The University of Manchester
Faculty of Humanities
School of Arts, Languages and Cultures

PGT Handbook 2024-25
Humanitarianism and Conflict Response Institute

Please Note:

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the School Postgraduate Taught Handbook, which should be read and used as a reference in conjunction with this Handbook. The School Handbook is available online here: http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught

Welcome and Introduction to the Humanitarian and Conflict Response Institute

The Humanitarian and Conflict Response Institute (HCRI) at the University of Manchester is inspired by the need to conduct rigorous research and to support postgraduate training on the impact and outcomes of contemporary and historical crises. This programme is driven by a desire to inform and support policy and decision makers, to optimise joint working between partner organisations, and to foster increased accountability within a knowledge gathering framework. Bringing together the disciplines of medicine and the humanities to achieve these aims, the HCRI will facilitate improvements in crisis response on a global scale whilst providing a much needed centre of excellence for all concerned with emergencies and conflicts.

The Institute is developing a novel configuration for research and teaching which will uniquely associate practitioners, non-governmental organisation (NGO) partners, theoreticians, policy makers and analysts in sustained intellectual engagement. Combining a targeted programme of research with the provision of timely analysis on current emergencies, the institute will seek to develop new methodologies in the budding field of humanitarian and conflict response research.

HCRI was founded in 2008 and has grown it's presence at an enthusing pace; we are excited about what the future will look like for the Institute and the future of humanitarianism.

Staff at the Humanitarian and Conflict Response Institute

Institute Directors

Professor Larissa Fast, HCRI Executive Director
Larissa is Professor in Humanitarian Studies. She is a scholar and practitioner with over two decades of experience at the intersection of research, policy, and practice related to humanitarianism, conflict, and peacebuilding. Her research examines the causes of and responses to violence against conflict interveners, such as aid workers and peacebuilders, the role of data and technology in humanitarian settings, and ways to make intervention more effective, ethical, and responsive to local needs and context. Larissa is author of Aid in Danger (University of Pennsylvania Press, 2014), and has published extensively in both scholarly and policy-focused outlets.

Dr Birte Vogel, HCRI Deputy Director, Senior Lecturer in Peace and Conflict Studies
Birte is Senior Lecturer in Peace and Conflict studies. Her research explores the interplay between international and local actors in peace interventions. She is currently working on the economic local turn in Peace and Conflict Studies and is particularly interested in post-conflict economy formation and cross-communal trade in conflict zones. Birte is Assistant Editor of the Taylor and Francis journal *Peacebuilding* and has been awarded a major AHRC grant on arts and local peace formation.

Dr Jessica Hawkins, Director of Postgraduate Teaching and Senior Lecturer in Humanitarian Studies

Jessica received a BA in European Studies with German and Italian from Lancaster University in 2005 and completed her Master's in International Development: Poverty, Conflict and Reconstruction in the Global Development Institute (GDI) at the University of Manchester in 2009. She followed this with a PhD in Development, Policy and Management at the same Institute. She completed her PhD in Development Policy and Management in 2016 on the historical sociology of state formation in Uganda. As a teaching-focused lecturer, her research centres on the pedagogies of humanitarian studies. She examines how we teach difficult subjects related to violence, conflict and displacement and create an inclusive classroom. She also researches the value of student research visits to conflict affected societies and the historical sociology of camp formation. This traces the concepts and themes which underpin modern forms of incarceration, such as refugee camps and their linkages to the camps of the past.

Dr Róisín Read, Director of Undergraduate Teaching and Senior Lecturer in Peace and Conflict Studies

Róisín's research explores the politics of international interventions in conflict, with a focus on the dynamics of knowledge production and representation. Geographically, her research is centred on Sudan and South Sudan. She is also interested in the reform of the humanitarian system, including: the use of technology in humanitarianism; the role of visual representations in humanitarian identity formation; humanitarian security; and international humanitarian non-governmental organisations' legitimacy.

Dr Darren Walter, Director of Online Programmes and Professor in Emergency Global Health

Darren Walter is a Senior Lecturer in Emergency Global Health working in the WHO Collaborating Centre Emergency Medical Teams and Emergency Capacity Building project at HCRI. He is also a Consultant in Emergency Medicine at Wythenshawe Hospital of Manchester University NHS Foundation Trust. His research interests are focussed on developing emergency care systems, particularly in low and middle-income countries, with a focus on pre-hospital clinical care and disaster medicine.

Professor Bertrand Taithe, Director of Research and Professor of Cultural History

Born in France, Professor Bertrand Taithe studied at the Sorbonne with Professor François Crouzet and began his career as a historian of urban sociology. He later moved into the history of medicine and sexuality and is particularly interested in the history of humanitarian aid. Professor Taithe is a prolific author, Editor of the *European Review of History*, and Executive Director of the Humanitarian and Conflict Response Institute.

Dr Miriam Bradley, Director of Postgraduate Research and Senior Lecturer in Humanitarian Studies

Miriam joined HCRI in 2023, prior to which she was an Associate Professor at the Institut Barcelona d'Estudis Internacionals. Her research examines international responses to conflict, violence, and migration, and she is the author of two books: *Protecting Civilians in War: The ICRC, UNHCR and their Limitations in Internal Armed Conflicts* (OUP 2016), and *The Politics and Everyday Practice of International Humanitarianism* (OUP 2023).

Dr. Antoine Burgard, MA HCR Pathway Lead and Lecturer in Contemporary History of Humanitarianism and Disaster

Since January 2020, Antoine is a lecturer in contemporary history of humanitarianism. He joined HCRI in 2017 as a postdoctoral fellow of the Fondation pour la Mémoire de la Shoah in Paris. He holds a History PhD from Université Lumière Lyon 2 and Université du Québec à Montréal (UQAM). He is currently developing a new project on age and migration control in Britain, in collaboration with the John Rylands Research Institute and the Centre for the History of Science Technology and Medicine in Manchester. His research interests include the history of children and young people in situations of conflict and displacement, the Holocaust, and forced migration.

Dr Stephanie Sodero, MSc IDM Pathway Lead, Lecturer in Climate Change and Health

Stephanie focuses on vital mobilities that impact life chances. Her current research examines how medical goods such as blood, saline and oxygen move from points of production to points of car and how such geographically dispersed supply chains can be made more resilient in a changing climate. Care for the climate and communities is central to her work. Stephanies's first book, Under the Weather: Reimagining Mobility in the Climate Crisis was published with McGill-Queen's University Press in Autumn 2022.

Dr Rubina Jasani, Programme Director iBSc Global Health and Lecturer in Humanitarianism & Conflict Response

Rubina's areas of interest are anthropology of violence and reconstruction, medical anthropology with special focus on social suffering and mental illness, and the study of lived Islam in South Asia and the UK. Her doctoral work examined moral and material 'reconstruction' of life after an episode of ethnic violence in Gujarat, Western India in 2002. Working with survivors of ethnic violence, she became interested in mental illness and has completed two pieces of research on ethnicity and mental illness in inner city areas of Birmingham and is the qualitative lead on research studies looking at help-seeking and 'institutional racism'. At HCRI, she aims to pursue further research in the areas of conflict, culture and mental health.

For core academic staff please see: https://www.hcri.manchester.ac.uk/about/people/academic-staff/

For Institute Administration please see
https://www.hcri.manchester.ac.uk/about/people/professional-services/

Director of Teaching HCRI postgraduate degrees: Dr Jessica Hawkins
Jessica.hawkins@manchester.ac.uk

MA in Humanitarianism and Conflict Response

Pathway Lead: Dr Antoine Burgard – antoine.burgard@manchester.ac.uk

Aims: The course brings together scholars from the departments of medicine and the humanities to offer a truly multidisciplinary perspective to the study of Humanitarianism and Conflict Response. Students will be able to draw synergies from an exceptionally wide breadth of disciplinary traditions and research expertise, embracing the disciplines of history, the arts, medicine, politics and development studies. Throughout the year students will have the opportunity to engage with scholars and practitioners from the humanitarian world.

Masters Students should be able to show a critical understanding of:
1. Key issues and debates in Humanitarianism and Conflict Response, familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of policies at international and national levels.
2. Both the range of social science topics associated with Humanitarianism and Conflict Response and the normative and historiographic assumptions which underpin these issues.
3. The analytical and policy literature concerning the related issues of the causes of conflict, reconstruction, ethics and international governance structures and institutions, the role and perspectives of the state, multilateral and bilateral agencies, international and domestic NGOs and other civil institutions.
4. A detailed and extensive understanding of a specific conceptual and/or policy-related area of Humanitarianism and Conflict Response, of the implications and limitations of research findings on this subject; and of how to produce an original piece of academic research, all through their dissertation.

Programme Structure
For details of your core and optional course units, please see:

https://www.alc.manchester.ac.uk/student-intranet/study/your-programme/hcri/

MSc in International Disaster Management

Pathway Lead: Dr Stephanie Sodero – stephanie.sodero@manchester.ac.uk

Aims: All countries face a wide range of hazards, both natural and man-made, that have the potential to result in catastrophic damage and negative impacts on societies. Despite actions taken by local emergency management professionals, international trends show that the economic and social impact of disaster has increased around the world. This is especially true in the developing world, where large-scale disasters can result in enormous loss of life as well as considerable economic damage.

The MSc in International Disaster Management is designed for participants who are interested in critical analysis of key concepts in disaster management theory, research, policy and practice, including vulnerability, governance, disaster risk reduction, and enhancing resilience to disasters through prevention, preparedness, response and recovery efforts.

Masters Students should be able to show a critical understanding of:

1. Key issues and debates related to the practices of disaster management. Students will show familiarity with different theoretical approaches, practical problems and an appreciation of the diversity of polices at international and national levels.
2. The range of environmental, health and social science topics which influence disaster management (including political, historical, anthropological understandings). Students will become familiar with the methodological and normative underpinnings of these disciplines.
3. The analytical and policy literature concerning the related issues of disaster management, including environmental/geological studies, emergency management structures and institutions, the role and perspectives of the state, multilateral and bilateral agencies, international and domestic NGO's and other civil institutions.
4. An understanding of common approaches to disaster management, including an awareness of the problems and critiques associated with disaster preparedness in both industrialized and developing countries.
5. The development of a range of academic and professional/transferable skills through both independent and group-based work.
6. A detailed understanding of a specific conceptual and/or policy-related area of disaster management along with implications and limitations of research findings on this subject, and of how to produce an original piece of academic research. Delivered via a dissertation.

Programme Structure

For details of your core and optional course units, please see:

https://www.alc.manchester.ac.uk/student-intranet/study/your-programme/hcri/

Taking modules outside of HCRI

If you opt to undertake non-HCRI/SALC coded courses, you will be required to abide by the rules and regulations of the host department for the duration of that module. You are advised to seek a copy of their programme handbook and mark scheme and to contact their Postgraduate Programmes Administrator for all module enquiries.

Global Development Institute (GDI)   peter.jacobs@manchester.ac.uk
Department of Politics***:   amanda.bridgeman@manchester.ac.uk
Medicine: mph.admin@manchester.ac.uk

***Space on politics modules is limited.

Academic Integrity and Plagiarism Detection

Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication, contract cheating or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all cases of academic malpractice will be treated seriously by the University and scrutinised under Regulation XVII (Conduct & Discipline of Students).

All PGT work is submitted via Turnitin (available via Blackboard). Turnitin is a plagiarism detection software which allows markers to see if work has been copied from other sources or from other students. Submitting the same essay – or parts of it – for two different assignments also counts as plagiarism. Students will be advised on how to submit their assignments through Turnitin at the start of the course.

Please note: The HCRI takes all cases of plagiarism very seriously. Students are advised to seek further information on plagiarism and Turnitin from:
    http://documents.manchester.ac.uk/display.aspx?DocID=2870

Teaching and Learning

Self-Directed Learning

In addition to the elements of organised teaching and learning described above, **all postgraduate students** are expected to undertake their own programme of self-directed learning and skills acquisition. This may involve self-directed reading, languages, computer training, attendance

at research seminars in other departments, visits to local galleries and museums, voluntary work in relevant institutions, and many other forms of encounter.

Students are encouraged to record and reflect upon these activities in some form or another (e.g. a dedicated notebook or on computer). Particular attention might be paid to noting down difficult or stimulating ideas which prompt you to think about your topic in new (especially unexpected) ways. It will also be useful to produce commentaries on stimulating books, visits to museums or contact with humanitarian organisations etc. Such self-directed learning facilitates students in developing intellectual independence, confidence and creativity.

Other activities
PGT students are also expected to participate in the broader research culture of the School of Arts, Languages and Cultures, where they are regarded as playing an important role. Activities include:

- **School research seminars:** research papers are given by distinguished guests and visitors to the School.
- **Regular conferences organised within the School**
- **Seminars in other disciplines**: PGT students benefit greatly from attendance at seminars in other, related, disciplines, in terms of broadening their intellectual horizons and developing their confidence and creativity. The fortnightly University magazine *UniLife*, carries details of lectures and seminars across the University, at the Whitworth Art Gallery, and the John Rylands Library. The Centre for the History of Science, Technology and Medicine and the subject areas of English, History, Modern Languages, Sociology and Anthropology all run excellent research seminars. Students who are interested in a particular discipline are advised to visit the SALC Postgraduate Office http://www.alc.manchester.ac.uk/graduateschool/ in the relevant School and ask for a programme of research seminars.

Academic Writing
The Graduate School runs a comprehensive skills training programme with workshops on research skills, academic writing, planning for your dissertation, the ethical approval process, applying for jobs, and many other topics. Training resources and further details of the workshop programme for 2024-25 can be found on the Blackboard pages for SALC60000 Research Skills for Graduate Education and on the student intranet at www.alc.manchester.ac.uk/studentintranet. You can find more information about skills training, personal development, study support, internships and career events in the School PGT Handbook.

Your assigned personal tutor will oversee your progress throughout the year. Your personal tutor will meet with you throughout the year to discuss your academic progress and is a source of support and advice if you are experiencing difficulties that directly affect your studies. Please do stay in touch with your tutor and seek advice when required.

Semester One Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Submission of Written Research Proposal	February 2025
Semester Two Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Resubmitted Coursework	August 2025
Dissertation Submission	1st September 2025

Key Dates for <u>Part Time</u> Students

NOTE FOR FIRST YEAR PART TIME STUDENTS: All submission dates in your second year will be confirmed in the 2024-25 handbook. All assessment below is required, but some only in your second year.

Semester One Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Submission of Written Research Proposal (2nd year students only)	February 2025
Semester Two Coursework*	Please refer to the coursework deadlines as stated in your individual course unit outlines/handbooks
Resubmitted Coursework	August 2025
Dissertation Submission	September 2023 starters 1st September 2025 September 2024 starters TBC September 2026

Please note that all work should be submitted by midday 14:00 (GMT/BST) on the deadlines listed above otherwise late submission penalties are enforced

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*Please also note that some course units may have alternative coursework deadlines to those listed above. Please see the individual course unit handbooks for confirmation.

Late Submission

Please see the School's late submission penalty information in the School PGT Handbook here.

If you are registered on units outside of the School, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School. Schools may operate different penalty schemes for late submission.

Mitigating Circumstances

During the forthcoming academic year, you may experience unforeseeable and unpreventable personal or medical circumstances that have a significant adverse effect on your academic performance. If you do find yourself in this position, you may be eligible to apply for mitigating circumstances in relation to coursework submission deadlines. Please consult your academic advisor and the SALC information on mitigating circumstances. However, all applications need to be completed and submitted online:
https://www.studentsupport.manchester.ac.uk/study-support/mitigating-circumstances/

HCRI Subject Guide at the University of Manchester Library

With information on resources such as books, journals and databases, how to access them and support for study and research skills. See https://subjects.library.manchester.ac.uk/hcri/

Style Guidance for PGT Students

All assessed coursework submitted by HCRI students must use a recognised system of academic referencing correctly and consistently. Proper referencing is necessary to avoid plagiarism and to allow the reader to find sources, trace the development of your argument or assess the depth of your research. As HCRI is an interdisciplinary field of study, you can utilise both the **Harvard** style and the **Footnote/Numeric** style during the course. Note: You must use one or the other (**not** a combination of both!) and apply it consistently to all of your work. This short guide outlines some basic principles of both systems. For further clarification style guides to the Harvard and Numeric styles are available online usually through other university institutions. Increasingly publications are available in electronic format. But, where the electronic version duplicates the print copy (like a PDF journal article or electronic book) please cite it as a print publication.

Harvard Referencing

The Harvard style of referencing is used broadly across the arts and humanities. Here publications and other sources are cited in the text, e.g. (Pearce, 2002) and a list of these citations is included at the end of the essay or dissertation, in alphabetical order by authorship with date. This system is useful because numerical referencing in the form of footnotes can then be used for explanative notes instead of citation.

Example

Hartman (2005), in her seminal study on urban regeneration, found no evidence to support the role of charitable donations. However, Okuda concludes that "donations can have some positive impact if the donors are involved throughout the project's history" (1995:22). The present fieldwork indicated support for the latter viewpoint from the Bamako project (Toure 2000).

Reference List

Hartman, P.V. (2005) 'Urban regeneration in the Third World', *Regeneration Today*, vol. 13, no. 4, pp. 23-45.

Okuda, Z. (1995) *Charities, Donors and Projects*, Penguin, London.

Toure, S. (2000) Personal interview with author, Ministry of Irrigation, Bamako, Mali, 14 Nov.

Citations in Your Text

- Author: e.g. Jameson (1999) first explained that…
- Two authors: e.g. Rasmussen and Phillips (2005) make the point that…
- More than two authors – use et al: e.g. it was found by Rasmussen et al. (1998) that…
- More than one item by same author in same year – use lettering: e.g. (Jameson 2004a). … (Jameson 2004b).
- Quote – use page number wherever possible: e.g. "making information systems harder to develop" (Heeks 2001: 45).
- Multiple citations in a list – use date order: e.g. (Zifcak 2001; Aucoin 2002; Boston et al. 2003).
- Organisational authorship: e.g. for the revised policy document (Dept. of Internal Affairs 1997).
- Web site – cite as for author/organisation rules; do not put just the Web address.
- Secondary references: e.g. Jones (1997 cited in Tomas & Rayus 2003) states… -- note include both items in the reference list.
- No author – for newspaper or magazine – use name of newspaper/magazine: e.g. (The Economist 2006).
- No author – use the title of the work: e.g. (Beating the budget blues 1999).

Notes: Citations at the end of sentences should appear inside the full stop.

Reference List
Arrange in alphabetical order of author <u>surname</u>.

Book:
Author/Editor surname, initials. (Year) *Book Title in Italics*, Publisher, Place of publication.
- Hogan, J.F. (2003) *Urban Profiling in Developing Countries*, Harper, New York.

Two authors (note edition):
First author surname, initials. & Second author surname, initials. Rest as per normal.
- Link, C.J. & MacLean, P. (2001) *Rapid Rural Appraisal*, 3rd edn, Polity Press, London.

Many authors:
Don't use *et al* in reference list.
- Sheridan, M.C., Jacobs, C., Thomas, A. & Raward, S. (1998) *The Government Management Primer*, Oxford University Press, Oxford.

Edited book:
Put (ed) or (eds) after name:
- Heeks, R.B. & Jones, G. (eds) (2005) *ICTs in High Mountain Regions*, Routledge, London.

Chapter in book/proceedings:
Author name(s). (Year) 'Chapter title', in *Book Title*, eds Editors names, Publisher, Place of publication, Page numbers.
- Walsham, G. (1992) 'Centralisation of data processing', in *Social Implications of IT*, S. Bhatnagar & M. Odedra (eds), McGraw-Hill, New Delhi, pp. 134-51.

Journal article:
Author surname, initials. (Year) 'Title of article', *Title of Journal*, Vol. no., Part/issue no., Page numbers.
- Wittmer, P. (2000) 'Project control under the microscope', *Journal of International Development*, vol. 16, no. 5, pp. 124-32.

Newspaper article:
Author surname, initials. (Year) 'Title of article', *Title of Newspaper [place]*, Date, Page number(s).
- Kennedy, C. (1999) 'China feels the heat of Clinton campaign', *The Guardian [London]*, 13 Dec., p. 12.

Item with no author:
Item title. (Year) then book publisher/journal location details as per normal.
- Beating the budget blues. (1999) *People Management*, vol. 14, no. 14, p. 6.

Organisational document:
Organisation name. (Year) *Title of Document*, Organisation name again, place of publication.
- UKCVO (2004) *Best Practice for NGOs*, UK Council for Voluntary Organisations, London.

Government document:

Name of government department. (Year) *Title of Document.* Government printer/publisher (or originating department), Place of publication.

- Ministry of Rural Development. (1998) *Rural Infrastructure Projects*, Indian Government Stationery Office, New Delhi, India.
- CIA (2004) *Update Assessment on Iraq*, Central Intelligence Agency, Washington, DC.

Conference paper:

Author details. (Year) 'Title of paper', paper presented at Title of conference, Place and date of conference.

- Nichols, J.R. (1998) 'Patterns of NGO development', paper presented at the Development Studies Association annual conference, University of Bradford, UK, 12-14 September.

Interview:

Interviewee's name. (Year) Personal interview, Place and date of interview.

- Teller, J. (2006) Personal interview, Ibadan, Nigeria, 12 July.

Email message:

Author details. (Year) *Message title*, Email to whom [Online], Date sent, Available: Email: email address of recipient [date accessed]

- Nicholson, B. (2004) *Re: Indian software industry*, Email to R. Heeks [Online], 13 Oct., Available: Email: richard.heeks@manchester.ac.uk [Accessed: 14 October 2004]

Web page/document:

Author details. (Year) *Page title/heading*, Publisher/organisation [Online], Available: URL [date accessed]

- Bradstock, T. (2003) *Egypt Online Network*, Manchester College of Technology [Online], Available: http://www.mct.ac.uk/cfs/egypt.html [Accessed: 14 September 2007]

Notes: if no author is apparent, use organisation name or page title; if publication date is not clear put (n.d.)

Foreign language document:

Use relevant reference format given above, all translated into English, then give the original language title in brackets after the translated title. E.g.

- Ministry of Foreign Affairs (2003) *Software Production and Trade in Latin America* [Producción y Comercio de Software en América Latina], Ministry of Foreign Affairs, Buenos Aires, Argentina

Note: *What matters most is a) that the reader could locate any item in your reference list; b) that you are consistent: i.e. that you do all similar items the same way.*

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Footnoting/ Numeric Style

Use numbered footnotes to give citation details **in addition** to a bibliography. **For second or later mention of the same work in footnotes, use: author, date (and page number or numbers**

where relevant). Avoid using *ibid* or *op. cit.*

Example

Hartman, in her seminal study on urban regeneration, found no evidence to support the role of charitable donations.[1] However, Okuda concludes that 'donations can have some positive impact if the donors are involved throughout the project's history'.[2] The present fieldwork indicated support for the latter viewpoint from the Bamako project.[3]

[1] Paula V. Hartman, 'Urban regeneration in the Third World', *Regeneration Today*, 13 [4] (2005), pp. 23-45.
[2] Zena Okuda, *Charities, Donors and Projects* (London, 1995) p. 22.
[3] Susan Toure, Personal interview, date, place.

Notes: Try to place all footnotes after punctuation, preferably after a full stop.

Footnotes & Bibliographies
Footnotes and Bibliographies are prepared in a similar way. There are, however, slight differences between the two. This guide should be referred to as you get used to all the different rules and regulations. Try to place all footnotes after punctuation.

Footnotes in text
Footnotes are prepared according to similar rules to bibliographic references, but with three important differences:

i. In footnotes, we list the forename before the surname: 'Mary Smith', not 'Smith, Mary'.
ii. An entry only appears once in a bibliography, but you may have to refer to the same work several times in footnotes. When you mention the same book, article or essay more than once in your footnotes, you use the full citation the first time, but thereafter you use what is called 'short form citation.' We **no longer use** ibid. or op. cit. or other devices.
iii. In footnotes, we always need to indicate the specific page or pages we have taken our information from. This means that we end each footnote by specifying the exact page (signified by p.) or pages (signified by pp.) on which we found that specific piece of information or argument.

Books – First citation:
Mary Poovey, Making *a Social Body: British Cultural Formation, 1830-1864* (Chicago, 1995), pp.18-22.

Books – Second and subsequent citations:
Poovey, *Making a Social Body*, p. 38.

Essays in Books - First citation:
David Frisby, 'The Metropolis as Text: Otto Wagner and Vienna's "Second Renaissance"', in Neil Leach (ed.), *The Hieroglyphics of Space* (London, 2002), pp. 22-24. [The pages on which the information can be found.]

Essays in Books - Second and subsequent citations:
Frisby, 'The Metropolis as Text', p. 28.

Articles in Journals - First citation:
Graeme Gilloch, 'The Heroic Pedestrian or the Pedestrian Hero? Walter Benjamin and the Flâneur', *Telos* 91 (1992), p. 116. [The page on which the information can be found.]

Articles in Journals - Second and subsequent citations:
Gilloch, 'The Heroic Pedestrian or the Pedestrian Hero?', p. 117.

Bibliographies
The bibliography needs to be prepared according to the following rules. There are variations to these rules which different historians may apply, **but the key thing is for you to be consistent throughout your work**. Pay attention to your colons, commas, full stops, brackets and use of italics. In terms of secondary sources, you will use three major types in your work: books, essays in books, and articles in journals.

Books:
Surname, Forename. *Full Title of Book in Italics: Including Subtitles and Dates After a Colon with Each Important Word Written with a Capital* (Place of Publication Nearest to You, Date of Publication).

E.g.: Haine, Scott. *The World of the Paris Café: Sociability among the French Working Class, 1789- 1914* (London, 1996). Poovey, Mary. *Making a Social Body: British Cultural Formation, 1830-1864* (Chicago, 1995).

Essays in Books:
Surname, Forename. 'Full Title of Essay in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', in Firstname Surname (ed. [or eds. if there is more than one editor]), *Full Title of Book in Italics* (Place of Publication Nearest to You, Date of Publication), pp. 123-456 [the page numbers of the essay in the book must be included].

E.g.: Frisby, David. 'The Metropolis as Text: Otto Wagner and Vienna's "Second Renaissance"', in Neil Leach (ed.), *The Hieroglyphics of Space* (London, 2002), pp. 15-30. Jelavich, Peter. 'Performing High and Low: Jews in Modern Theater, Cabaret, Revue and Film', in Emily Bilski (ed.), *Berlin Metropolis: Jews and the New Culture, 1890-1918* (London, 1999), pp. 208- 235.

Articles in Journals:
Surname, Forename. 'Full Title of the Article in Single Inverted Commas but not Italics: "Double Inverted Commas are for Quotes Within the Title"', *Full Title of Journal in Italics* 4

[Number of journal in year or in series] (Year in Brackets), pp. 123-456 [the page numbers of the article in the journal must be included].

E.g.: Garside, Paul. '"Unhealthy Areas": Town Planning, Eugenics and the Slums, 1890-1945', *Planning Perspectives* 3 (1988), pp. 24-46. Gilloch, Graeme. 'The Heroic Pedestrian or the Pedestrian Hero? Walter Benjamin and the Flâneur', *Telos* 91 (1992), pp. 108-117.