History and Politics
Course Handbook 2019-20

UNIVERSITY
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Introduction

This handbook summarises the most important aspects of practice and procedure in the management of the History and Politics Joint Honours Undergraduate taught course, it includes;

- A clear outline of what you should expect in the management of your degree course
- A clear indication of what is expected of you during your time in Politics and History
- Information about the administrative procedures from admission to examination.

Message from Head of Department of Politics

Welcome to the Politics Department at the University of Sussex which will be your home department for the next three years.

Studying Politics at Sussex brings you into one of the most vibrant and successful departments in the country. We are known for our expertise in European politics, international comparative politics, and the study of corruption.

You will be taught by talented and prizewinning faculty members who are passionate about politics and who are looking forward to meeting you. Make sure you talk to us after lectures, join in as much as possible in seminars, knock on our doors during our Office Hours and take part in Politics Wednesday. And always let us know if you need help.

Remember, too, that your degree offers many opportunities to develop your political knowledge and skills beyond the classroom, preparing you for the career path you choose. You can blog for us, learn about political photography, or get involved in our very active Politics Society which helps organise Politics Wednesday. You can work with an MP on our Westminster internship scheme, or spend time studying abroad or join us on our Berlin or Paris trips.

Most importantly, make the most of every moment you spend here with us. Trust me when I say your time at Sussex will be over before you know it.

Dan Hough

Professor and Head of Politics

Message from Head of Department of History

Welcome to the History and Politics degree on behalf of the History Department. We look forward to meeting you, and wish you an enjoyable and fruitful time at Sussex. You are now a member of a higher education academic community which stretches across two Schools and Departments. There will be exciting challenges ahead, and we look forward to helping you rise to them.

In choosing to study History and Politics, you have opted for a subject combination with huge potential for exploring the creative possibilities of interdisciplinary study. Throughout your degree, you will have many opportunities to see how the same geographical region, time period or topics can be looked at in contrasting or complementary ways as you develop your expertise within each discipline.

All of your History seminar tutors have Office Hours twice a week, so you should make sure you make the most of the time that they place at your disposal. Your lecturers and tutors are friendly, approachable, and knowledgeable people. Don't hesitate to let them know that you are a Joint Honours student, and that you are keen to see how both sides of your degree can work together. In their commitment to interdisciplinary study, they want you to feel at home at Sussex, help you to succeed as a student, and help you to grow as a person.

I am always happy to meet with you during my office hours or by appointment, and I very much look forward to getting to know you.

Chris Warne

Head of History

Key Contacts

Name	Contact Details	What you can contact them about.
Politics Department Course Co-ordinator	j.dowling@sussex.ac.uk 01273 678578, Freeman G41	Course administration, timetables, seminar groups, assessment feedback.
History Department Course Co-ordinator	r.t.cooper@sussex.ac.uk 01273 673572, Arts A A07 HAHP School Office	Course administration, timetables, seminar groups, assessment feedback.
Adrian Treacher Course Convenor (Politics)	a.h.treacher@sussex.ac.uk 01273 678401, Freeman F14	Queries about the course, feedback on lectures, seminars.
Stephen Burman Course Convenor (History)	s.f.burman@sussex.ac.uk 01273 877030, Arts B B129	Queries about the course, feedback on lectures, seminars
Academic Advisor	You can find details of your Academic Advisor on Sussex Direct.	Feedback, module choices, study skills, references, personal development.
Dan Hough Head of Department Politics	d.t.hough@sussex.ac.uk 01273 872933, Freeman F08	To provide your feedback about the Department or your course and student experience.
Chris Warne Head of Department History	HistoryHOD@sussex.ac.uk, 01273 678011, Arts A A117	To provide your feedback about the Department or your course and student experience.
Student Representative	You can find details of your Student Representative in Sussex Direct.	Concerns about your module or course, student experience.
Student Mentor	You can find details of student mentors at http://www.sussex.ac.uk/lps/internal/students/studentmentors	Academic skills, getting to grips with your modules. S3 Study Skills.
Student Life Centre	http://www.sussex.ac.uk/studentlifecentre/ 01273 87 6767, studentlifecentre@sussex.ac.uk , Bramber House	Personal issues, money, counselling, progression and withdrawal information, drop ins for sexual health, drug and alcohol counselling.

Student Support Unit	http://www.sussex.ac.uk/studentsupport/ 01273 877466, studentsupport@sussex.ac.uk , Bramber House	Support with long term condition such as specific learning difficulties, disability support, mental health, autistic spectrum.

Course Overview

The History and Politics course illustrates both the diverse range of the two disciplines and their complementary characters. The interrelated interests of the two subjects allow you to examine aspects of each discipline from the perspective of the other.

In the first two years of your course, you combine the core History and Politics modules. In your final year, you pursue in-depth study options drawn from both areas of study.

Course Aims

A degree in History and Politics has as its principal desired goals:
To develop knowledge and understanding of the recent human past.
To foster awareness and understanding of historical processes which have a direct or indirect bearing on the present.
To encourage respect for historical context and evidence
To reflect critically on differing interpretations of the recent past
To impart particular skills and qualities of mind relevant to the discipline of history
To satisfy key criteria of historical knowledge and method, including: i) an awareness of span and change over time; ii) understanding of geographical range (focussing particularly on Britain, Europe, North America, the Middle East and North Africa, India); iii) engagement with primary as well as secondary sources; iv) an ability to reflect on the theoretical underpinnings of the historical discipline; v) to foster an appreciation of the diversity of historical specialisms (including social, economic, cultural, political, intellectual, gender, oral, and environmental history)
To satisfy progression requirements by teaching: i) survey history, ii) particular historical topics or short periods, iii) comparative and thematic history, iv) historiography, v) documentary-based special subjects.
To enable students to understand the importance of Politics in the contemporary world.
To ensure that students acquire knowledge and understanding in appropriate areas of theory and analysis
To enable students to understand and use the concepts, approaches and methods of the disciplines and develop an understanding of the contested nature and problematic character of inquiry in the disciplines
Develop students capacities to analyse critically events, ideas, institutions and practices
To provide students with opportunities to develop their intellectual, personal and interpersonal skills so as to enable them to participate meaningfully in their societies

To provide a curriculum supported by scholarship, staff development and a research culture that promotes breadth and depth of intellectual enquiry and debate
Provide students with a supportive and receptive learning environment.

Learning outcomes

Identify and describe and illustrate key approaches to the study of politics and history and understand the contested nature of knowledge and understanding
Identify and understand the key normative ideas and concepts which serve as the foundations of politics
Describe and illustrate the structure and operation of different political systems
Describe and illustrate the key explanatory concepts and theories used in the study of politics
Develop a familiarity with major methods of data collection in politics, and their appropriate uses
Develop a knowledge of British politics and history and the key concepts and approaches used to explain British politics
Critically evaluate the nature of political change in a political system or with regard to a political issue
Ability to understand and critique political philosophical arguments made by political theorists
An ability to compare different political systems in order to develop a general understanding of the functioning of politics
Plan and carry out a research project relating to a political topic which sustains a line of argument and draws on a body of academic literature
Have developed an awareness of continuity and change over an extended time span (Time Depth)
Have understood historical process over an extended period
Have a broad and comparative understanding of the history of more than one society, culture or state (Geographical Range)
Have undertaken close work on primary source material and carry out intensive critical work on such source material (Contemporary Sources)
Reflect critically on the nature of the disciplines, their social rationale, its theoretical underpinnings and their intellectual standing (Critical Awareness)
Critically engage with a variety of approaches to history and critically engage with the concepts and methodologies of other disciplines where appropriate (Diversity of Specialisms)
Formulate, execute, and complete an extended piece of writing under appropriate supervision (Extended Writing)
Have acquired a range of core and personal attributes, cognitive, research, practical, and transferable skills (HAHP Core Transferable Skills)

Course Structure

As a joint honours degree student you take 120 credits per year, which is made up of a combination of core and optional modules across both of your major subjects.

		Politics Major		History Major	
	Term	Module	Credit	Module	Credit
Year One	Autumn	British Political History (Core)	15	Early Modern History (Core)	30
		Foundations of Politics (Core)	15		
	Spring/ Summer	Explanatory Concepts in Political Science (Core)	15	Making of the Modern World (Core)	30
		Research Skills and Methods (Political Science) (Core)	15		
Year Two	Autumn	European Politics	15	Ideas of History (Core)	15
		Modern Political Thought	15	History Short Period module (option)	15
	Spring/ Summer	Politics module (option)	15	Global History 1500-2000 (Core)	15
		Politics module (option)	15	History Time and Place module (option)	15
Final Year	Autumn	Politics module (option)	30	History Special Subject module (terms 1 & 2)	30
	Spring/ Summer	Politics module (option)	30	History Dissertation (terms 1 & 2)	30

Modules

Note: Not all options are available each year.
The main factors determining availability of options are student demand and Faculty research leave. Additionally, our module structure is subject to development and change over time. At the appropriate time, you will be invited to select the option(s) you wish to take from the range of modules on offer. Please see the link below for modules currently available:

http://www.sussex.ac.uk/lps/internal/departments/politics/ugcourses/2019/VL121U

Choosing options and electives

Options and electives are chosen online at Sussex Direct, usually at the beginning of the Spring Term. More information will be given to you in advance of you making your choices.

Study Abroad

As part of your degree you have the opportunity to apply to study for an additional year spent studying abroad. Some students taking a three year undergraduate degree at Sussex can apply to take a voluntary term abroad. Please speak to colleagues in the Sussex Abroad office to check if this is an option for your subject. Students are not allowed to go away in the first year of their degree or the third/final year of their degree. All students studying abroad will be required to pass the modules taken abroad. Marks may count towards their overall degree classification. For more information contact the International Study Abroad Office; http://www.sussex.ac.uk/students/support/studyabroad/

Placements

All undergraduate students are able to choose a placement option (for one full academic year) via Sussex Choice. You can apply for placements once you have started your course here. Normally, full-year placements occur between the second and final year of a course. It is University policy that students on a year-long placement (usually 40 weeks) should normally receive payment for their work. For professional placements, the University organises and manages the process through which students apply for and undertake placements. For more information contact the Placements Office in Careers and Employability Centre http://www.sussex.ac.uk/careers/gettingexperience/placements

Transferring course

Transferring course may be possible. It will depend on whether your preferred course is full or whether you satisfy the normal entry conditions for it. You may also have to transfer course; some courses such as those with a placement, integrated study abroad or have an integrated masters course have higher progression thresholds. If you do not meet these requirements you will be transferred to an associated bachelors course. For more information speak to

the Curriculum and Assessment Office in the Law, Politics and Sociology School Office (Freeman G41).

Teaching and Learning

There are many different types of teaching and learning at Sussex at you will encounter some or all of these throughout different stages of your study.

Seminars

The seminar compromises a tutor and a group of students. The group discusses a topic drawn from the readings for the module or the topic of a lecture. You are expected to prepare for each seminar and the tutor will try to ensure that everyone has a full part to play in discussions.

Lectures

The lecture is led by an academic member of staff and should provide you with an overview of the different perspectives for the topic under consideration.

Self –Directed Learning

The seminars and lectures will provide you with the resources to develop your skills as a self-directed, independent learner. Your engagement with your subject will develop and you will take more responsibility for choosing what you read, the topics that interest you and the development of your own academic skills.

Academic Advisor

Your Advisor can provide you with advice and assistance on academic matters, discuss feedback and will supervise your general progress. You may also need someone to provide you with a reference; your Advisor will be able to do this– make sure they get to know you! You should ensure you make arrangements to see your Advisor during the last week of the Spring Term to discuss your work to date. Details of your Advisor are found on Sussex Direct along with office hours and contact information. If you wish to see them outside of these times, email them for an appointment.

Lecture Capture

The recording of lectures is a valuable resource and can be used:

- to aid students who have particular accessibility requirements or educational needs;

- as an aid for revision or post lecture review;

- to enable complex ideas/concepts to be revisited and reflected upon;

- to support students for whom English is not a first language.

The University strongly encourages all staff to record lectures and appropriate learning and teaching activities where recording facilities are available.

Information as to whether lecture capture is available for your modules will be provided by module convenors.

Lecture recording is provided to supplement and enhance the student learning experience and **not** as a replacement for student contact hours. You are still expected to attend all timetabled teaching sessions.

Canvas

The virtual learning environment used for all your modules, you will be able to find module information and resources such as module handbooks, lecture notes, readings etc. Some staff may also use this for forums or online quizzes.
http://www.sussex.ac.uk/tel/learningtechnologies/canvas

Sussex Direct

This is the administrative hub for all students and staff. You will be able to find information on timetables, exams and assessments, module marks etc.
https://direct.sussex.ac.uk/login.php

The Library

In addition to the books, documents, official publications and audio-visual items held in the Library building, you can access Library information and collections, including eBooks, online journals via the internet. You will need your University ID card, which doubles as your library card for your time at University. Find out more information at www.sussex.ac.uk/library

Skills Hub

The Skills Hub Website (www.sussex.ac.uk/skillshub) brings together all the resources available to you at Sussex to help you develop your skills in these key areas:

- Writing and referencing
- Library and research
- IT Skills
- Exams and assessments
- Employability
- Personal Development

S3: Study Success at Sussex

The S3 (www.sussex.ac.uk/s3) website designed to bring together a range of key things you need to know to make a success of studying at university. It includes:

- Advice on preparing for study
- How to get the most from teaching and learning at University
- Tips from Sussex Staff and students

- Online study skills tutorials
- Dates for workshops, tutorials and other student support available at Sussex.

Assessment

Types of Assessment

There are a number of different types of assessment used at Sussex, and you will encounter them at all stages of your course. You can find a full list of all the assessment modes used at Sussex online at https://www.sussex.ac.uk/webteam/gateway/file.php?name=modes-of-assessment-from-2016-17-(for-webpages).pdf&site=457 . **Note** that not all of these will be appropriate to your course.

How your work is marked

Any work you submit for formal assessment is marked by a team of internal academic staff, who have all received training on the marking scheme and providing feedback. In addition following marking a process of moderation takes place; this checks that the marking has been carried out consistently and according to approved marking criteria. Moderation is carried out internally by someone independent of the module and a sample of assessments are seen by an external examiner.

Marking Criteria Politics

Assessed work in the Politics Major will be marked according to the criteria indicated in the marking scheme below.

Mark (%)	Degree class	Comment
85–100	First	Work of exceptional quality that shows an excellent command of the subject in question and originality in thought and extent of knowledge acquired.
70–84	First	Work that shows an excellent, though not necessarily faultless, command of the subject in question, together with elements of originality in thought and in the extent of the knowledge acquired.
60–69	Upper second (2i)	Work that shows an above average command of the subject in question, possessing qualities of thoroughness, conscientiousness, and insight.

50–59	Lower second (2ii)	Work that reveals that the student has acquired a basic command of the material covered in the module.
40–49	Third	Work that shows some understanding of the material covered in the module, but of a poor quality and with elements of misunderstanding and lack of thoroughness.
0–39	Fail	Work that fails to come up to the standard expected of university students admitted to an honours degree.

Below are the guidelines which are distributed to your module tutors to assist them in marking your written work.

Guidelines for Marking Essays and Dissertations*

Note that there will be supervisory sessions which may consist of either workshops or individual supervision, or a combination of both in support of the writing of final year dissertations.

Marks between 85% and 100%

A mark in this range is indicative of outstanding work. Marks in this range will be awarded for work that exhibits all the attributes of excellent work but has very substantial elements of originality and flair. Marks at the upper end of the range will indicate that the work is of publishable, or near publishable academic standard.

Marks between 70% and 84%

A mark in this range is indicative that the work is of an excellent standard for the current level of your degree course. The work will exhibit excellent levels of knowledge and understanding comprising all the qualities of good work stated above, with additional elements of originality and flair. The work will demonstrate a range of critical reading that goes well beyond that provided on reading lists. Answers or essays will be fluently written and include independent argument that demonstrate an awareness of the nuances and assumptions of the question or title. Essays will make excellent use of appropriate, fully referenced, detailed examples.

Marks between 60% and 69%

A mark in this range is indicative of good to very good work that holds great promise for future standards. Work of this quality shows a good level of knowledge and understanding of relevant module material. It will show evidence of reading a wide diversity of material and of being able to use ideas gleaned from this reading to support and develop arguments. Essay work will exhibit good writing skills with well organised, accurate footnotes and/or a bibliography that follows the accepted 'style' of the subject. Arguments and issues will be illustrated by reference to well documented, detailed and relevant examples. There should be clear evidence of critical engagement with the objects, issues or topics being analyzed. Any quantitative work will be clearly presented, the results should be correct and any conclusions clearly and accurately expressed.

Marks between 50% and 59%

A mark in this range is indicative that the work is satisfactory to very satisfactory. Work of this quality will show clear knowledge and understanding of

relevant module material. It will focus on the essay title or question posed and show evidence that relevant basic works of reference have been read and understood. The work will exhibit sound essay writing and/or analytical skills. It will be reasonably well structured and coherently presented. Essay work should exhibit satisfactory use of footnotes and/or a bibliography and in more quantitative work it should be possible to follow the logical steps leading to the answer obtained and the conclusions reached. Arguments and issues should be discussed and illustrated by reference to examples, but these may not be fully documented or detailed.

Marks between 40% and 49%

A mark in this range is indicative that the work is of an acceptable standard. Work of this type will show limited knowledge and understanding of relevant module material. It will show evidence of some reading and comprehension, but the essay or answer may be weakly structured, cover only a limited range of the relevant material or have a weakly developed or incomplete argument. The work will exhibit weak essay writing or analytical skills. It may be poorly presented without properly laid out footnotes and/or a bibliography, or in the case of quantitative work, it may not be possible to follow the several steps in the logic and reasoning leading to the results obtained and the conclusions reached.

Marks below 40%

20-39 A mark in this range is indicative that the work is below, but at the upper end is approaching, the standard required to pass. It indicates weak work that is below the standard required. This will be because either the work is too short, is very poorly organized, or is poorly directed at the essay title or question asked. It will show very limited knowledge or understanding of the relevant module material and display weak writing and/or analytical skills. Essay work will exhibit no clear argument, may have very weak spelling and grammar, very inadequate or absent references and/or bibliography and may contain major factual errors. Quantitative work will contain significant errors and incorrect conclusions.

0-19 A mark in this range is indicative that the work is far below the standard required. It indicates that the work is extremely weak and well below degree standard. This will be because either the work is far too short, is badly jumbled and incoherent in content, or fails to address the essay title or question asked. It will show very little evidence of knowledge or understanding of the relevant module material and may exhibit very weak writing and/or analytical skills.

Marking Criteria History

Can be found at this location on the History website:

http://www.sussex.ac.uk/hahp/internal/students/assessment

Please note that separate Guidelines may have been drawn up by each Department.

External Examiners

External examiners provide an important and independent input into the assessment process helping to ensure that quality and standards are maintained are in line with practice across the sector.

Politics Department

Name	Institution
Prof Peter Dorey	School of Law and Politics, Cardiff University
Dr Pontus Odmalm	School of Politics and International Studies, University of Edinburgh
Dr Elizabeth Evans	Dept of Politics and International Relations, Goldsmiths, University of London

History

Name	Institution
Prof Keith Gildart	Labour and Social History Department, University of Wolverhampton
Dr Alex Windscheffel	Department of History, Royal Holloway, University of London

Feedback

What is Feedback?

Feedback is an essential part of your learning at university and should help you to understand the areas in which you are doing well and what you can do to improve and progress. Feedback:

- Helps you to assess your own learning and reflect on your development
- Allows you to discuss your learning with your tutors
- Helps you to understand what is expected of you and what good performance is
- Gives you the opportunity to progress
- Provides you with information about your learning
- Motivates you and encourages you to think positively about your learning

What feedback is not…

- **A justification for your mark.** For some pieces of work you will receive a grade and feedback comments. The comments are not a justification for your mark. Your mark will reflect your achievement for that particular piece of work, whilst the feedback can provide you with much more, including suggestions to consider for your next piece of work.
- **Every aspect of your assessment**. In providing feedback your tutors will select and comment on the most important areas that you've done well at and where you can improve (e.g. if it doesn't mention spelling mistakes that's not to say that you didn't make any or if it doesn't mention that you showed a good understanding of a primary text – that is not to say that you didn't demonstrate this). Tutors carefully select their feedback in order to best help your learning.
- **The end of a process.** Often you will receive feedback some time after completing a piece of work, when you may be more focussed on your next assignment. However, good feedback at university is designed to contribute to your ongoing development and you should think about how you can make best use of feedback on previous work to help you improve the next piece.

What does feedback look like?

There are lots of different types of feedback, and you should expect to receive different types during your time at Sussex. It is not always linked to assessment.

- **Written Feedback** Perhaps the most obvious type of feedback you will receive will be the marks and comments which your tutors will give for your submitted work. You may get this feedback online, via Sussex Direct, or as comments written on your work.
- **Verbal Feedback** You may receive verbal feedback during seminars or other teaching sessions. You may also receive recorded verbal assessment feedback where assignments have been submitted electronically. Be proactive, ask for a meeting with staff to discuss your feedback. Feedback

may also be given directly after a presentation or discussion. It's important to capture this feedback, take notes or ask if it can be recorded.

- **Peer Feedback** Discussing ideas with other people on your course can be a good way of developing your ideas. If you are struggling with concepts, other students may be able to explain them to you in a way that you understand. They may also be able to suggest readings that they found useful or relevant.

You can find out lots more about the types of feedback and to use it effectively at the Study Success at Sussex Website **http://www.sussex.ac.uk/s3/?id=58**

Academic Integrity

Academic Misconduct

The University takes academic misconduct very seriously, full details of the regulations along with the penalties for any misconduct can be found in the University Examination and Assessment Regulations, available online at: http://www.sussex.ac.uk/adqe/standards/examsandassessment

Examples of Academic Misconduct include:

- Collusion – working with others on tasks that should be carried out individually.
- Plagiarism – taking and using the intellectual work of other people without acknowledgement.
- Personation – getting another person to prepare your assessments or sit an exam for you.
- Misconduct in unseen exams accessing or attempting to gain access to unauthorised material, or communicating with others in the exam room.
- Fabrication of results – making up the results of experiments and other research.

All students should refer to the Study Success at Sussex web pages http://www.sussex.ac.uk/s3/) for more information and guidance on good academic referencing skills or speak to their Academic Advisors when in any doubt.

Plagiarism

All the work you produce must be entirely your own work, though of course this will be informed by what you have read, heard and discussed. It is very important that you avoid plagiarism: the presentation of another person's thoughts or words as if they were your own.

Plagiarism is defined in the Examination and Assessment Regulations as:

'Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrasing has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.'

Plagiarism is a serious examination offence, your mark may be reduced (possibly to zero) if you are found to have plagiarised. To avoid plagiarism, intentional or unintentional be careful to record all sources in your notes and make sure you provide accurate references in all your written assignments.

Referencing in Politics Department

Documentation and Referencing

All ideas that are not your own must be properly acknowledged. Readers must be able to identify the source of an idea you have written down, and they must be able to locate the idea in its original source (including page numbers).

References should be given for:

- direct quotations
- figures/statistics
- showing where your argument comes from.

In references: *titles of books are always given in italics*, 'titles of articles are always given in inverted commas', and *titles of academic journals, official reports and newspapers are always given in italics*. See the following examples:

Patrick Dunleavy and Brendan O'Leary, *Theories of the State* (London: Macmillan, 1987).

Ivor Crewe, 'Voting and the Electorate,' in Patrick Dunleavy, Andrew Gamble, Ian Holliday and Gillian Peele (eds.) *Developments in British Politics 4* (London: Macmillan, 1993).

G. Debraum, 'Adversary Politics Revisited,' *Parliamentary Affairs,* Vol. 47,1994, pp. 420–33.

Apart from these basic rules, there are different conventions that may be used. While there are several styles of references, we outline two below. For Politics modules, you may use whatever style you are most comfortable with, but it is crucial that you ***use a consistent style throughout each piece of work***.

The Harvard System

This relies on a short citation included in brackets in the actual text and a full bibliography at the end. When you refer to a work in the body of your text, you should include only the surname of the author, the year of publication, and the page number(s) – e.g. (Debraum 1994, pp. 421–2) or, perhaps more fashionable, (Debraum 1994:

421–2). Don't use *ibid.* (see below); instead repeat the date – e.g. (1994: 425) – and, if necessary, the author's name – e.g. (Debraum 1994: 425).

The bibliography should be listed in alphabetical order and consist of the author's surname, first name, date of publication, title of work, place of publication and publisher's name.

Example of the Harvard system

Sample text

There was substantial change under Thatcher in the NHS, including an increase in spending on health from £20 billion in 1979 to £28 billion in 1990, and with an even greater increase in demand (Hills 1990: 130). Despite this increase in resources, the Conservative government actually decreased resources relative to demand (1990: 132). In addition, in 1982 the structure of the NHS was reorganized (Lowe 1993; Ham 1992). In 1983 management reforms were implemented and in 1988 the Department of Health and Social Services was split in two (Hills 1990).

Bibliography

Ham, Christopher. 1992. *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan).
Hills, John (ed.). 1990. *The State of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press).
Lowe, Rodney. 1993. *The Welfare State in Britain since 1945* (Basingstoke: Macmillan).

The Cambridge (or London) System

This is a system of footnotes or endnotes. When you want to refer to a work, you type a number in the text (using your computer's footnote function) and give full details of the reference in numerical order at the bottom of the page (in the case of footnotes) or the end of the essay (in the case of endnotes). On the first occasion you refer to a book or article, you must record the full publication details. Subsequent references to the same work can then be restricted to *ibid.* (if the reference is the same as the one before it) or the author's name followed by a short title, together with any page references. This system does not require a separate bibliography, although for longer essays and dissertations a bibliography would be necessary.

Example of the Cambridge system

Sample text

There was substantial change under Thatcher in the NHS, including an increase in spending on health from £20 billion in 1979 to £28 billion in 1990, and with an even greater increase in demand.[1] Despite this increase in resources, the Conservative government actually decreased resources relative to demand.[2] In addition, in 1982 the structure of the NHS was reorganized.[3] In 1983 management reforms were implemented and in 1988 the Department of Health and Social Services was split in two.[4]

Footnotes

1. John Hills (ed.), *The State of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press, 1990), p. 130.
2. *Ibid*., p. 132.
3. Rodney Lowe, *The Welfare State in Britain since 1945* (Basingstoke: Macmillan, 1993); and Christopher Ham, *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan, 1992).
4. Hills, *The State of Welfare*.

Bibliography

Christopher Ham, *Health Policy in Britain: The Politics and Organization of the National Health Service*, third edition (Basingstoke: Macmillan, 1992).
John Hills (ed.), *The State of Welfare: The Welfare State in Britain since 1974* (Oxford: Clarendon Press, 1990).
Rodney Lowe, *The Welfare State in Britain since 1945* (Basingstoke: Macmillan, 1993).

Note that the way references are presented in the **bibliography** are slightly different for each method:

The Harvard system

Surname**,** First Name(s) or Initials**.** Date**.** *Title of Book* **(**Place of Publication**:** Publisher's Name**).**

Surname**,** First Name(s) or Initials**.** Date**.** 'Title of Article' in Name of Editor (ed**.),** *Title of Book* **(**Place of Publication**:** Publisher's Name**).**

Surname**,** First Name(s) or Initials**.** Date**.** 'Title of Article'**,** *Title of Journal***,** Volume number of journal**.**

The Cambridge system

First Name(s) or Initials followed by Surname, *Title of Book* (Place of Publication: Publisher's Name, date).

First Name(s) or Initials followed by Surname, 'Title of Article' in Name of Editor (ed.), *Title of Book* (Place of Publication: Publisher's Name, date).

First Name(s) or Initials followed by Surname, 'Title of Article', *Title of Journal*, Volume number of journal, date.

Other conventions are used – for example, putting the date outside the brackets, or not using brackets.

The only hard and fast rules are:

- *Titles of books are always given in italics.*
- 'Titles of articles are always given in inverted commas'.
- *Titles of academic journals, official reports and newspapers are always given in italics.*

Whatever convention you use, be consistent.

Referencing websites

There various ways of doing this, but it is important to give the full address and the date when you accessed the site. For example:

A selection from Norman Angell, *The Great Illusion* (from the synopsis and concluding chapter) on the website: *World War I Document Archive,* Brigham Young University Library, http://www.lib.byu.edu/~rdh/wwi/1914m/illusion.html (accessed 31 August 2005).

English Abbreviations Used in References

p.　　　'page', as in p. 27 for page 27.

pp.　　'pages', as in pp. 27–9 for pages 27 to 29.

ed.　　'editor', as in John Hills (ed.), ...

eds.　　'editors', as in Karl Marx and Friedrich Engels (eds.), ...

Latin Words and Abbreviations Used in References

ff　　　Despite being derived from Latin, this should not be written in italics. It is not followed by a full-stop (unless it comes at the end of a sentence). It stands for 'and following pages' as in: (1993: 33 ff).

ibid.　　Short for *ibidem* (hence full-stop after *ibid***.**): 'in the same place'. Use only if the reference is the same as the one before.

loc. cit.　　Short for *loco citato*: 'in the passage or place just cited'. Very unfashionable nowadays; avoid; use short titles instead.

op. cit.   Short for *opere citato*: 'in the work cited'. Unfashionable nowadays; <u>avoid</u>; use short titles instead.

passim   Not an abbreviation, so no full-stop. It means 'everywhere', i.e. throughout a cited article or book.

Referencing in History Department

REFERENCES

The function of references is to allow the reader to identify the source of an idea or locate a quotation. They should therefore be clear and consistent, and poor presentation may be penalised. References should be numbered in the text and written out in full at the bottom of the page as footnotes.

You should reference every piece of evidence you use and should also reference key ideas and approaches drawn from the secondary literature. Footnotes are not included in the word count, but you must not include any material other than references to secondary or primary sources. Any written material should go in the main body of the essay or dissertation. You should also always reference the book/article/source/lecture in which YOU discovered the information. Copying out someone else's footnotes is plagiarism.

A reference should be given in full in the first footnote in which you cite it. All subsequent references to the same work can then be abbreviated. When a reference is identical to the one **directly preceding** it (except for page numbers), the abbreviation '*Ibid.*' may be used, for example: *Ibid.*, 67. This should be one of the very last things you do before submission of your work, otherwise references risk being mixed up during cutting and pasting. *Op. cit.* should **not** be used.

The History department at Sussex broadly adheres to the Chicago style of referencing; examples are given in the style guide at the end of this document.

BIBLIOGRAPHY

Your bibliography should list all of the materials used in the preparation of the essay or dissertation, whether manuscripts, books, articles, images, websites or audio-visual materials. The bibliography may be single spaced. Divide your sources according to the categories below.

Note that the presentation of secondary source references in the bibliography is not exactly the same as the presentation of secondary source references in the footnotes. Use the examples at the end of this document as a guide.

PRIMARY SOURCES:

Manuscript

Sources should be listed under the different archives in which they were found. You do not have to give the same kind of detail regarding the contents of the source that you gave in the footnotes – the numerical/letter reference for each source is fine.

Published

If necessary this can be divided into subsections such as 'Government and official publications'; 'Newspapers and magazines'; 'Diaries and memoirs'.

Oral interviews
Audio-visual material
Websites

SECONDARY SOURCES:

Secondary sources – published

Books, articles and essays should be listed in alphabetical order, according to the author's surname (anonymous printed sources should be listed by the first word of their title).

Secondary sources – unpublished

For example, unpublished theses
Websites

STYLE GUIDE
Single-authored books
First footnote:
Iain McDaniel, *Adam Ferguson in the Scottish enlightenment: The Roman past and Europe's future* (Cambridge, Massachusetts: Harvard University Press, 2013), 98.
Subsequent footnotes:
McDaniel, *Adam Ferguson*, 45-6.
Bibliography:
McDaniel, Iain, *Adam Ferguson in the Scottish enlightenment: The Roman past and Europe's future*. Cambridge, Massachusetts: Harvard University Press, 2013. 3

Multi-authored books

First footnote:
William D. Carrigan and Clive Webb, *Forgotten dead: Mob violence against Mexicans in the United States,1848-1928* (Oxford: Oxford University Press, 2013), 14.
Subsequent footnotes:
Carrigan and Webb, *Forgotten Dead*, 87.
Bibliography:
Carrigan, William D. and Webb, Clive, *Forgotten dead: Mob violence against Mexicans in the United States, 1848-1928.* Oxford: Oxford University Press, 2013.

Chapter in an edited book

First footnote:
Claudia Siebrecht, 'Sacrifice defeated: The Armistice and depictions of victimhood in German women's art, 1918-1924', in *The silent morning: Culture and memory after the Armistice*, ed. Trudi Tate and Kate Kennedy (Manchester: Manchester University Press, 2013), 241.
Subsequent footnotes:
Siebrecht, 'Sacrifice defeated', 245-8.
Bibliography:
Siebrecht, Claudia, 'Sacrifice defeated: the Armistice and depictions of victimhood in German women's art, 1918-1924', in *The silent morning: culture and memory after the Armistice*, edited by Trudi Tate and Kate Kennedy, 235-262. Manchester: Manchester University Press, 2013.

Journal article

Note that this format is used for all print journals, even if you obtained your copy of the article electronically.
First footnote:
Chris Warne and Lucy Robinson, 'Investigating the sixties at a sixties institution: Teaching as historiography', *Historical Research*, 87, no. 235 (2014), 171-2.
Subsequent footnotes: 4

Warne and Robinson, 'Investigating the sixties', 166.
Bibliography:
Warne, Chris and Robinson, Lucy, 'Investigating the sixties at a sixties institution: Teaching as historiography', *Historical Research*, 87, no. 235 (2014): 154-177.

Unpublished theses

First footnote:
G. Scott, 'The Politics of the Women's Co-operative Guild: Working Women and Feminism during the First World War' (MA dissertation, University of Sussex, 1981), 2.
Subsequent footnotes:
Scott, 'Politics of Women's Co-operative Guild', 6.
Bibliography:
Scott, G., 'The Politics of the Women's Co-operative Guild: Working Women and Feminism during the First World War'. MA dissertation. University of Sussex, 1981.

Secondary referencing

Where possible, the original source of each quotation and idea should be consulted. However, if you are using a reference that is found within another source then the following should be used (failure to do this constitutes plagiarism):
First footnote:
M. A. Novomeysky, *My Siberian life* (London: Max Parrish, 1956), quoted in Jacob Norris, *Land of progress: Palestine in the age of colonial development, 1905-1948* (Oxford: Oxford University Press, 2013), 57.
Subsequent footnotes:
Novomeysky, *Siberian life*, quoted in Norris, *Land of progress*, 72.
Bibliography (this should only include the book/source that you have actually read):
Norris, Jake, *Land of progress: Palestine in the age of colonial development*. Oxford: Oxford University Press, 2013.

Websites
Give the title, URL, date accessed and (if available) date last updated:
Margaret Thatcher, 'Speech at Kensington Town Hall, 19 Jan. 1976' http://www.margaretthatcher.org/speeches/displaydocument.asp?docid=102939 (accessed 10 July 2014, last updated 2014).
'A Child's War: In Coventry', http://www.bbc.co.uk/ww2peopleswar/stories/17/a2097317.shtml (accessed 6 Jan 2014, last updated 5 Nov. 2013).

Using Wikipedia

There is every likelihood that you will use Wikipedia at some point over the course of your degree. However, because it is 'crowd sourced', ever changing, and occasionally biased by the nature of a wiki-produced work, it is imperative that you critically assess the data you discover.
Following this critical assessment, if you do decide that it is important to cite a Wikipedia page, the best way to do so is through a saved version of the page you actually looked at.

For example, if you wanted to use information from this page:
http://en.wikipedia.org/wiki/Workhouse
The best way to do so would be to navigate here: http://archive.org/web/ 6
Paste in the URL of the Wikipedia page to the 'Save Page Now' box, and press 'save'. This means that the *Way Back Machine* saves a copy of the relevant page, and will display a dialogue box that looks like this:
When citing a Wikipedia entry, please use the new URI generated by this system as part of citation in this form:
Wikipedia: 'Workhouse':
http://web.archive.org/web/20140923091525/http://en.wikipedia.org/wiki/Workhouse (accessed and archived 23 September 2013).

Films

Fires Were Started (dir. Humphrey Jennings, 1943).

Oral interviews

Give place and date of interview. Use initials if anonymity is required.
Interview with H. M., Brighton, 23 Feb. 2014. 7

Government publications

Census of England and Wales, 1921: General Report with Appendices (1927), 95.
Parliamentary Papers, 1931-32, xiv (879), Report by the Government Actuary on the Third Valuation of the Assets and Liabilities of Approved Societies, 76.
House of Commons Debates, 3 Sept. 1939.

Newspapers and periodicals

If you consulted a hard copy of the newspaper, you should note the archive in which you found it:
The Argus, 11 Feb. 1967, East Sussex Record Office.
If you consulted an electronic copy, this should be indicated:
Picture Post, 15 May 1943. *Picture Post online archive*, University of Sussex

Visual images

Visual images may be included within the text or, if there are several, may be better collected together as an appendix. Either way, each needs a caption and a reference.
For an image downloaded from a website:
Thomas Hart Benton, *First Crop*, 1944.
Nasher Museum of Art, Durham, North Carolina, accessed 15 Mar. 2013.
http://www.nasher.duke.edu/galleries/main_gallery/?cat=40&offset=0&pic_id=1.
For an image from a book, newspaper, or archive:
Dorothea Lange, *Migrant Mother*, 1936.
Library of Congress, *Dorothea Lange: A Life Beyond Limits,* by Linda Gordon (New York: W. W. Norton & Company, 2010), xii.

Unpublished manuscript sources

You need to provide the location of the document, the name of the collection, the precise reference numbers (if any), and a brief description of the content. There are no hard and fast rules when it comes to citing archival sources: the purpose is to guide any reader wishing to find the same document, so be clear and consistent. The names of archives must be given in full in the first reference but can be shortened in any subsequent reference, providing you also include them in your list of abbreviations.

Mass-Observation Archive, University of Sussex (henceforth 'M-OA'), box 2, topic collection leisure, TC80: 'Leisure survey', spring 1947.

M-OA, diarist 5170: entry for 31 Oct. 1939.

J. G. Crowther Papers, University of Sussex (henceforth 'Crowther Papers'), box 8: letter from Julian Huxley to J. G. Crowther, 17 Sept. 1938.

The National Archives (henceforth 'TNA'), HO 144/6902: Home Office report, 6 July 1926.

Imperial War Museum (henceforth 'IWM'), 86/61/1: G. W. Whiteman, 'Account of Evacuation', 1943.

Sometimes you may use sources from archives which have no set referencing style. In this case it is fine to use your common sense – just be clear and consistent

Student Feedback

The Departments really value your input on what is working well and your suggestions as to how things could be improved. There are a number of opportunities for you to provide feedback throughout your time at Sussex so do make the most of them!

Student Representatives

Student Representatives serve a vital connection and communication channel between staff and students. Anyone can stand for the position so it may be something you would want to consider. It's important to know who your representatives are in case you have any difficulties or suggestions which need to be passed on to staff. Undergraduate Representatives are elected for one year terms, and there are two positions per year.

Student Representatives attend the Board of Study which is where the formal running of the Departments takes place. These meetings are chaired by the Head of Department and attended by teaching staff and the course co-ordinator and take place once in each term.

All Student Representatives also attend the School Student Experience Group meetings, which take place once every term. These meetings provide an opportunity for representatives from across the school to come together to discuss issues affecting teaching and learning and other aspects of the student experience which need to be addressed at School level. The meeting also provides the opportunity for both staff and students to share good practice.

Feedback to Staff

Do talk to members of staff about your modules, seminars and lectures throughout the year. Provide feedback on things that have been successful but also suggest were you think improvements can be made.

Module Evaluation Questionnaires

Regular feedback from students helps to improve both our modules and our teaching. A 'Module Evaluation Questionnaire' is filled in by you anonymously. Do take these seriously as they can be of great assistance in identifying strengths and weaknesses. A report on all questionnaires from modules is discussed regularly by the Department. Members of staff look at their own results to see where improvements can be made.

National Student Survey
The National Student Survey (NSS) is a valuable source of feedback for the University, but more specifically the NSS is externally published. You will be invited to complete the survey at the end of your final year, where you can reflect on your

experience overall at Sussex. The results of the survey are used by the Department to make improvements to the course and overall student experience.