MPhil and PhD Research Handbook – 2016-17
INTRODUCTION

Welcome to the History Department at Lancaster University!

This booklet will give you an overview of postgraduate research in the department: what you can expect and what will be expected from you. Although you will of course work most closely with your supervisor(s), as a research student you will become part of the department’s, and indeed the university’s, research community.

This handbook outlines the research culture of the department, the training courses open to you and the guidelines which your written work, including your thesis, must follow.

If you have any queries or problems, do not hesitate to contact me.

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Appointments via PG Coordinator
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1. **THE RESEARCH CULTURE OF THE DEPARTMENT**

There is a wide variety of internationally recognised research activity in the Department of History, sometimes involving specialist research teams of academic staff, research associates, and visiting scholars. The Department also retains a strong commitment to individual research and scholarship, which is a prerequisite for developing many of its key research areas. Such areas extend in time from the early medieval era to the modern and post-modern periods, and in space from the British Isles and Europe to the Americas and the Caribbean, North Africa and the Mediterranean, and India and Singapore. Our research embraces socio-economic, cultural, political, religious and intellectual history, and often has an innovative cross-disciplinary emphasis.

For full information on the research projects in the Department, see: [http://www.lancaster.ac.uk/fass/history/projects/index.php](http://www.lancaster.ac.uk/fass/history/projects/index.php)

You are encouraged to consult any member of staff whom you think may be helpful to you in your research.

Regular research presentations are held in the department, both in the form of seminar series (including the postgraduate seminar series), workshops (usually held at lunchtime) and research symposia. These will be advertised regularly throughout the year, and all PG students are encouraged to attend. You may also find interdisciplinary seminar series held by research centres in the Faculty of interest ([http://www.lancs.ac.uk/fass/faculty/research/centres.htm](http://www.lancs.ac.uk/fass/faculty/research/centres.htm)). In addition, some subject areas participate in regular seminars with other universities. An example is the termly M6 Medieval History seminar held in conjunction with medievalists at the universities Liverpool, Manchester, MMU, Keele and University College Chester.

PG students in History have a long tradition of maintaining a strong research culture among themselves. The highlight is the annual *Hisfest* conference, which usually takes place over a weekend in May or early June. This PG-organized conference attracts PhD students from all over the country to present papers, listen and contribute to discussion. It is an excellent forum in which to begin presenting scholarly research and to make contacts with doctoral students who share your interests.
2. A GUIDE TO THE STRUCTURE OF THE RESEARCH DEGREES

Ph.D. (Doctor of Philosophy)
Full-time: Min – 36 months; Max – 48 months
Part-time: Min – 48 months; Max – 84 months

M.Phil. (Master of Philosophy)
Full-time Min – 24 months; Max – 36 months
Part-time: Min – 36 months; Max – 60 months

The Department takes pride in its outstanding record in the high quality and quantity of successful supervisions of research students who originate from a wide variety of backgrounds. We offer a stimulating, friendly, informal environment and encourage and motivate postgraduate students to achieve their full potential. We provide expert and careful supervision over a wide spectrum of fields of interests and periods of the past. Research students are encouraged and helped to present papers and seek publication outlets for their work.

The basis for the Programme is stated in the Lancaster University Code of Practice on Postgraduate Research Programmes which is available in the Postgraduate Handbook and on the university web.

3. SUPERVISION AND TRAINING

Students registered for a research degree are allocated one or two supervisors who are experienced in the subject and have expertise close to their interests. They can expect to receive regular individual supervisions, constructive advice on research methodology and sources, and comments on written draft work. Although the university sets out guidelines for the frequency of meetings, supervision in the discipline of history has necessarily to be flexible. Research tends to fluctuate between periods of intensive reading, often in archives remote from the department, and writing. Students are urged to negotiate a schedule that suits them and contact his or her supervisor(s) when s/he feels in need of additional guidance.
In supervisions, submitted work and ideas will be discussed by the student and supervisor(s) and decisions reached on further work which the supervisor recommends as necessary for the research to progress.

If at any time, a student is concerned about the level of supervision s/he is receiving, and feels unable to discuss the problem with the supervisor, s/he should raise it immediately with the Director of PG studies or Head of Department. It is important that problems are addressed as soon as possible.

Supervisors also act as academic mentors, providing a link between their research students and the wider world of professional history, alerting them to career and publishing opportunities, conferences, grants etc.

It is also important to stress that the accumulated and varied scholarly expertise of the whole Department is at the disposal of its students - not just that of the supervisors. Students are invited and encouraged to knock on doors, phone or email any colleague whom they feel may be able to assist them in their work. The Director of Postgraduate Studies and the Administrator to Postgraduate Studies also provide information about scholarships and awards, conferences, welfare, and opportunities for scholars in history.

Supervisors and appraisal panels will advise and direct students to attend particular modules depending on their needs. They will also encourage them to attend and give papers in the regular staff/postgraduate research seminars in History, appropriate seminars in other departments and research centres across campus, and the annual student-organised conference, HistFest.

Training events for postgraduate students are organised through the AHRC and ESRC consortia. These events will be advertised by the Director of PG Study and PhD students are encouraged to attend.

4. ANNUAL APPRAISALS AND CONFIRMATION OF PHD PROGRESS

The progress of all PhD students will be reviewed at annual appraisals. The appraiser is usually a departmental colleague though appraisers can be invited from other departments according to the nature of the project. In their first and third year of study (or pro rata for part-time students) students submit a piece of writing which best reflects the current progress of their work. This work is read by the appraiser and then subject to a discussion (1½ - 2 hours) attended by the student, supervisor and appraiser. The appraisals are arranged by the supervisor in consultation with the Director of
Postgraduate Studies. From 2014-2015, all the materials to be appraised and the appraisers report are logged on MOODLE.

In the PhD student’s second year of study, student’s progression must be formally confirmed as adequate for a programme of PhD study through a ‘confirmation appraisal’ (AHRC-funded students are required to undertake this confirmation within two years of beginning their PhD). The confirmation requires an assessment of an individual student’s progress based on the submission of draft work – a synopsis of the chapters, an introduction, one chapter and a bibliography - and an interview by a committee, made up of the Director of Postgraduate Studies, the appraiser and the supervisor(s). An appraisal panel, if satisfied, will confirm progress appropriate to a PhD degree or it may recommend work that must be done in order for this confirmation to take place. If confirmation is not possible, for whatever reason, the panel may suggest that the student consider opting for an M.Phil. qualification instead, which involves the submission of a thesis of c. 60,000 words.

The purpose of the annual appraisals is to facilitate discussion which is critical but constructive and supportive of the student’s research progress.

The Ph.D. thesis is normally of 80,000 words in length. It is expected to make an original and insightful contribution to historical knowledge and, perhaps, to be suitable for publication in whole or in part. Full time students are strongly encouraged to submit their PhD thesis within 3½ years of registration to allow examination and completion of their degree within four years.

5. EXAMINATION AND AWARD OF DEGREES

Supervisors advise on the readiness of theses to be presented for examination. This consists of an academic conversant with the field, acting as external examiner, alongside a colleague within the university who is designated as internal examiner. Following the submission of the thesis, there is an oral examination, usually of about two hours’ duration, to discuss the work. The examiners’ range of decision extends from the acceptance of a thesis as it stands, to the incorporation of minor textual amendments, the referral of a thesis back to the candidate for substantive changes, or the award of a degree below the level for which the candidate submitted his or her work (that is an M.Phil. degree in place of a Ph.D.).

Our normal expectation at Lancaster is that the involvement of an external examiner is an entirely positive element in assessment, not least in indicating further opportunities for publication, or acting as a referee.
The Department has its own postgraduate networked computer lab (Bowland Main B27), access to which is controlled by a pin-number keypad, with scanner, and laser printers. We also provide shared study rooms for full-time research students and a hot-desk office for the use of part-time students.

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

Information Systems Services (ISS) provide campus-wide technical support and advice including training courses, 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 Working Class Library 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.
7. FACULTY RESEARCH TRAINING PROGRAMME

You are strongly advised to participate in the courses offered by the Faculty. If you are funded by the AHRC, participation may be compulsory. These courses are convened and taught across departments, several workshops being led by members of the Department of History. Not only will these courses sharpen your analytical skills and expose you to new ideas and methods, they allow you to be part of a research community. Take note of the courses offered for the future. You may want to wait until your second or third year before attending sessions on presenting papers at seminars and conferences. You will meet research students from across the Faculty and establish an invaluable interdisciplinary peer group.

For information on the FASS Research Training Programme check the website at http://www.lancs.ac.uk/fass/gradschool/training/index.htm for up-to-date details. In the past, RTP courses of particular interest to History PhD students have included Discourse Analysis, Marx and Heidegger, The Ontology of Image, and Feminist Theory.

We also offer an irregular series of workshops for History PhD students throughout the year dedicated to practical advice on turning your research into publishable articles, submitting work to publishers and/or journals, constructing a CV, applying for funding, preparing and delivering conference papers, and so on. Details of these sessions will be communicated via e-mail.

8. OTHER OPPORTUNITIES FOR TRAINING AND ADVICE

Within the Department of History
The History Department’s M.A. programme offers modules on computing for historians, palaeography, Medieval Latin, the interpretation of non-documentary evidence, as well as courses on theoretical and historiographical approaches to political, cultural and intellectual history. Doctoral students can attend these modules if they are appropriate to their course of study or recommended by their supervisor(s).

Careers Advice
While supervisors and other staff members can generally advise on pursuing an academic career, the University Careers’ Service offers training in identifying job opportunities, completing job applications and interviews.
Teaching Skills
The university offers courses specifically designed for postgraduate Associate Lecturers. All PhD students acting as Associate Lecturers need to register for the Introduction to Teaching at Lancaster and should consider doing additional training, such as the Postgraduate Certificate in Academic Practice (PGCAP). Formal qualifications in teaching are increasingly essential for lecturers, and undertaking this training now will assist you when you apply for jobs after the completion of your degree.

9. HISTFEST

Histfest is a national conference run by research students in the department each May. The conference attracts research students from all over the UK and often beyond. You are encouraged to attend Histfest from your first year as research students, either as a member of the audience or to present a paper. Participating in Histfest will allow you to make important links with other research scholars working in your own or related fields; relationships which will prove invaluable as your research career progresses.

Histfest is organized by postgraduates in their second or third year of research – prepare yourself to take on this exciting role at some point during your research programme! Organising Histfest is an opportunity to gain vital experience in all aspects of conference organization, from determining the theme and advertising the conference to chairing panels and keeping order during lively discussion.

10. FEES AND FUNDING

The Department charges the minimum fees recommended by the Higher Education Funding Council for Arts and Humanities/Social Science research degrees. Details of current fees charged are posted on the university web pages at http://www.lancs.ac.uk/admissions/postgrad.htm

It is possible to arrange for fees to be paid in instalments. There are a number of avenues open to students to obtain assistance with fees and maintenance.

For details of postgraduate awards, please see: http://www.lancaster.ac.uk/fass/history/postgrad/funding.htm.
You should be aware that the funding climate changes from year to year, so that in some years more awards may be available than in others. The current situation regarding research council funding from AHRC and ESRC is fluid, and you are advised to speak to the Postgraduate Director and your potential supervisor personally.

Holders of Lancaster University, FASS or Departmental studentships may be required to undertake some undergraduate teaching, usually at first-year level, as part of the conditions of the award. Self-funded research students may also apply to become Associate Lecturers within the Department to finance their studies and gain important working experience. Teaching for self-funded students is paid by sessional contract and paid according to standard FASS hourly rates. Because of the dangers of overloading PhD students with too much teaching and preparation, we normally allow GTAs to teach only two seminar hours per week from the second year of their registration.

The University also has various schemes and bursaries which cover some costs, where a special case can be made. These include the Dowager Countess Eleanor Peel Scholarships, awarded annually each summer, with further supplementary awards made in mid-winter. As with other Lancaster grants, the Peel Awards are made on the basis both of academic excellence, certified by referees, and proven financial need. Both United Kingdom and international postgraduate students may apply for these funds, which tend to average, in each case, around £1,000: these sums may be used to defray the costs of fees or maintenance or of research itself. The Faculty of Arts and Social Sciences also offers support for conference attendance: http://www.lancaster.ac.uk/fass/gradschool/funding/pgconference.htm

11. GUIDE TO THE PRESENTATION OF MPHIL AND PHD THESSES

In presenting your thesis, you should follow the academic conventions laid out in this guide. If you do not, you may be required by the Department or the university to resubmit before being allowed to graduate. If in doubt at any stage in the preparation of your Dissertation about how to interpret any of this guide, please ask your supervisor or course director.
1. **Purpose and Form**

A PhD (or MPhil) dissertation or thesis is a monograph on a research topic, which should embody the findings of your research, their relation to previous knowledge on the subject and their significance in the context of the discipline as a whole. It must be based on primary sources, and make an original contribution to knowledge.

2. **Structure**

The dissertation or thesis should be divided into **Chapters**, each of which should be devoted to a separate aspect or period of the topic, except that the first and last of these should be an Introduction and a Conclusion. The **Introduction** should outline the aims of the research, relating these to the current state of research on the topic including theoretical perspectives, and should explain and justify the methodology used. The **Conclusion** should indicate the extent to which the aims have been achieved. It should also indicate how your study has advanced understanding of the topic and what further research it could lead to. The Introduction and the Conclusion may be shorter in the length than the other chapters. Each chapter, like the dissertation as a whole, should be appropriately structured (*i.e.* with a recognizable beginning, middle and end), and should be complete in itself. Remember that successful dissertations and theses are kept by the Department and the University Library and are available for consultation by other scholars.

3. **Word Length**

The maximum word length, inclusive of notes and appendices, are currently:

- Ph.D: 80,000 words
- MPhil: 60,000 words

MPhil shall not normally exceed 60,000 words (including any footnotes and appendices but excluding the bibliography); a thesis for the degree of PhD shall not normally exceed 80,000 words (including any footnotes and appendices but excluding the bibliography).

4. **Title Page**

The **Title page should be in the following form:**

**TITLE (in CAPITALS, not underlined)**
A dissertation submitted in partial fulfilment of the degree of (insert degree title underlined)
by
Author (full names), B.A./[or B.Sc. etc] (University)
University of Lancaster, month, 20__ (date)
5. **Abstract.**

A one-page Summary or Abstract should immediately follow the title page. You should consider this as a very brief abstract of the contents of the dissertation or thesis.

6. **Contents**

The Contents page, immediately following, should list the various chapters, appendices, bibliography and the lists of abbreviations and illustrations (if any), with page numbers. The *List of Illustrations* should follow the Contents page. Acknowledgments (if any) should also be listed on the contents page or, if they are extensive, on a separate page.

7. **List of Abbreviations.**

The List of Abbreviations, an important aid to the reader, comes next, on a separate page. The abbreviations should be unambiguous and readily intelligible (e.g. ‘Trevelyan’ rather than ‘G.M.T.’ ‘Lancs. C.R.O.’ rather than ‘L.C.R.O.’ etc.). You should note, though, that ‘P.P.’ for ‘Parliamentary Papers’, ‘B.L.’ for ‘British Library’, ‘P.R.O.’ for ‘Public Record Office’, E.H.R. for English Historical Review, and Ec.H.R. for Economic History Review etc., are now standard and will be readily recognised by other research historians.

8. **Footnotes**

Footnotes should be numbered consecutively from 1 in each chapter. They may be placed at the end of each chapter (endnotes), although it is preferable to place them at the foot of the page. You should check that they relate accurately to the numbers in the text and, if you are using footnotes, that they appear on the same page as the number. If using endnotes, please let a double line spacing between references; single spacing is permissible within footnote references. For the Library’s guidance on referencing, including End Note and RefMe see: [http://www.lancaster.ac.uk/library/referencing/referencing-guides/](http://www.lancaster.ac.uk/library/referencing/referencing-guides/)

Footnotes or endnotes are for references only, with brief explanations as necessary. They should not carry extended comment or a subordinate argument separate from the text. Generally speaking, if a thing is worth saying it is worth saying in the text. (The same is true of Appendices - see below, paragraph 10).

The form of Footnotes or Endnotes should be consistent in use throughout the dissertation or thesis and they should also follow a standard academic practice. Please
consult with your supervisor if you want to use an alternative convention, although you are welcome to follow the following examples:

a. BOOKS

The first citation of a book should include the following information:

Author (either forenames or initials preceding surname - but be consistent)
Full Title (underlined or in italics, use a colon to separate main title and any subtitle)
Name of the series in which the book appears (if any) and volume number in that series
Place of publication, publisher, and year of publication all in parentheses (publisher may be omitted)
Page number(s) on which the material cited can be found, prefaced by p. (for single page) or pp. (for two or more pages)
The last item should be followed by a full stop; all other items are separated by a comma unless they precede a parenthesis. e.g.


D. Shotter and A. White, The Romans in Lunesdale (Lancaster, Centre for North-West Regional Studies, 1995), pp.89-102: Appendix III, 'Inscriptions from Roman sites in the Lune Valley'.

Some well-used books appear in different editions (either separate paperback edition or second/third editions). You should cite the reference from the edition you have used, irrespective of the original publication date, e.g.


When citing second, or subsequent, editions clarify which edition you are using, e.g. P. Mathias, The First Industrial Nation (2nd. edn., London, Routledge, 1983), p.165

b. CHAPTERS IN EDITED COLLECTIONS

The first citation should include:
Author’s name (as above)
Title of chapter in single quotation marks
The word ‘in’ followed by the names of the editor(s), title and publication details of the book (as above)
First and last page numbers of the chapter cited or page number(s) of a specific reference: e.g.


c. ARTICLES IN JOURNALS

Author’s name (as above)
Title of article, in single quotation marks
Title of journal (underlined or in italics) omitting ‘A’ or ‘The’
Volume number, in lower case roman or arabic numerals
Year of Publication
First and last page numbers of the article or page number(s) of a specific reference

e.g.


NB Do not italicise or underline the title of the article - only the journal.

d. NEWSPAPERS AND CONTEMPORARY PERIODICALS

Title (underlined or italics)
Date
Only the main title of the paper need be given. Omit ‘A’ or ‘The’ except for The Times.
If an article is authored, give author, title and pages.

e.g.
The Times, 3 September 1939.
Bolton Chronicle, 4 August 1914.
Blackwood's Edinburgh Magazine, iii, 1818, p. 9; or January 1818, pp.11-14.

e. PARLIAMENTARY PAPERS
P.P. [abbreviation listed at beginning of dissertation of course]
Date of session
Volume Number (in lowercase Roman numerals)
Main title of paper, report, etc. (not underlined or italicised)
Page reference(s) or, if minutes of evidence, question number (s)
e.g.
P.P., 1843, xii, Special Report of the Assistant Poor Law Commissioners on the Employment of Women and Children in Agriculture.
P.P, 1903, xxviii, Royal Commission on Superannuation in Civil Service, Minutes of Evidence, Q. 4377.

f. DISSEMINATIONS AND THESES

Author
Title of thesis/dissertation in single quotation marks
Title of degree, university and date
Page references (if necessary)
e.g.

g. MANUSCRIPTS

In the first instance the names of the repository or collection should be given in full and subsequent abbreviations should be indicated by being listed at the beginning of the dissertation. Neither quotation marks nor underlined titles are used.

P.R.O., H.O.52/161 (i.e. Home Office papers, H.O. listed in abbreviations).
B.L., Pelham Papers, Add, MSS. 33,160, Household Accounts of Duke of Newcastle, 1767-71, fol. 233. (i.e. British Library)
Lancs. C.R.O., Derby Muniments, DDK 1687. Weekly Notes of Steward's Correspondence ... submitted to Earl of Derby for approval, 1795-1802, Daniel Altry to Lord Derby, 3 April 1800.
Holkham Hall, Coke MSS., Household Accounts, 1737-41, fol. 144.
Wood Brothers (Glossop) Ltd., Deeds, Lease of Gnat Hole Mill, 1793.

i) WEB SITES

If you have used resources on the web, you must cite the information you have obtained from it precisely in your footnotes and bibliography. Be precise; vague references to 'the web' will not suffice. Also include the date of access. The full citation is necessary.
e.g.

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j. SUBSEQUENT REFERENCES

The abbreviated author/title method

The simplest way of doing repeat references is the abbreviated author/title method. You give the reference in full (as detailed above) the first time. Then give the author’s surname, a brief title, and the relevant page number(s) in subsequent references within your chapter. (You should start again with the full reference the first time you cite it in a new chapter.)

First reference

Subsequent reference

Ibid., op. cit, etc

Even though we recommend avoiding *ibid. op. cit.* etc. we will explain these abbreviations here, since you will come across them in what you read. They are foreign phrases they should be underlined or italicised.


*op.cit.* means ‘in the work cited’ and refers to a source cited earlier among your references. For example, note 21 E.J. Evans, *Social Policy 1830-1914*, 1978, p. 13, and later on, note 99 Evans, *op.cit.*, p. 15. This will be clear if only one work by Evans has been cited earlier. It is also less easy to follow your reference if the new reference to Evans is a long way after the first. **It is better, therefore, to use the abbreviated author/title system**, Evans, *Social Policy*, p.15.

*loc.cit.* should also usually be avoided. It means ‘in the place cited’ and refers you not only to a source cited earlier but to the same place, usually page, in that source. It will not therefore be followed by a page reference. For example, note 21 E.J. Evans, *Social Policy 1830-1914*, 1978, p.13, and later on, note 99 Evans, *loc.cit.* **It is much clearer to use the abbreviated author/title system and quote the page reference again.** You should repeat a full title at the beginning of each chapter.
vide supra/vide infra are becoming obsolete so please don’t use them. These phrases mean ‘see above’ and ‘see below’ and should be followed by a page reference to your own text. It is now preferable to say, simply, ‘see above p.10 or ‘see below pp.15-20’.

9. Appendices

Appendices, like footnotes, should be used only for the proper purpose, which in their case is not to hide information which should be in the text but to provide a place for matter which would overload it, such as complicated or lengthy statistics, documents of great significance but too long for the text, explanations of important side issues which in the text would hold up the story, etc. Do not use them to write a separate series of short dissertations. Neither are appendices to be regarded as adornments or as opportunities for you to display word-processing skills via pie or bar charts. They should be functional, i.e. closely tied into, and supportive of, the argument of your dissertation. Examiners will expect to see reference to appendices at appropriate places in the main text.

10. Bibliography

The Bibliography is one of the most useful parts of the dissertation or thesis, and should include every source you have used.

It should be organised as follows:

The whole bibliography should be divided into a list of Primary and a list of Secondary Sources

a) Primary Sources should be divided into Manuscript Sources, Parliamentary Papers, Newspapers, Maps, Official Publications, etc. as appropriate.

b) Secondary Sources can be divided between Books and Articles, or you can put them together. It is usual to have a section for Unpublished Theses, if you have used any.

Items within each sub-category should be listed alphabetically by author (or title where no author is named), and should include full details of all the sources cited in your footnotes together with other works consulted. It is normal, but not compulsory, to begin each reference with the surname of the author, followed by initials. If this is adopted then an easy way to prepare it is to keep your references on your computer or on index cards, and simply put them into groups and then into alphabetical order (avoiding repetition, of course). Many word processing packages will sort into alphabetical order for you if you put the surname of the author before the initials. As you enter your bibliography on to disk and build it up, don’t forget to keep a back up copy. (This, of course, applies to everything you do on computer.)

If in doubt about the best way to organise your bibliography, consult your supervisor.
11. **Style of text**

a. **Spelling and punctuation.** You should always proof-read the typescript carefully to check these. Use a spell-checker if you use a word-processor but remember that spell-checkers can't cope with proper nouns.

b. **Use of hyphens**
Generally, they should be used only for linking prefixes as in 'the mid-nineteenth century' and adjectival nouns as in 'nineteenth-century government'.

c. **Quotations.** Use single quotation marks except for quotations within quotations, where double marks should be used. The final quotation mark should be inside if the quotation needs punctuating, *i.e.* if it has a main verb; outside if it is a mere phrase). Long quotations should be inset as a separate paragraph in the text (approximately 1 cm or 0.5 inches) and typed without quotation marks.

d. **Avoid too many capital letters, brackets, dashes and, worst of all, exclamation marks, which make you seem naive and easily surprised.** Any additions to the typed or printed text which need to be added, like accents, symbols, words in a non-Roman alphabet, should be printed carefully in black ink, and on all copies. Sub-headings should be used where appropriate.

e. **Dates** should be written in the form 30 April 1876, without commas, in both the text and footnotes.

Decades should be expressed as seventies, 1870s, without an apostrophe.

Centuries eighteenth in the text, 18th in references.

f. **Numbers:** use words for low numbers up to about twenty, unless referring to a series, and figures above that. Inclusive numbers should include the fewest possible figures, *e.g.* 30-1, 153-65, 1953-4 except in the teens when the ‘1’ is repeated, 1812-13.

g. **Per cent:** is spelt out in the text; % may be used in tables and footnotes.

h. **Spelling conventions:** Use either 'ise' or ize' when there is a choice- but be consistent whichever you choose. Where other alternatives exist (*e.g.* connection or connexion), please be also be consistent in the option you choose.

i. **Foreign words and phrases.** Should be underlined or italicised.

j. **Underlining or Italic** may be used for titles of books and journals but **Italics are preferable.**
k. Standard Abbreviations
p./pp. page/s
no./nos. number(s)
fo./fos. folio(s)
MPs, JPs but Ph.D., and M.A.
e.g. and i.e. in FOOTNOTES only - write out in full in the main text

12. Copies

We need two copies, one for the Library and one for the Department, and you will probably want to keep one for yourself, making three in all.

13. Rules for Presentation

i) Use A4 paper

ii) Leave a left-hand margin of 1.5 inches and a right-hand margin of 1 inch, preferably not justified. The wide left hand margin is necessary for binding purposes. There should also be a space of 1 inch at the top and bottom of each page.

iii) Use double spacing throughout. This is necessary for your own and the examiners' corrections. Single space for quotations.

iv) Begin each chapter, appendix, bibliography, etc., on a fresh page.

v) Graphs and illustrations
These can either be pasted on to pages of A4 paper, with the same margins as in (ii), and the pages numbered according to their place in the text (see paragraph 6, above) or inserted into the text using software available on your computer. If inserting graphs or illustrations within the text on a page, be check that the image is larger enough to be decipherable and font sizes are proportionate to the image.

vi) Number each page at the top or bottom.

14. Checking

Remember to allow plenty of time both for typing/word-processing (whether you are doing this yourself or not) and for checking the text for errors, inconsistencies etc.. Allow at least a fortnight before the submission date in mid-September.
15. Submission and Binding

Two copies of theses should be submitted in temporary bindings; final binding is only carried out after the oral examination. We then require two bound copies. One is for the Library, for ordinary readers to use and other university libraries to borrow. This will be catalogued in the Library catalogue and listed in published lists of theses. The other is for Departmental use, in teaching other graduate students, etc. If you want the third copy bound for your own use, this can be done for the same price. (Please check at the Departmental Office for current prices.)

16. Further guidance

Further guidance on how to prepare dissertations and theses may be found in:
- J. Fitzpatrick et al, Secrets for a Successful Dissertation (Sage, 1998)
- R. Marius, A Short Guide to Writing about History (Longman, 1999)
- E. Rudestam and R. R. Newton, Surviving your Dissertation (Sage, 1992)
- G. Taylor, The Student’s Writing Guide for the Arts and Social Sciences (Cambridge 1989)
- British Standards Institution, British Standard for Bibliographical References (BS 1629: 1989)
- J. A. La Nauze, Presentation of Historical Theses (Melbourne, U.P., 1967)