

**SCHOOL OF HISTORY
MA HANDBOOK
2010 – 2011**



This handbook should be used together with the Academic Regulations and the Student Guide. This handbook provides information specific to the School of History, while the Student Guide gives information common to all students at the College. The Academic Regulations provide detailed information on progression, award and classification requirements. Nothing in this handbook overrides the Academic Regulations, which always take precedence.

You will receive a copy of the Student Guide at the start of the academic year. It is also available online at:

http://www.arcs.qmul.ac.uk/registry/useful_information.html

The Academic Regulations are available online at:

http://www.arcs.qmul.ac.uk/policy_zone/index.html#academic_policies

This handbook is available in large print format. If you would like a large print copy please contact Matt Latham, Arts Building room 3.29, tel. 020 7882 8353. If you have other requirements for the handbook, again please contact Matt.

The information in this handbook is correct as of September 2010. In the unlikely event of substantial amendments to the material, the School of History will inform you of the changes.

The College cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

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1. Preliminary information

1.1 Dates and deadlines

Term dates for the 2010-11 academic year

- Semester 1
 - 20 September to 17 December 2010 (teaching begins 27th September 2010)
 - Reading week: 8 November – 12 November 2010
 - Winter vacation: 20 December 2010 - 7 January 2011
- Semester 2
 - 10 January - 1 April 2011
 - Reading week: 21 February – 25 February 2011
 - Spring vacation: 4 - 29 April 2011
- Semester 3 - Examination period
 - Revision Week: 25 April – 29 April 2011
 - 3 May - 11 June 2011 (2 May is a bank holiday)

Graduation dates

MA students normally graduate in the December following the submission of their dissertation in September. Graduation ceremonies are yet to be scheduled for December 2011 but details will be published as soon as they are available. Graduation is normally in the second week of December.

Key Dates

31 st September 2010	All changes to module registrations must be entered onto MySiS and approved by the School. No changes will be permitted after this date.
Late January/early February	Dissertation proposal meeting
15-19 February 2011	Training week at the Institute of Historical Research
Friday 4th March 2011	Annual Nicolai Rubinstein Lecture delivered this year by Professor Lorraine Daston
Tuesday 31st May 2011	Professor Mark White's inaugural lecture
1 st September 2011	MA dissertation submission deadline

There will be a number of events run by the Mile End Group during the 2010-2011 academic session. For further details please see <http://www.meg.qmul.ac.uk/>.

1.2 Safety/Emergencies

You should familiarise yourself with emergency procedures for all areas in which you study, noting the location of emergency exits, assembly points and equipment. In case of a fire, immediately leave the building by the nearest exit point. Do not use the lifts. Fire action notices are displayed in corridors and by fire escapes.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that fire fighting equipment is not removed from its station.

First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

1.3 Use of College ID card

You will receive a College photo-ID card upon enrolment. This card is very important, and must be carried at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, you may be removed from the building, or from campus.

The card shows your Student Number. You must take your card into all examinations, and display it on your table for inspection. You will also need to copy the Student Number onto your paper.

The card also serves as your library card and as an access card to buildings. Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors.

It is vital that you keep your card safe and with you at all times on campus. If you lose your card, or if your card is stolen, you should contact the Registry, who will be able to help you. A fee may be charged to replace lost College ID Cards.

1.4 Students' Union

You will automatically become a member of the Students' Union (QMSU) when you enrol at Queen Mary. We have one of the most adventurous and ambitious Students' Unions in the country. QMSU is split into three sites: the main site in Mile End, the Students' Association in Whitechapel and Charterhouse Square. Through an ever-developing range of services and facilities, the aim of QMSU is to ensure that your time at university is not just about work, but also socialising and personal development. Further details of the services and facilities the Students Union offers can be found at: www.qmul.ac.uk/qmliving/su/

At the start of each academic year the Students' Union run elections to the Student-Staff Liaison Committees. You are encouraged to participate in nominations and elections. Student representation is vital, giving you the chance to contribute to the College's decision-making process and make a genuine difference to the way the College works. See X for more details on the School of History's SSLC

It is also possible to join the University of London Student Union (ULU). More information can be found on their website www.ulucol.ac.uk/

2. School Information

2.1 School location

The School of History is currently located in the Arts Building. The school offices can be found on the third floor in rooms 3.27 – 3.29. The reception desk is located in the foyer outside these rooms.

Over the spring vacation in 2011 the School of History will be moving to the new Humanities Building that is currently being completed. Further details regarding the move will be emailed to you nearer the time. This move may disrupt access to History offices during the spring term and students will be kept fully apprised of any changes to staff locations and availability.

The College campus is a no-smoking area; this includes all buildings and all outside areas within the campus.

2.2 Contact details

School of History
Queen Mary, University of London
London
E1 4NS

Tel no: +44(0) 207 882 8351

email: history@qmul.ac.uk

2.3 History reception and Student Support Office opening hours

The School of History's opening hours are:

Term Time	Monday – Thursday	9.00am – 5.00pm
	Friday	9.00am – 12.30pm & 2.00pm – 5.00pm
Vacation Time	Monday – Friday	10.00am – 12.30pm & 2.00pm – 4.00pm

2.4 MA Convenors

Each MA has a member of academic staff nominated as its convenor. The role of the convenor is to act as academic advisor to the students on that programme (see 3. below) and to manage the running of the programme.

MA Twentieth-Century History programmes
Prof Colin Jones

MA History
Prof Colin Jones

MA Islam and the West
Dr Tom Asbridge

MA History of Political Thought & Intellectual History

Dr Richard Bourke

MA European Jewish History

Dr Daniel Wildmann

2.5 Staff contact list and research areas

Academic Staff

Member of staff	Key research areas:
Dr Tom Asbridge Reader in Medieval History Room 2.12, 020 7782 8343 t.s.asbridge@qmul.ac.uk	<ul style="list-style-type: none">• the history of the Crusades• the Latin settlement of the Levant 1095 and 1291.• cultural contact between Islam and the West
Dr Loukas Balomenos Lecturer in History Hatton House 3/3B 020 7882 8425	<ul style="list-style-type: none">• social change in Nineteenth Century Britain• the history of mental health• the history of poverty, urban problems and public health in Britain
Dr Richard Bourke Reader in History Arts 2.21, 020 7882 8345 r.bourke@qmul.ac.uk	<ul style="list-style-type: none">• the history of political thought with particular concentration on the Enlightenment and the thought of Edmund Burke• Modern Irish history and the Northern Ireland conflict• political theory of the ancients• the historiography of nationalism
Dr David Brooks Lecturer in History Arts 2.25 020 7882 8346 d.r.brooks@qmul.ac.uk	<ul style="list-style-type: none">• Modern British and modern French political history• Victorian and Edwardian politics
Dr Peter Catterall Lecturer in History Arts 2.18 020 7882 8347 p.p.catterall@qmul.ac.uk	<ul style="list-style-type: none">• the historical and contemporary intersection between ideology (broadly understood to include theology), politics and culture and the practical outcome of these influences in the form of policy.• constitutional and church history• the history and operation of the Cabinet
Dr Joanna Cohen Lecturer in History Arts 2.28 020 7882 8363 j.cohen@qmul.ac.uk	<ul style="list-style-type: none">• Eighteenth and Nineteenth-Century American history• the intersections between consumption, economic policy and civic rights and obligations in Nineteenth-Century America.• the intersections between consumption, economic policy and civic rights and obligations in Nineteenth-Century America.
Professor Virginia Davies Professor of Medieval History Arts 3.26	<ul style="list-style-type: none">• late medieval English ecclesiastical, educational and social history• the medieval priesthood and its role in English

020 7882 8354 v.g.davis@qmul.ac.uk	<ul style="list-style-type: none"> society the motivation of medieval nuns for turning their back on the world and entering
Dr Jon Davies Executive Director, Mile End Group Hatton House 3/3D 020 7882 8427 j.m.davis@qmul.ac.uk	<ul style="list-style-type: none"> contemporary British political History the Blair government the machinations of government
Dr Peter Denley Reader in History Arts 2.31 020 7882 8349 p.r.denley@qmul.ac.uk	<ul style="list-style-type: none"> Italian medieval history the history of universities Italian universities of the late medieval and early renaissance period
Dr Thomas Dixon (on sabbatical 2010-2011) Senior Lecturer Hatton House 3/3B 020 7882 8425 t.m.dixon@qmul.ac.uk	<ul style="list-style-type: none"> the history of theories of passions and emotions; the history of debates about 'altruism', especially in Victorian Britain the history of relationships between science and religion
Dr James Ellison Senior Lecturer Arts 2.11 020 7882 8357 j.r.v.ellison@qmul.ac.uk	<ul style="list-style-type: none"> the history of Britain's relationships with Europe and the United States after 1945 the history of the Cold War and European integration
Dr Martyn Frampton Arts 2.19 020 7882 8371 m.frampton@qmul.ac.uk	<ul style="list-style-type: none"> modern British and Irish history the Troubles in Northern Ireland political violence and terrorism and their use by non-state actors
Dr Mark Glancy Senior Lecturer in History Arts 2.35 020 7882 8358 h.m.glancy@qmul.ac.uk	<ul style="list-style-type: none"> film history, including the Hollywood studio system, Alfred Hitchcock's films, feature films in wartime, and cinema-going in Britain and the United State the reception of American films in Britain
Dr Rhodri Hayward Wellcome Lecturer in the History of Medicine Arts G25a 020 7882 2836 r.hayward@qmul.ac.uk	<ul style="list-style-type: none"> the impact of psychology, neurobiology and medicine on the popular understanding of selfhood in modern Britain the history of emotions, neuropsychiatry, prophecy, dreams, demonology, electrophysiology and cybernetics
Professor Peter Hennessy. FBA (on sabbatical 2010-2011) Attlee Professor of Contemporary British History Arts 2.23 020 7882 8350 p.j.hennessy@qmul.ac.uk	<ul style="list-style-type: none"> Post-war British History British political history
Dr Tristram Hunt Senior Lecturer in History Arts 2.18 020 7882 8400 t.hunt@qmul.ac.uk	<ul style="list-style-type: none"> Victorian civic pride and urban identity Marx, Engels and the development of Marxism

<p>Dr Joel Isaac Lecturer in History Hatton House 3/3K 020 7882 8428 j.t.isaac@qmul.ac.uk</p>	<ul style="list-style-type: none"> • modern American history, from the history of philosophy to the history of higher education • the material culture of scientific theory and philosophy • epistemological discourses in the human and natural sciences during the middle decades of the twentieth century
<p>Dr Maurizio Isabella Senior Lecturer Hatton House 2/2K 020 7882 2862 m.isabella@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the birth and development of the Italian identity in the so-called Italian Risorgimento • the relationship between Italian and other European political and economic thoughts, and in foreign perceptions of Italy and the Italians in the eighteenth and nineteenth-century • the impact of the 1848 revolutions on the development of Italian political culture, and on theories of international relations and cosmopolitanism in France and Italy in the long nineteenth-century
<p>Professor Julia Jackson, FBA Professor of History Head of School Arts 2.24 020 7882 8360 j.t.jackson@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the major political and social crisis in France in the 1930s and occupied France of the 1940s • the life and career of Charles de Gaulle • the 'events' of May 1968 in France • the history of homosexuality in post war France
<p>Professor Colin Jones, FBA Professor of History Arts. 2.34 020 7882 8361 c.d.h.jones@qmul.ac.uk</p>	<ul style="list-style-type: none"> • French history, particularly between the seventeenth and early nineteenth centuries, and with special interests in the history of medicine • general histories of both France and Paris from earliest times to the present • the history of physiognomy (the arts and sciences of the face), the history of the smile, • terror during the French Revolution
<p>Professor Kate Lowe (on sabbatical 2010-2011) Professor of Renaissance History and Culture c.d.h.jones@qmul.ac.uk</p>	<ul style="list-style-type: none"> • Renaissance and Early Modern Italy, and Renaissance Portugal • sub-Saharan Africans in Southern Europe between 1440 and 1650 • Renaissance Italy cultural, ecclesiastical and social history, history with a visual or material culture component, and gender history
<p>Dr Helen McCarthy Lecturer in History Arts 2.36 020 7882 2684 h.mccarthy@qmul.ac.uk</p>	<ul style="list-style-type: none"> • British political culture since the late nineteenth century, with a particular emphasis on the role of voluntary associations in facilitating participation and shaping social and political identities • relationship between gender, work and identity, with a special focus on the experiences of women in the professions
<p>Professor Catherine Merridale (on</p>	<ul style="list-style-type: none"> • Russian history in the general area of cultural

<p>sabbatical 2010-2011) Professor of Contemporary History c.merridale@qmul.ac.uk</p>	<p>and inter-disciplinary history</p> <ul style="list-style-type: none"> • Russia's cultural history, the history of warfare, and oral history. She has also published on the challenges of cross-cultural misunderstanding, the changing nature of history in the post-communist context, and on oral history.
<p>Professor John Miller Professor of History Arts 2.32 020 7882 8365 j.l.miller@qmul.ac.uk</p>	<ul style="list-style-type: none"> • English politics in the reigns of Charles II and James II, with an additional interest in Ireland and France in the same period • the relationship between the military and civilians, in England and Ireland, under George I • English and Irish society during the reign of the Stuarts • the English Civil War
<p>Professor Michael Questier (On sabbatical spring term 2010-2011) Professor of History Arts 2.29 020 7882 8367 m.c.questier@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the politics of religion in the sixteenth and seventeenth centuries • Reformation history as diverse as aristocratic culture, the experience of conversion, the Jacobean exchequer and anti-popery
<p>Dr Yossef Rapoport Lecturer in Islamic History Arts 2.22 020 7882 8362 y.raपोort@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the social history of the central Islamic lands in the medieval period (1000–1500), with special attention to the history of law, gender and cartography • the life, thought and modern legacy of the controversial medieval reformer Ibn Taymīya (d 1328) • the role and identity of the Bedouin element in medieval Islamic society.
<p>Professor Miri Rubin Professor of Medieval and Early Modern History Arts 3.33 020 7882 8369 m.e.rubin@qmul.ac.uk</p>	<ul style="list-style-type: none"> • a wide range of social relations within the predominantly religious cultures of Europe between 1100-1600. • anthropological approaches and the understanding of textuality and visual imagery in the complex meanings of ritual, gender, power and community life
<p>Professor Donald Sassoon (on sabbatical 2010-2011) Professor of Comparative European History d.sassoon@qmul.ac.uk</p>	<ul style="list-style-type: none"> • Modern European cultural history • the development of socialism in Western Europe • the growth and development of cultural markets throughout Europe since 1800
<p>Professor Quentin Skinner, FBA Barber Beaumont Professor of the Humanities Lock-keeper's Cottage q.skinner@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the intellectual history of early-modern Europe and political philosophy in the seventeenth-century, with a particular focus on the work of Thomas Hobbes • the nature of interpretation and historical explanation • topics in contemporary political theory, in

	<p>particular the concept of political liberty and the character of the State.</p>
<p>Dr Jon Smele Senior Lecturer in History Arts 2.30 020 7882 8372 j.d.smele@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the political and international history of late Imperial Russia • the revolutions of 1905 and 1917 and the Russian Civil War • Russian foreign policy and the history of Siberia • Anglo-Russian and Anglo-Soviet relations in the revolutionary period
<p>Professor Gareth Stedman-Jones Professor of the History of Ideas TBC</p>	<ul style="list-style-type: none"> • the history of modern political thought, especially Britain, France and Germany in the period 1790-1960 • political thought between the French Revolution and the Revolutions of 1848
<p>Dr Dan Todman Senior Lecturer in History 020 7882 8373 d.w.todman@qmul.ac.uk Hatton House 2/2F</p>	<ul style="list-style-type: none"> • the military, social and cultural history of war in Britain during the twentieth century • the remembrance of modern war, and the 'memory boom' in popular culture • Senior Lecturer in History
<p>Dr Georgios Varouxakis Reader in History of Political Thought 020 7882 8374 Arts G25a g.varouxakis@qmul.ac.uk</p>	<ul style="list-style-type: none"> • history of political thought and intellectual history (nineteenth-twentieth-centuries), both British and French • the study of nationalism • the history of international political thought
<p>Professor Amanda Vickery Professor of Early Modern History From January 2011 Contact details to be confirmed</p>	<ul style="list-style-type: none"> • the history of women and gender, • the history of home, consumerism and dress since the late Middle Ages • the relationship between gender and the domestic sphere
<p>Dr Christina von Hodenberg Reader in European History Arts 1.41 020 7882 8375 c.hodenberg@qmul.ac.uk</p>	<ul style="list-style-type: none"> • the social and cultural history of nineteenth- and twentieth-century Germany • the history of working-class protest • post-war German society
<p>Professor Mark White Professor of History Arts 2.40 020 7882 8376 m.j.white@qmul.ac.uk</p>	<ul style="list-style-type: none"> • recent United States history, particularly the the presidency, and the making of US foreign policy. • the Kennedy years • dissent among presidential advisers on national security issues in the Truman/Eisenhower/Kennedy/Johnson years.
<p>Dr Daniel Wildmann Lecturer in History d.wildmann@qmul.ac.uk</p>	<ul style="list-style-type: none"> • 20th century German-Jewish History • History of the Third Reich; • History of Antisemitism; • Masculinities, Emotion and Film.

Administration staff

Mr Matt Latham (Student Support Manager) Room 3.29; ext 8353: email m.latham
Sarah Cowls (Director of Administration until January 2011) Room 3.28; ext 8352: email sarah.cowls
Claire Hackett (Director of Administration from January 2011) Room 3.28; ext 8352: email c.l.hackett
Mr Jon Clifford (Assistant Administrator– Admissions & Student Support) Room 3.29; ext 8370: email j.clifford
Miss Charlotte Davies (Receptionist) Room History reception area; ext 8351: email charlotte.davies
Ms Rose Dougall (Assistant Administrator – Exams & Finance) Room 3.27; ext 8355: email r.dougall
Mr Alex Ferguson (Assistant Administrator– Research and Communications) Room 3.27; ext 8348: email alex.ferguson

2.6 Procedure for reporting absences

If you are unable to attend any of your classes please let us know and we will convey the message to the relevant member(s) of academic staff. If you are having difficulties maintaining attendance on your MA programme please contact the programme organiser who will discuss your various options with you. Deregistration is a rare occurrence on MA programmes but we are required to notify you that persistence non-attendance may lead to deregistration from either individual modules and/or the MA programme.

The College understands that from time to time students may wish to take leave for religious occasions, the dates of which are known in advance. There are also some students who wish to be granted leave to take part in sporting, cultural or social events or for other reasons they believe to be valid. If this applies to you please contact the Programme Director to inform him of the time you will be away from College, you must be prepared to catch up on the tuition you plan to miss.

In exceptional circumstances, or if there is an emergency, the Programme Director or Student Support Manager must be contacted as soon as possible with full details.

2.7 Communications

The College will communicate with you in a variety of ways. Formal correspondence, such as degree results, will be sent to you by letter, and it is important that you keep the College up to date with your personal details and address. However, it is most common for the School of History and the College to contact you by e-mail. You are assigned a College e-mail address when you enrol, and you are advised to check this account daily.

You can access your email account by logging on to a College computer, or, if you are not on campus, at: <https://webmail.stu.qmul.ac.uk/www/index.php>. You can set up automatic forwarding from this URL to your private email account.

If you are contacting the School by email you should include the following information which will help us deal with your question as quickly as possible.

- Enter the nature of the enquiry in the subject line.
- Include your student number and both your forename and surname.

Each member of academic staff will have designated office hours each week when you can meet with them without a prior appointment to discuss your studies. It is recommended that you meet staff members in person to discuss issues surrounding essay feedback as this is often more effective than seeking feedback via email. If you cannot attend the office hours you can email staff to make an appointment outside of these hours.

In the School reception area you will also find the student pigeon holes ordered by alphabetical order of surname. Returning part-time students should note that there is no longer a separate single MA pigeonhole and that all mail is now placed in the relevant alphabetical slot. Pigeonholes are used for all paper communication including overdue notices from the library, class handouts and returned essays.

The School will be launching a new intranet during the 2010-2011 academic session which will contain a variety of information aimed specifically at taught postgraduate students. The link for the intranet will be sent to you as soon as it is launched. If you have any suggestions about the content of the intranet we would be very pleased to hear from you.

This year we will be launching WebCT for taught postgraduate students. Each module will have an area on WebCT that will contain the reading lists for each module. We will send you an email to your College email address as soon as all of the relevant details are on WebCT.

When the intranet goes live you will be able to access the reading lists for all MA modules, not just the ones you are registered for. If you want to have a copy of the reading list for any module (not just the ones you are registered for) before the intranet is launched please contact Matt Latham, Student Support Manager.

Individual timetables will be emailed to your College email account by the end of induction week. In the unlikely event that any of the modules have different timetables to those cited in the pre-registration module handbook we would notify you immediately.

2.8 Updating personal details

It is important that the College has up to date personal details for all students. Please ensure that if you change your home or term-time address, name, telephone number (including mobile telephone number), personal email or other details you make the necessary changes on your MySiS (the College's student record system) page as soon as possible.

The url for MySiS is <https://mysis.qmul.ac.uk>

2.9 Complaints

Within the School of History we aim to solve your problems quickly and simply, with the majority of problems being resolved within the School. If you have a complaint you should

first of all raise the matter with the member of staff concerned, or if you do not feel able to approach the person concerned, you should talk to your Adviser about the matter. If this informal complaint does not result in a satisfactory outcome, you should make an appointment to discuss the matter with the Head of School. This is still regarded as an informal complaint.

If this informal policy does not solve the problem or if you remain seriously concerned you should make a formal complaint to the School. This should be done in writing to the Head of School. Your complaint will be further investigated and you will receive a written response.

Complaints are dealt with confidentially and only the person(s) responsible for dealing with it and those who are parties to it will be informed.

Should you still feel that the problem has not been solved you may bring a complaint at institutional level as indicated in the College Complaints Policy.

The Queen Mary Student Complaints Policy is available at www.studentadmin.qmul.ac.uk/students/complaints.pdf.

3. Programmes and modules of study

3.1 Masters Programmes

The School of History offers the following MA programmes.

- MA History
- MA Twentieth Century American History
- MA Twentieth Century British History
- MA Twentieth Century European History
- MA Islam and the West
- MA European Jewish Studies
- MA History of Political Thought & Intellectual History

3.2 MA History Programme Structure

HISTORY: APPROACHES, METHODS, CHALLENGES	30 credits
90 credits from any level 7 History module listed below or intercollegiate modules. Alternatively you may take 60 credits of History modules and 30 credits from another School within the Faculty (subject to availability).	90 credits
Dissertation	60 credits
MA Total credits	180 credits

3.3 MA Twentieth Century American History

HISTORY: APPROACHES, METHODS, CHALLENGES	30 credits
60 credits from <ul style="list-style-type: none"> • HOLLYWOOD AND THE SECOND WORLD WAR • COMPARATIVE WELFARE STATES • THE AMERICAN PRESIDENCY • THE US-UK SPECIAL RELATIONSHIP • Any intercollegiate module within the area of Twentieth Century American History 	60 credits
A further 30 credits from any History modules, any intercollegiate module or module from another School (subject to availability)	30 credits
Dissertation	60 credits
MA Total credits	180 credits

3.4 MA Twentieth Century British History

HISTORY: APPROACHES, METHODS, CHALLENGES	30 credits
60 credits from <ul style="list-style-type: none"> • BRITAIN AND THE MIDDLE EAST, 1900-1960 • COMPARATIVE WELFARE STATES • THE HIDDEN WIRING: GOVERNMENT AND THE CONSTITUTION SINCE 1945 • THE US-UK SPECIAL RELATIONSHIP • VICTORS TO VICTIMS: REPRESENTING THE TWO WORLD WARS IN BRITAIN • Any intercollegiate module within the area of Twentieth Century British History 	60 credits
A further 30 credits from any History modules, any intercollegiate module or module from another School (subject to availability)	30 credits
Dissertation	60 credits
MA Total credits	180 credits

3.5 MA Twentieth Century European History

HISTORY: APPROACHES, METHODS, CHALLENGES	30 credits
60 credits from <ul style="list-style-type: none"> • MODERN JEWISH HISTORY AND CULTURE • OVERCOMING NAZISM • COMPARATIVE WELFARE STATES • MODERN EUROPEAN JEWISH LITERATURE • ANTISEMITISM AND THE HOLOCAUST • Any intercollegiate module within the area of Twentieth Century European History 	60 credits
A further 30 credits from any History modules, any intercollegiate module or module from another School (subject to availability)	30 credits
Dissertation	60 credits
MA Total credits	180 credits

3.6 MA Islam and the West

ISLAM AND THE WEST CORE COURSE	30 credits
60 credits from <ul style="list-style-type: none"> • BRITAIN AND THE MIDDLE EAST, 1900-1960 • SALADIN, RICHARD THE LIONHEART AND THE THIRD 	60 credits

<ul style="list-style-type: none"> CRUSADE • THE LATIN EAST • THE MAMLUKS • 	
A further 30 credits from any History modules, any intercollegiate module or module from another School (subject to availability)	30 credits
Dissertation	60 credits
MA Total credits	180 credits

3.7 MA European Jewish History

HISTORY: APPROACHES, METHODS, CHALLENGES	30 credits
MODERN JEWISH HISTORY AND CULTURE	30 credits
30 credits from <ul style="list-style-type: none"> • ANTISEMITISM AND THE HOLOCAUST • JEWS, POWER AND INTELLECTUAL HISTORY • MODERN JEWISH HISTORY AND CULTURE • OVERCOMING NAZISM • 	
A further 30 credits from any History modules, any intercollegiate module or module from another School (subject to availability)	30 credits
Dissertation	60 credits
MA Total credits	180 credits

Please see the bespoke handbook for MA History of Political Thought and Intellectual History

3.8 MA Modules

Below details a list of the titles of the MA modules running in the School of History in 2010-2011. Full details of the modules are available in the MA module handbook. MA options for the MA in the History of Political Thought and Intellectual History are listed in the separate handbook. All of the below modules are worth 30 credits.

Code	Title	Module Convenor
HST7405	ANTISEMITISM AND THE HOLOCAUST	Dr Daniel Wildmann
HST7300	BRITAIN AND THE MIDDLE EAST, 1900-1960	Dr David Brooks
HST7403	CHRISTIANS AND JEWS IN EUROPE: PERCEPTIONS AND ENCOUNTERS 1100-1600	Professor Miri Rubin

HST7318	COMPARATIVE WELFARE STATES	Dr Peter Catterall
HST7000	HISTORY: APPROACHES, METHODS, CHALLENGES	Professor Colin Jones/ Dr Christina von Hodenberg
HST7331	HOLLYWOOD AND THE SECOND WORLD WAR	Dr Mark Glancy
HST7501	ISLAM AND THE WEST CORE COURSE	Dr Tom Asbridge
HST7404	JEWES, POWER AND INTELLECTUAL HISTORY (although this module is unlikely to run in 2010-2011)	Dr Daniel Wildmann
HST7402	MODERN JEWISH HISTORY AND CULTURE	Dr Daniel Wildmann
HST7401	MODERN EUROPEAN JEWISH LITERATURE	Dr Daniel Wildmann (although this course will be taught by an external tutor)
HST7303	OVERCOMING NAZISM	Dr Christina von Hodenberg
HST7502	SALADIN, RICHARD THE LIONHEART AND THE THIRD CRUSADE	Dr Tom Asbridge
HST7306	THE AMERICAN PRESIDENCY	Professor Mark White
HST7308	THE HIDDEN WIRING: GOVERNMENT AND THE CONSTITUTION SINCE 1945	Dr Jon Davies
HST7502	THE LATIN EAST	Dr Tom Asbridge
HST7504	THE MAMLUKS	Dr Yossef Rapoport
HST7313	THE US - UK SPECIAL RELATIONSHIP	Dr James Ellison
HST7315	VICTORS TO VICTIMS: REPRESENTING THE TWO WORLD WARS IN BRITAIN	Dr Dan Todman
HST72	WOMEN AND GENDER IN GEORGIAN ENGLAND	Professor Amanda Vickery

You can also take up to 30 credits from other Schools at QMUL (subject to availability). If you want contact details for approaching other Schools please let us know.

3.9 Intercollegiate options

In addition to the modules advertised in the Queen Mary module directory, it may also be possible (by negotiation) for students to take a history module in another college of the University of London.

Intercollegiate modules are listed on the websites of the constituent Colleges of the University. The urls are given below

Kings

<http://www.kcl.ac.uk/schools/humanities/depts/history/intercollegiate/ma>

UCL

http://www.ucl.ac.uk/history/current_students/ma_students

Goldsmiths

<http://www.gold.ac.uk/pg/ma-history/>

Royal Holloway

http://www.rhul.ac.uk/history/postgrad/grad_MA_menu.html

If you are interested in taking intercollegiate modules you should contact Matt Latham as soon as possible m.latham@qmul.ac.uk.

3.10 Institute of Historical Research – Methods and Sources for Historical Research

From 15-19 February 2011 a week's long training event will be held for all MA students at the Institute for Historical Research. Attendance at this week-long course is a mandatory part of the MA programme. Full details are given in appendix one.

The Institute of Historical Research is based in Senate House on Malet Street in Bloomsbury. Further information about the Institute can be found at

<http://www.history.ac.uk/>

3.11 Changing modules/programmes

Students are permitted to change modules and/or programmes of study up until the end of the first week of term. If you want to change modules or programmes please contact the Student Support Manager as soon as possible.

3.12.a Teaching methods

Teaching for most modules consists of two hours of classes per week, for 11 weeks in each semester. You will receive an individual timetable at the beginning of the year for the full 2010/11 academic session.

Each module has at the centre of its teaching strategy the weekly class seminar. Your seminar leader will explain how they want their seminar to be conducted, but it is worth noting that discussion and exchange of ideas is central to the seminar experience. In turn, debate is impossible unless you have done the preparatory reading each week. Seminar attendance is compulsory and a register of attendance will be kept.

If you are working part-time, you should note that classes cannot be changed to accommodate this and you should endeavour to rearrange your paid working hours.

3.13 Interruption or withdrawal

Interruption or withdrawal from the MA Programme is an issue that should be discussed, in the first instance, with your advisor, and then with an MA Course Convenor or the Head of School. In special circumstances it is possible to interrupt and return to MA studies at a suitable point the following year. However, students who withdraw from the course or interrupt for a considerable period of time and do not inform the Department of their intention to return, cannot be allowed to complete the course at a later date, and no credits can be officially or informally awarded. Further information on interruption or withdrawal procedures, and their effect on course fees for example, is available from the Student Administration Office, Queens' Building.

4. Assessment

4.1 Overview of assessment

For the majority of MA modules the assessment consists of a single essay, normally between 4,000 and 5,000 words. The module outline for each module will detail the exact assessment requirements for each module. The dissertation module consists of a 15,000 word dissertation that counts towards 60 credits of the programme (totalling 1/3 of the final MA grade).

4.2 Coursework submission

One paper and one electronic copy submitted via WebCT of all coursework must be handed in by the deadline date and time published in your individual module outlines. You must submit both versions of an assignment to comply with the assignment submission policy. Some modules may require submission of two paper copies so please consult your module outline prior to submitting any assessment.

If both the electronic and the paper copies of the essay are not received the essay will be registered as 'not submitted'. The date of the later submission will be the date the essay is classed as received. Assignments cannot be accepted by the class teacher or by fax.

Normally, it will be your paper copy that is returned to you with comments and provisional mark by the seminar tutor. Essays are returned during class or via the student pigeon-holes. Students are responsible for keeping their own electronic and paper copies of all the work they submit.

Paper copies

Paper copies must be accompanied by a completed cover sheet and placed in the Essay Submission Box next to the reception desk in the School foyer.

Electronic Copies

Electronic versions of essays must be uploaded using the Virtual Learning Environment - WebCT. You will require your college email username and password to access WebCT at the following site;

www.elearning.qmul.ac.uk

You should follow the assignment links either in the calendar or through the module entry to upload your work. You are required to save your coursework using the following template to ensure you upload the correct essay to the correct assignment box:

Module code - student id number.

i.e. student 1012345678 who is submitting their assignment for *HST7318 Comparative Welfare States* will save their work as:
HST7318 - 1012345678

Once you have submitted your essay correctly you will see the message 'submit successful'. You should ensure that the submitted date and time are appearing next the assignment, and

take a screen dump of this as proof that your assignment was submitted successfully via WebCT. You are advised to log on to WebCT to familiarise yourself with the service before you have to submit work.

Introductory courses for WebCT will be run at the start of the autumn term, and new students will learn about WebCT as part of the Making History module.

Any problems using WebCT or submitting coursework must be reported to the History office immediately.

4.3 Coursework Deadlines

Module organisers set the deadlines for their modules and this information is included in the relevant module outlines as well as on WebCT. The School of History upholds essay deadlines rigorously. Students must submit assignments by 4.00pm on the day of the deadline. Failure to submit an assignment by its deadline will result in the deduction of FIVE marks for each working day that the essay is late.

Late penalties are applied for all days on which the History Office is open, including days during Reading Weeks and the Christmas and Easter vacations. Assignments submitted after the deadline, will be returned giving the provisional mark, and also indicating the amount of marks deducted for lateness.

If you are experiencing problems submitting your paper copy of any assignment you must contact the History Office. Your paper copy may be submitted up to 10am the following day without incurring any penalties, but only if your WebCT copy is submitted on time.

4.4 Assignment length

The module organiser will inform you of the recommended word length for individual module assignments. Assignments should be no more than 10% in excess of the recommended word length. Please note that word length INCLUDES footnotes and EXCLUDES bibliography. Assignments in excess of 10% of the recommended work length will be subject to a standard penalty of a deduction of FIVE marks.

You will be asked to certify the word count on the assignment coversheet, you should, therefore, run a word count on the computer before coming in to submit your work.

4.4 Essay Deadline Extensions

If you are unable to meet an assignment deadline due to severe medical problems or for compassionate reasons e.g. the death of an immediate family member, you may make an application to the MA Convenor for the penalty to be waived. However, they will only consider applications fully supported by documentation (such as a medical certificate).

To request an extension, you should complete the extension request form - available from above the Essay Submission Box. A separate request form should be completed for each extension required. Any relevant documentation (e.g. medical certificates) should be attached to the request form and placed in the essay box. The receptionist will supply envelopes for confidential applications.

The Convenor's response will be put in your pigeon hole, and copies will be given to your seminar tutor, adviser and a copy placed on your file.

The Convenor has absolute discretion in granting, modifying or refusing these requests.

NOTE

Computer failure, transport difficulties and minor illnesses will not be considered adequate grounds for waiving penalties.

4.5 Dissertation

All taught postgraduate students undertake a dissertation.

Students taking a Dissertation need to decide on a topic and to be allocated a supervisor in their **second semester** (unless you are a part time student in which case you will decide in your second year).

A meeting will be held in late January/early February to discuss dissertation proposals.

The submission requirements are the same as described for other coursework in section 3.1. Please also note that both copies of your MA dissertation should be soft bound: i.e. spiral bound. The front cover should detail the title of the dissertation and your student ID number (please do not include your name). You should also include contents page at the start of your dissertation.

The deadline for the submission of the MA Dissertation is Thursday September 1st 2011.

4.6 Grading criteria and classification

There are four basic MA classification categories:

- Distinction	70+
- Merit	65-69
- Pass	50-64
- Fail	0-49

Students can only be told **formally** the final numerical marks for module essays after the external examiner has confirmed them, which will be at the first possible opportunity.

In order to pass the degree you must complete all modules with an average of 50 or above, and you must pass your dissertation.

Borderline cases are considered in detail at the final examiners' meeting which takes place in October each year. The assessment of the degree is based on the assumption that students should pass all four modules in order to achieve the MA, but the Board of Examiners has discretion to condone a narrow fail in any one 30 credit module (except the dissertation), provided that the results for other modules are good passes and provide sufficient compensation for the narrow fail.

If you fail the MA initially, you will normally have the right to re-submit the failed elements during the following academic year, for which the College will charge a fee. Work can only be resubmitted once, and will be reassessed and a final decision made at the October Examination Board meeting.

Below are general criteria which apply to all work completed during the MA. More specific criteria for individual assignments may also be supplied.

85-100% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Publishable quality
- Outstanding research potential
- Ability to plan, organise and execute independently a research project to the highest professional standards
- Exceptional degree of creativity, originality and independence of thought
- Ability to make informed judgements, develop original insights, and construct productive hypotheses in the absence of complete data
- Highest professional standards of competence, expression and presentation (written, oral, visual)
- Ability to assemble information from different sources to produce exceptionally well-organised and original answers
- Ability to analyse data critically and formulate questions which lead to original lines of enquiry
- Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice
- Flexibility of thought, and the ability to employ different approaches to the solution of highly complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to the highest professional standards
- Penetrating analysis of primary sources of literature and information
- A exceptionally high level of understanding of current research techniques and how they can be applied most effectively to investigate challenging new problems
- Outstanding levels of accuracy and technical competence

70-84% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Excellent research potential
- Ability to plan, organise and execute independently a research project to a very high professional standard
- Very high professional standards of competence, expression and presentation (written, oral, visual)
- High degree of creativity, originality and independence of thought
- Ability to assemble information from different sources to produce very well organised and original answers
- Ability to analyse data critically and formulate questions which may lead to productive lines of enquiry
- Flexibility of thought, and the ability to employ different approaches to the solution of complex and novel problems
- Ability to evaluate published or publicly-presented work critically and to a high professional standard
- Ability to analyse primary sources of literature and information critically
- Very high levels of accuracy and technical competence

65-69% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Very good professional standard of competence, expression and presentation (written, oral, visual)

- Clear evidence of the potential to undertake original research given appropriate guidance and support
- Evidence of some creativity, originality and independence of thought
- Ability to assemble information from different sources to produce well organised and insightful answers
- Ability to analyse data critically
- Flexibility of thought and the ability to solve complex problems
- Ability to evaluate published or publicly-presented work critically and to a professional standard
- Ability to analyse primary sources of literature and information
- High levels of accuracy and technical competence

50-64% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Sound knowledge and understanding of the relevant literature and other key sources of information
- Ability to produce satisfactory answers to problems and questions
- Ability to construct coherent and relevant answer to questions, though with few signs of originality
- Flexibility of thought, and the ability to solve complex, though not entirely original, problems
- A competent professional standard of organisation and expression
- Some ability to evaluate published or publicly-presented work
- Some ability to analyse primary sources of literature and information
- Ability to engage in research involving a moderate degree of originality, when provided with close supervision and support
- Good degree of accuracy and technical competence

40-49% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Basic knowledge and understanding of some of the essential literature and other key sources of information, but answers are either incomplete or not entirely coherent
- Shows some grasp of the problem or topic but lacks clarity in written or oral presentation
- Little evidence of independent thought
- Little or no evidence of originality in answers
- Work which is just below an acceptable basic professional standard

20-39% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Fragmentary knowledge and understanding of the essential literature and other key sources of information, yielding answers which show only a limited degree of understanding
- Shows little grasp of the problem or topic, and lacks clarity in written or oral presentation
- Almost no evidence of independent or original thought
- Work that is clearly below an acceptable basic professional standard

0-19% Work displaying some or all of the following features, depending on the nature of the assignment or task:

- Almost entirely lacking in evidence of knowledge and understanding of the essential literature and other key sources of information, yielding answers which, at best, show only the most rudimentary understanding of the question
- Shows almost no insight into the problem or topic
- Confused and incoherent written or oral presentation
- Totally devoid of independent or original thought
- Work that is far below an acceptable basic professional standard

4.7 Return of work and feedback

Each piece of work submitted will be double marked and made available for inspection by the external examiners. This means that your marks cannot be released in advance of the College examination boards. However, your advisors and tutors will be able to give you a general indication of your progress after they have marked each piece of work. The usual time for feedback to be returned is within four weeks from the submission deadline

Students can get further feedback by visiting module organisers or seminar leaders in their office hours. Most full-time academic staff have two office hours a week where student can visit academic to get more detailed feedback on their academic performance and suggestions for future development. We strongly recommend that you use these office hours as much as possible. The nature of academic work means that academic staff are not in College every day as they have to undertake research work away from campus. If you cannot attend the office hour you should send an email to the member of staff to see if it is possible to make an appointment at an alternate time.

You will also receive feedback through seminar classes where you will be able to discuss the weekly topic and receive feedback on the views you give during the seminar.

If you want to discuss your overall academic performance you can take your marked essays to your advisor who can discuss any thematic issues and suggestions for future performance

You can request to have feedback on your end of year examinations. If you fill in the form at the back of the study skills booklet you will receive feedback via your advisor at the start of the following academic year.

If you have any comments on the School's feedback structure please do not hesitate to contact the Student Support Manager. Alternatively you could **contact your SSLC rep and ask for issues to be discussed at the next SSLC meeting.**

4.8 Style guide and presentation

The School of History attaches great importance to the standard of presentation of assignments, as well as to style, spelling and grammar. All assignments must be word-processed. You should adhere to scholarly conventions when setting out your bibliography and cite your sources correctly (see the *Study Skills and Essay Writing* booklet).

The following gives a guide to referencing for essays submitted to the School of History. If you have any questions about referencing please do not hesitate to contact either the programme convenor or the module organiser.

The three main precepts for referencing are:

1. **CONSISTENCY:** stick to one system of citation throughout your work.
2. **CLARITY:** always be clear. If the reader cannot understand a reference because it is over-abbreviated or unclear, then doubt may be cast on the rest of the work.
3. **ACCURACY:** ensure that your footnotes and bibliography are always absolutely accurate.

REMEMBER: you will lose marks if you do not present your coursework in a professional manner. Follow the guidelines below accurately and your mark will not suffer from poor presentation.

BIBLIOGRAPHY

You are expected to provide a full and accurate bibliography at the end of all pieces of coursework. This is where you note all of the sources that you have used in the research and writing of your work. Four of the main types of sources you will cite are **books**, **chapters in books**, **journal articles**, and **websites**.

Books

author's name

title of the book (in italics)

place, publisher and date of publication (in brackets)

Mark Glancy, *When Hollywood Loved Britain: The Hollywood 'British' Film, 1939-45* (Manchester: Manchester University Press, 1999).

Note that an edited book requires the abbreviation (ed) or (eds):

Julian Jackson (ed.), *The Short Oxford History of Europe 1900-1945* (Oxford: Oxford University Press, 2002).

Colin Jones and Roy Porter (eds), *Reassessing Foucault: Power, Medicine and the Body* (London: Routledge, 1994).

Chapters in books

author's name

title of chapter in single quotation marks

the word 'in' followed by full citation of book as above

page numbers

Thomas Dixon, 'Herbert Spencer and Altruism: The Sternness and Kindness of a Victorian Moraliser', in Greta Jones and Robert A. Peel (eds), *Herbert Spencer: The Intellectual Legacy* (London: Galton Institute, 2004), pp. 85-124.

Articles in journals

author's name

title of article in single quotation marks

title of periodical (in italics)

volume/number

year (in brackets)

page numbers

James Ellison, 'Defeating the General: Anglo-American Relations, Europe and the NATO Crisis of 1966', *Cold War History*, 6/1 (2006), pp. 85-113.

Websites

When referencing a web source, always provide the author name and title if available, the name of the website, its web-address and, in square brackets, the date of access.

Protect and Survive, 'Warnings', The National Archives,
http://www.nationalarchives.gov.uk/films/1964to1979/filmpage_warnings.htm
[accessed 19 August 2008]

The list of sources on your bibliography should be **in alphabetical order** (by surname of author/editor). When you reach the stage of writing extended essays and research projects you will also be asked to separate out references to primary sources from the secondary source bibliography. Further guidance will be given to you when required.

4.9 Plagiarism

Plagiarism is the failure to properly credit the writings or ideas of another person that you have used in your own work. In such cases you are, deliberately or inadvertently, attempting to pass their work off as your own. Plagiarism is a serious offence, and can carry severe consequences, from failure of the module to deregistration from the College. You may also commit plagiarism by failing to reference your own work that you have already used in a previous essay, or by failing to credit the input of other students on group projects.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

- Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are cutting and pasting information between two documents, and ensure that references are not lost in the process.
- Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
- Be particularly careful with quotations and paraphrasing.
- Be aware that technology is now available at Queen Mary and elsewhere that can automatically detect plagiarism.
- Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.
- If in doubt, ask for further guidance from your adviser or module tutor

If you are found to have plagiarised in an essay worth less than 31% of a module the normal first penalty is failure in the item of assessment with no right to resubmit the assessment. The penalty may be higher if the plagiarism is extensive. The penalty for plagiarising in an essay worth more than 31% of a module is failure in the module with no right to resit that module. These are penalties for first offences. The penalty for a second offence is failure in the whole year with all resits capped at 40%.

The penalty for submitting an essay that has been bought from another person or company is expulsion from the College.

4.10 Extenuating circumstances

If you believe that your performance in a particular item of assessment or more generally has been negatively affected by circumstances beyond your control, you may wish to submit a claim for extenuating circumstances. Extenuating circumstances include illness, death of a close relative, etc. Extenuating circumstances do not normally include computer problems, misreading your exam timetable or planned holidays.

If you do not feel you are well enough to attend any invigilated examinations then you should not attend and submit a claim for extenuating circumstances instead. You should note that the Academic Regulations state that if you attend an examination then you will be deemed to declare yourself well enough to sit it and as a result any extenuating circumstances claim will not be considered.

Extenuating circumstance claim forms are available from the Student Support Office (room 3.29) during the exam period. If you believe that you have a case for consideration, you should complete this form and supply supporting documentation (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority), and submit the paperwork to the Departmental Administrator by the specified deadline. In accordance with the Academic Regulations all claims must be received no later than 24 hours before the relevant examination board meeting; the date of the examination. Claims without evidence cannot be considered however if you have a problem that cannot be evidenced you should make an appointment to see your adviser and explain the circumstances to them. They will then be able to submit a report on your behalf which will be considered as evidence.

All cases of extenuating circumstances are kept confidential until they are considered by a small subcommittee of the Examination Board. All proceedings of the subcommittee are strictly confidential, and will not normally be discussed at the full Examination Board meeting.

It is your own responsibility to submit your any claims for extenuating circumstances, not that of your tutor. Please ensure that if you do have what you believe is a valid case, you complete the submission process in accordance with the School of History guidelines and deadlines.

It is not possible to make a retrospective claim for extenuating circumstances, specifically once you know your results. Therefore claims submitted after the deadline will not be considered by the Examination Board.

5. Continuing to a PhD

There has never been a more exciting time to join the research community in the School of History at Queen Mary, University of London. The School has expanded and diversified spectacularly in the last few years and continues to be home to an exciting group of researchers with outstanding international reputations, spanning most periods of British, European, American and world history. Research interests within the School represent a wide range of fields, including political, cultural, intellectual, religious, economic, gender-related history, and the history of science and medicine. Members of the School are innovative leaders of research through personal projects and the management of collective endeavours.

The School of History encourages a lively postgraduate community and supports a number of research forums. The History Postgraduate Research Seminar series is run entirely by our research students and combines a mix of papers by research students, members of academic staff and outside speakers from UK as well as European and overseas Universities. The Mile End Group (MEG) seminar series provides a forum for the study of issues in contemporary British history which is unparalleled elsewhere in the United Kingdom. MEG alternates research papers by academics and graduate students with presentations by politicians and policymakers.

Many members of the School of History are convenors of the prestigious Seminars at the Institute of Historical Research of the University of London, with colleagues from other parts of the University of London. Research students are expected to participate in seminars in their fields and are made welcome at them. These are occasions to meet researchers from other London colleges, as well as visiting scholars from all over the world. The School also hosts a great number of colloquia, including Annual Lectures on a variety of historical subjects.

Our postgraduates enjoy the facilities offered by the custom-designed Arts Research Annexe and the Lockkeeper's Cottage.

Please feel free to contact me or any other full-time member of the Departmental staff, if you are considering making an application for doctoral work. We are happy to discuss projects with potential applicants at any point in the academic year, to advise about funding possibilities and to set out the wider opportunities for study and research within the School of History. Where appropriate, we have an established tradition of co-supervision both within the School and between Schools. We look forward to hearing from you.

If you have any questions about pursuing further study at PhD level please contact Alex Ferguson at alex.ferguson@qmul.ac.uk

Professor Miri Rubin
Director of Graduate Studies
Department of History
Queen Mary, University of London

6. The Student Guide

The Student Guide is a College publication that you will receive at the start of the academic year. The Guide should be used together with this Handbook for general information on your time at Queen Mary.

The Student Guide contains a wide range of information, including:

- Academic and student support services
- The academic year
- Campus facilities
- Simplified academic regulations
- How to advice
- Queen Mary contact information
- Calendar
- Graduation and alumni
- Student administration, and common issues and processes
- College policies
- Campus and College information

Appendix One – Methods and Sources for Historical Research Programme 2010-2011

INSTITUTE OF HISTORICAL RESEARCH

METHODS AND SOURCES FOR HISTORICAL RESEARCH 15 – 19 FEBRUARY 2010 Provisional Programme

Monday 15 February	WELCOME, REGISTRATION AND INTRODUCTION Dr Simon Trafford – IHR Common Room
10.30 – 10.45	
10.45 – 11.30	LECTURE: FINDING SOURCES Dr Simon Trafford – IHR Pollard Room
11.50 – 12.30	LECTURE: FINDING SOURCES – THE ESSENTIAL TOOLKIT Dr Simon Trafford – IHR Pollard Room
12.30 – 14.00	LUNCH
14.00 – 15.00	LECTURE: FINDING SOURCES - ONLINE TOOLS FOR ARCHIVAL RESEARCH Dr Simon Trafford
15.00 – 15.30	IHR LIBRARY Kate Wilcox-Jay and Michael Townsend
15.30 – 17.00	LECTURE: GOVERNMENT SOURCES FOR NON-GOVERNMENT HISTORY Prof John Chartres (University of Leeds)
Tuesday 16 February	NATIONAL ARCHIVES REGISTRATION
10.00 – 10.30	
10.30 – 11.15	THE NATIONAL ARCHIVES CATALOGUE Jone Garmendia
11.15 – 12.15	THE NATIONAL ARCHIVES (THE NATIONAL REGISTER OF ARCHIVES & A2A) Sam Velumyl
12.15 – 14.00	RESEARCH TIME AND LUNCH
14.00 – 15.45	THE NATIONAL ARCHIVES (PUBLIC RECORDS OFFICE) Laura Berry
Wednesday 17 February	LONDON METROPOLITAN ARCHIVES + GUILDHALL LIBRARY MSS SECTION Sally Bevan + Sharon Tuff
10.30 – 12.30	
12.30 – 14.00	RESEARCH TIME, TRAVEL AND LUNCH
14.00 – 16.00	MUSEUM OF LONDON EPHEMERA COLLECTION Beverley Kemp
Thursday 18 February	THE ROYAL MAIL ARCHIVE Helen Dafter
10.30 – 11.45	
11.45 – 13.00	LECTURE: NEWSPAPERS AS SOURCES Dr Michael Harris (Birkbeck)
13.00 – 14.15	RESEARCH TIME, TRAVEL AND LUNCH
14.15 – 16.30	THE PARLIAMENTARY ARCHIVES Mari Takayanagi / David Prior
Friday 19 February	THE BRITISH LIBRARY NEWSPAPER LIBRARY Stewart Gillies
10.30 – 12.15	
12.15 – 14.00	RESEARCH TIME, TRAVEL AND LUNCH
14.00 – 15.15	THE BRITISH LIBRARY Dr Simon Trafford
15.30 – 16.30	THE WELLCOME LIBRARY Ross McFarlane

INDIVIDUAL NOTES

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