertations must be organised into chapters, each internally coherent and set in a logical sequence. Examiners will wish to see that candidates have given attention to problems of design; that chapters are of suitable length; that the connections between them are discernible, and that appropriate use is made of tables, figures, illustrations and appendices.

7. A high standard of presentation is essential. Marks will be deducted if dissertations are improperly or insufficiently referenced, do not set out contents and bibliographies, and contain numerous typographical errors. The conventions set out in the MA students’ handbook should be observed, and any significant deviation from them must have been agreed beforehand with the supervisor.

8. Candidates are liable to be penalised for failure to submit their dissertations by the due date.
Qualities assessed in the dissertation

1. While all MA dissertations should show that the author has made independent use of appropriate primary sources, the volume and extent of these sources will clearly vary. Candidates will, however, be judged favourably according to the thoroughness with which they have employed exiguous source material, or where they have made an appropriate and intelligent selection of more plentiful evidence. Examiners will consider as an oversight the neglect of primary sources which can reasonably be thought important or relevant to the topic of research, unless this is explicitly justified.

2. Dissertations should reflect an ability to assess the character and attributes of the primary sources employed. Examiners will expect to find, where called for, some description of and comment on this material. Significant reliance upon sources which are not thus identified and evaluated may be regarded as a deficiency.

3. Dissertations for the MA degree are not expected to reach general conclusions of an original kind. If they do so, of course, they will be appropriately rewarded. In all cases, however, examiners will expect to find marks of an independent judgement upon problems and evidence. This may be achieved by means of the formulation and conceptualisation of a topic, the selection of cases for examination, the choice and combination of sources, the citation of evidence, the application of a methodology, or otherwise. Examiners will read the dissertation with an eye to the signs of an independent mind and judgement at work. A candidate who addresses a topic which has been the subject of published historical research should thus seek to identify those points at which his or her independence of judgement is most apparent.

4. Candidates will be expected to use evidence, both primary and secondary, in a manner which accords with the task or tasks undertaken in the dissertation. Where a dissertation contains statistical analysis, for example, or a content analysis of one or more texts, the author will be expected to demonstrate proficiency in the appropriate techniques. Examiners will also give credit where different kinds of evidence are combined or brought to bear on a problem or subject.

8. THE DEPARTMENT OF HISTORY

Our Mission
The University exists ‘in order to advance knowledge, wisdom and understanding’. In furtherance of this mission, the Department has defined its own purpose as follows:

The Department of History is committed to the advancement of historical knowledge and understanding through both research and teaching. It aims

- to expand and deepen historical understanding through research and publications;
- to inform its teaching through its research;
- to transmit knowledge through good teaching;
- to develop in students the capacity to evaluate arguments, analyse evidence, solve problems, and make independent judgements;
- to encourage access to the department of good students from a wide range of backgrounds;
- to contribute to the range and flexibility of the University's degree schemes;
- to provide rich and varied curricula;
- to develop in students transferable skills of analysis, presentation and communication;
- to encourage the highest possible standard of student achievement;
- to provide a service to the wider community.
The Department’s Code of Practice
The following points describe the aims and practice of members of the Department of History in the organisation of their teaching, methods of assessment and conduct towards students.

Complaint procedures
The Department aims to treat all its students with courtesy and respect, and is committed to providing them with a high quality learning experience. However where we fall short of this we want to be informed and to seek to rectify the failure. The vast majority of concerns raised by students are best answered or resolved quickly and informally by direct contact between the student and the Department.

Any student who feels, after consultation with his or her course tutor, that he or she has not been properly treated in accordance with this code of practice should bring the matter to the attention of the Postgraduate Co-ordinator or Postgraduate Director, in the expectation that the majority of matters can be resolved by this means. If, however, no satisfactory resolution has been achieved, the student should then approach the Head of Department, via the Departmental Officer.

There may be occasions, however, where students feel the need to make an official complaint or to appeal against a decision affecting them. This will be treated very seriously and students should follow the University’s Student Complaints Procedure.

https://gap.lancs.ac.uk/complaintsandappeals
Students wishing to make such a complaint should first invoke the departmental procedures outlined above.

Departmental Contacts

<table>
<thead>
<tr>
<th>Postgraduate</th>
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<tr>
<td>Postgraduate Studies Coordinator</td>
<td>For advice on postgraduate studies, the Coordinator for Postgraduate Studies should be consulted in the first instance. Rebecca should also be contacted to make an appointment with the Director of Postgraduate Studies.</td>
<td>ENQUIRIES</td>
</tr>
<tr>
<td>Ms Becky Sheppard (Bowland B.106)</td>
<td></td>
<td>Mon-Tues-Weds-Thurs 11:00-12:30 and 13.00-16.30</td>
</tr>
<tr>
<td><a href="mailto:r.sheppard1@lancaster.ac.uk">r.sheppard1@lancaster.ac.uk</a></td>
<td></td>
<td>Fri 11:00-12:30 and 13:00-14:30</td>
</tr>
<tr>
<td>Tel: (5)92549</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Postgraduate Studies</td>
<td>The Director of Postgraduate Studies has overall responsibility for MA and PhD research degrees. The Director also advises undergraduate and MA students about further postgraduate opportunities, including funding available for postgraduate study.</td>
<td>APPOINTMENTS</td>
</tr>
<tr>
<td>Prof Mercedes Camino (Bowland B.151)</td>
<td></td>
<td>Via the Postgraduate Studies Coordinator</td>
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## Specialist advice

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<tr>
<th>Officer</th>
<th>Contact Information</th>
<th>Information</th>
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<tbody>
<tr>
<td>Disabilities Officer</td>
<td>Dr John Welsman, <a href="mailto:j.welshman@lancaster.ac.uk">j.welshman@lancaster.ac.uk</a></td>
<td>The Disabilities and Equal Opportunities Officers are the people to contact with regard to any issue concerning disability, equal opportunities or unfair treatment. If you have any on-going medical concerns or mental health issues that impact on your studies and that you would like the Department to take into account, these again are the people to contact. If a female student wishes to discuss matters which (for good reason) they would not want to take up with male tutors, it is recommended that they approach the appropriate co-ordinator.</td>
</tr>
<tr>
<td>Equal Opportunities Officer</td>
<td>Dr Thomas Rohkramer, <a href="mailto:t.rothkramer@lancaster.ac.uk">t.rothkramer@lancaster.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Careers Officer</td>
<td>TBC</td>
<td>The Careers Officer liaises between the Department and the Central Careers Service and, on request, advises students about career opportunities. Individual Careers appointments may be made with Rory Daly (Careers Consultant) <a href="mailto:r.daly@lancaster.ac.uk">r.daly@lancaster.ac.uk</a></td>
</tr>
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</table>

## General

<table>
<thead>
<tr>
<th>Officer</th>
<th>Information</th>
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<tbody>
<tr>
<td>Head of Department</td>
<td>Prof Michael Hughes, The Head of Department has overall responsibility for the running of the department. They devolve the management of teaching upon the persons listed below. Students with issues to discuss should normally raise them first with the Part I/II Advisors.</td>
</tr>
</tbody>
</table>

**APPOINTMENTS**

Via the **Departmental Officer**, Amanda Harrison amanda.harrison@lancaster.ac.uk

## Departmental, University and Regional Facilities

The University Library houses a wide selection of printed, manuscript, CD-ROM and microfiche sources (including a full set of British Parliamentary Papers) covering all periods. There is an increasing range of source online or via databases to which the Library subscribes: [http://lancaster.libguides.com/history](http://lancaster.libguides.com/history)
Information Systems Services (ISS) provide campus-wide technical support and advice including training modules, help-desks, on-line help, and printed guides and leaflets. There are networked computer laboratories on campus. Students have free access to Internet, email and central file store access.

Major regional archives are easily accessible from campus including the five county record offices for Cumbria and Lancashire (Carlisle, Kendal, Whitehaven, Barrow, Preston); university and city libraries, the North West Sound Archive, the People’s History Museum in Manchester, the Working Class Movement Library in Salford and North West File Archive in Manchester and Liverpool. Among the other specialist collections in the region are the Talbot Library of the Roman Catholic Diocese of Lancaster, with its extensive early modern printed sources, the internationally acclaimed Arundell Library at Stonyhurst College, near Blackburn, and the Carlisle Cathedral Library. A little further afield, the fine Borthwick (York), John Rylands (Manchester) and Brotherton (Leeds) Libraries enrich our access to scholarly resources in the North. Our strong interest in Scottish history is underpinned by ready rail and road access to the Scottish Archives in Edinburgh. There is a direct rail link to London (3 hours) and the university is only minutes away from the M6.

Code of Practice on Use of Laptops, Tablets, and Mobiles in Lectures and Seminars

The technological landscape within which we work has been revolutionised in recent years by advances in technology, particularly mobile technology giving users internet access. The advantages are many, but progress in some areas is accompanied by problems in others. On the one hand, the use of such devices by students can clearly enhance teaching and learning if used appropriately, for example in Special Subject seminars. On the other, their inappropriate use can be distracting for staff and for students beside or behind the user, for example in tiered lecture theatres. We therefore need to distinguish between what we regard as appropriate and inappropriate use, while also recognising that students with special needs often need to use such devices in particular ways. The History Department, prompted partly by student feedback, has drafted the following Code of Practice in relation to learning and mobile technology, to be introduced from 2015-16. It has been agreed by academic staff and by Student Representatives via the Staff Student Consultative Committee:

- What is ‘appropriate use’ of mobile devices in lectures and seminars is at the discretion of the Course Convenor
- Such devices should always be in silent mode and visible, above rather than below desks
- Appropriate use of laptops, tablets for word-processing to take notes is fine – though students should note there is some research evidence taking notes longhand is more effective
- Use of laptops, tablets, and mobiles in seminars (and in some lectures) to visit websites that are relevant to the course under study is sometimes appropriate: for example Moodle and other sites that may be recommended or encouraged by the lecturer or tutor
• The use of electronic devices to make recordings of lectures, which are intellectual properties, is neither permitted nor necessary given that lectures are recorded via Panopto (in most cases)
• Inappropriate use of laptops, tablets, and mobiles in seminars and lectures to access websites that are not relevant to the course under study is discouraged as discourteous to the Course Convenor and distracting for other students. Examples might include Facebook; Youtube; BBC News; random Google searches; football team websites; and so on
• Persistent and inappropriate use of mobile phones in seminars and lectures to check messages, texts etc is discouraged as discourteous to the lecturer or tutor and distracting to other students
• Students should not discuss in lectures the content of material on their own or other mobile devices

9. THE POSTGRADUATE COMMUNITY

There is a lively social and research culture with regular staff/postgraduate seminars; an annual postgraduate conference, HistFest, organised by and for postgraduates, and interdisciplinary links with other departments in the Faculty of Arts and Social Sciences (FASS).

As an MA student in the Department of History, you become part of a postgraduate community which includes those studying for an MA in History in a wide range of topics and research students studying towards their MPhil and PhD degrees. Being a postgraduate student presents new challenges and so you are encouraged to get to know your peers and become part of this larger community.

Representation from the MA students to departmental management is maintained through the election of one student to the Staff-Student Consultative Committee. This committee meets three times a term, and the representative is encouraged to bring to the committee any issues relating to the MA.

Each year in May or June, the research students in the department organise HistFest, a conference organised for and by postgraduates that attracts research students from all over the country. You are warmly invited to attend this event, meet postgraduates from other universities, listen to research papers and take part in lively debate. For information about 2016, please contact the current PhD rep.

The postgraduate community is also invited to attend the Staff research events. Further details will be circulated by email. In addition, you are strongly encouraged to look at the research events taking place across the Faculty of Arts and Social Sciences. These can be found on the FASS website Events page. You will find interaction with students and academics in other departments rewarding and stimulating.