

MANCHESTER
1824

The University
of Manchester

The University of Manchester
Faculty of Humanities
School of Arts, Languages and Cultures
MA Handbook 2012-2013
History

History

STAFF IN HISTORY

Professor H Barker, S.2.22, Email: hannah.barker@manchester.ac.uk

Late eighteenth- and early nineteenth-century popular politics and print culture; gender history, particularly the history of women's work during the industrial revolution.

Dr L Brown, N2.2, Email: laurence.brown@manchester.ac.uk

History of modern migration, British and French colonialism, slavery and emancipation in the Atlantic World; race.

Dr A Carden-Coyne, N.2.13, Email: a.cc@manchester.ac.uk

Cultural history of modern war, particularly the social, cultural and medical history of the First World War and its aftermath; cultural and media responses to conflict; Disability studies in historical and contemporary contexts, including SE Asia.

Dr J Carson, C1.47 Ellen Wilkinson Building, Email: Jennifer.carson@manchester.ac.uk

Dr G Christ, contact details to be confirmed.
Medieval History.

Professor P Fouracre, S.2.21, Email: paul.fouracre@manchester.ac.uk

Head of History

Early medieval European history, especially France, Germany and England AD 500-1000.

Professor P W Gatrell, N.2.1, Email: peter.gatrell@manchester.ac.uk

Social and cultural history of twentieth-century Russia and Eastern Europe; population displacement and migration.

Dr T Geiger N.2.3, Email: Till.Geiger@manchester.ac.uk

Twentieth-century trans-Atlantic political and economic relationships; twentieth-century Ireland.

Dr C Godden N.2.6, Email: christopher.godden@manchester.ac.uk

British economic and social history, especially early twentieth century; history of economic ideas.

Dr A Ghosh, N.2.5, Email: anindita.ghosh@manchester.ac.uk

Social and cultural history of colonial India, particularly of Bengal.

Dr S Handley, W2.22, Email: sasha.handley@manchester.ac.uk

Dr C Insley, Email: charles.insley@manchester.ac.uk

Dr L Jerram, W.2.07, Email: leif.jerram@manchester.ac.uk

Modern European history, especially German culture and society; urban history.

Professor H S Jones, S.2.23, Email: stuart.jones@manchester.ac.uk

Modern European political and intellectual history; French and British political thought; liberalism.

Dr M Jones, W.2.17, Email: max.jones@manchester.ac.uk

Modern British History, especially war, empire and national identity.

Dr C Manias, Email: chris.manias@manchester.ac.uk

Dr A Moore, N2.12, Email: aaron.mooore@manchester.ac.uk
Modern Asian history, esp. 20th-century China ; the cultural history of war, ego-documents.

Dr S Mossman, N2.15, Email: stephen.mossman@manchester.ac.uk
Medieval European history, esp. Germany; Christian-Muslim relations

Professor F Mort, W2.08, Email: frank.mort@manchester.ac.uk
Modern British Cultural History, gender, queer theory and the city.

Dr P Oldfield, Email: paul.oldfield@manchester.ac.uk

Dr S Pierce, N.2.4, Email: steven.pierce@manchester.ac.uk
Modern African History, especially the social, religious and cultural history of twentieth-century Nigeria.

Dr P Ramos-Pinto, N2.9, Email: Pedro.RamosPinto@manchester.ac.uk
Modern Social and Political History, especially social movements and popular politics in 20th Century Europe; Spain & Portugal in the 20th Century; histories of welfare and rights.

Dr G Redworth, N.2.11, Email: glyn.redworth@manchester.ac.uk
Early modern British and Spanish history, especially the Reformation and overseas expansion.

Dr P Roessner, Email: Philipp.roessner@manchester.ac.uk

Dr M Ryan, W2.04, Email: Martin.j.ryan@manchester.ac.uk
The Early Middle Ages in Britain and Europe.

Dr J Spinks, Email: jenny.spinks@manchester.ac.uk

Dr J-M Strange, N.2.07 Email: julie-marie.strange@manchester.ac.uk
Director of Postgraduate Education in History
Nineteenth- and early twentieth-century British social and cultural history; gender.

Professor P Summerfield, S.2.19, Email: penny.summerfield@manchester.ac.uk
Twentieth-century social and cultural history; women and gender in Britain in the Second World War; oral history theory and method.

Professor D Szechi, N2.17, Email: daniel.szechi@manchester.ac.uk
Early Modern British history, especially politics and religion in the eighteenth century.

Professor B Taithe, W.2.16, Email: bertrand.taithe@manchester.ac.uk
Cultural history of medicine, war and sociology of France and Britain in the nineteenth century; French colonialism.

Dr A Velkar, N2.10, Email: Aashish.velkar@manchester.ac.uk

Dr C Wildman, W2.05, Email: charlotte.wildman@manchester.ac.uk
Modern British social and gender History

Dr Y W Zheng, N 2.16 Email: Yangwen.Zheng@manchester.ac.uk
Modern Chinese History.

MA History Programmes

History offers nine MA Programmes in the following areas: World History, Cultural History, Early Modern History, Economic and Social History, Modern British History, Modern European History, Victorian Times, and War, Culture and History.¹ In addition, we offer an MA in History designed to offer students the flexibility to devise their personal pathways in graduate history across a range of research specialisms. With the exceptions noted all History MA Programmes seek to acquire 180 credits through the following structure:

- | | | |
|------|---|---|
| i. | Subject specific research training course | (30 credits) ² |
| ii. | Core Course | (30 credits) |
| iii. | Optional Course(s) | (60 credits, ³ made up from
15, 30, and 60-credit course units) |
| iv. | 12-15,000 word Dissertation | (60 credits) |

This structure allows of a diversity of levels and modes of study, culminating with the dissertation. Through their mandatory Research Training (see 5.2.4 above) students start thinking intelligently about their dissertation topic virtually from the start of the Programme. The Core Course of each of the specialist Programmes integrates the studies of the disparate optional courses, usually by engaging critically with the issues raised in the field. The strength of the Generic MA in History, by contrast, lies in its breadth and comparative nature. A systematic understanding of major theoretical and methodological approaches is achieved through the requirement that each student must subscribe to one of the core courses offered in the School. The Programme Director advises students on the selection of a balanced and feasible set of courses.

HISTORY - BASED RESEARCH TRAINING ELEMENTS

All MA students on history programmes are required to complete discipline-specific Research Training. See 'Methods and Sources' in the online course directory. Students on all programmes *except* the MA in Economic and Social History, the MA in the History of North-West England, and ESRC-variant students on the MA in Cultural History choose one of the following.

i. Historical Research: Methods, Theory, Sources

This is the subject area-based research training element designed specifically for students in History (not Classics and Ancient History). Students taking this option will be required to submit a 3,000-word essay. Students may write an essay on one of the essay questions attached to the weekly seminars or alternatively, students may develop their own essay question & bibliography, related specifically to an aspect of the methods/theory/sources, which they will deploy in their MA theses. Students who choose this option, must compose a question and compile a preliminary bibliography for their essay, for discussion with the course convenor in Semester 2. For both options the student will receive a numerical mark.

¹ Medieval Studies and Victorian Times are offered in collaboration with other subject areas, including English and American Studies.

² ESRC-variant students in Cultural History: 60 credits. In the History of North-West England, the Core Course is the subject-specific Research Training Course.

³ 30 credits for ESRC-variant students on the MA in Cultural History; 90 credits for MA in the History of North-West of England.

(30 credits).

ii. Foreign Language *By arrangement with the "Languagewise" Programme (Both semesters).*

A variety of purpose-designed courses offer introductory language instruction which may be useful to students intending to read non-English historiography or undertake research involving non-English modern-language sources, or proceed to a PhD involving this. N.B. Please note that at M.A. level a pass is normally regarded as requiring a mark of 50.

iii. Palaeography

This skill, of benefit principally to medieval and early modern historians, is taught by Dr A Rumble (English and American Studies).

Students on the MA in Economic and Social History take instead the following two courses

iv. Quantitative Research Methods. This is a flexible course providing training at the different levels appropriate to different students. (15 credits)

v. Social-Science Qualitative Methods. This resolves itself into a selection of three 5-credit mini-courses out of a list, so as to attain a total of 15 credits.

ESRC-funded students on the MA in Cultural History take (iv) and (v)

MA PROGRAMME CORE AND OPTIONAL COURSES

Core courses are described below under individual MA Programmes.

Students can choose from a wide range of *dedicated Level 4 optional* courses. Courses can be chosen from a range of subjects provided by History, as well as from other courses appropriate to MAs offered within the School of Arts, Languages and Cultures. In some cases graduate courses offered by the School of Social Science may be appropriate. Please also note in particular the menu of courses offered by the Centre for the History of Science, Technology and Medicine. For some interests an 'enhanced' level 3 course may be appropriate, but a maximum of thirty credits may be taken in this way.

It is also possible, by agreement between student and tutor and with the permission of the relevant subject area committee, for the student to take 'tailor made' Directed Reading Courses on topics of particular interest to them, provided the choice is made at the beginning of the session so that a course can be formulated and properly validated by the committee. These courses should not overlap with a student's dissertation. They entail six hours of meetings with the tutor.

INDIVIDUAL MA PROGRAMMES

MA in History

Programme Director: Dr Julie-Marie Strange

Aims: This 'generic' programme is designed for those who do not wish to specialise in the particular field of enquiry of any of the other Programmes, but to select courses more widely to pursue their own 'tailor-made' line of enquiry. Thus they can range across the extensive research specialisms available in the School of Arts, Languages and Cultures.

Core Course: One or two from any of the core courses listed below.

Optional courses: One or two chosen from available courses, or a tailor-made supervised reading course or the practical filmmaking course, Filming War, Filming History (60 credits)

MA in Early Modern History

Programme Director: Prof Daniel Szechi

Aims: To introduce graduate students to new work on early modern cultural and political history of Britain and Europe and its underlying methodologies, in order to collapse distinctions between types of history, especially by drawing creatively on related disciplines, such as art history or early modern literary studies. The consequences of European expansion overseas form part of this comparison.

Core Course: 'Issues, Debates and Resources in early modern History' (30 credits).

Optional courses include: 'Religious Revivals in Britain', among others.

MA in Modern European History

Programme Director: Dr Pedro Ramos Pinto

Aims: To introduce students to transnational and comparative approaches to the study of modern Europe from c.1750 to the present. It exploits the University's particular strengths in 19th- and 20th-century political and cultural history of Europe, as well as staff specialisms in comparative nation-state formation, identity politics, and modernism and modernisation.

Core Course: 'History Beyond the Nation-State' (30 credits).

Optional courses include: 'The History of Humanitarian Aid', 'Fin De Siècle', 'War, Conflict and Culture' and 'Filming War, Filming History', among others.

MA in Modern British History

Programme Director: Dr Hannah Barker

Aims: To introduce students to key debates in the historiography of modern Britain by focusing on the way in which recent revisionist histories have called into question long established accounts of modern British history.

Core Course: Revising the History of Modern Britain (30 credits)

Optional courses include: 'History Beyond the Nation State', 'The (Ir)resistible Rise of the American Empire', 'History after the Cultural Turn: Theories and Practices of History', 'War, Conflict and Culture' and 'Filming War, Filming History', among many others.

MA in Cultural History

Programme Director: Dr Charlotte Wildman

Aims: To introduce students to contemporary cultural and social theory; to consider the effect of post-modernism on the discourse of historical knowledge; to direct attention to new sorts of history emerging from current debates such as the new cultural history, 'post-social history', post-colonial history and gender history.

Core Course: The programme has two variants, an 'Arts' variant and an 'ESRC' variant. Both have as their core course 'History After the Cultural Turn: Theories and Practices of History' (30 credits). In addition to the core course, both variants have 60-credits worth of optional courses to choose from. The ESRC-variant is taken by students accepted on, or hoping to progress to, an ESRC funded PhD programme in Cultural History.

Research Training courses: See History-Based Research Training Elements above.

Optional courses include: 'War, Culture and Conflict', 'Fin De Siècle', 'Revising the History of Modern Britain', 'Signs of the Times in Victorian Britain', 'History Beyond the Nation State', 'Filming War, Filming History', among many others.

MA in Economic and Social History

Programme Director: To be confirmed.

Aims: To provide training in advanced study and research in economic and social history. The Programme has ESRC recognition as the first year of an integrated PhD programme (progress being subject to satisfactory performance on the MA).

Core course: 'Research Issues in Economic and Social History'. This introduces key conceptual issues by studying the relationship between famous social scientists such as Marx and Polanyi, and history, and considers the application of concepts such as 'work' and 'economic system' to history.

Research Training courses: See History-Based Research Training Elements above.

Optional courses include: 'The (Ir)resistible Rise of the American Empire', 'Revising the History of Modern Britain', 'War, Culture and Conflict', 'Sexuality, Gender & Urban Culture', among others.

MA in World History

Programme Director: Dr Laurence Brown

Aims: to open up new and currently relevant questions in the history of colonisation, anti colonial struggle, postcolonial and the experience of colonised people throughout the world

Core course: 'History Beyond the Nation-State'

Optional courses include: 'The History of Humanitarian Aid', '20th Century China', 'The (Ir)resistable Rise of the American Empire', 'Colonial Modernity and the Public Sphere', among others.

MA in Victorian Times

Programme Director: Dr Julie-Marie Strange

Aims: To encourage a fully interdisciplinary approach to the study of 'the Victorian', encompassing approaches from Art History, English, History, Music and Drama, History of Medicine and Religions and Theology

Core course: 'Signs of the Times in Victorian Britain'

Optional courses include: 'History of Humanitarian Aid' and 'The Fin de Siecle', among others.

MA in War, Culture and History

Programme Director: Professor Penny Summerfield

Aims: To reflect recent developments within the study of history & the expertise of scholars at the University of Manchester in history & related disciplines including social and cultural history, women's and gender studies, international relations, trauma studies and the history of medicine, screen and media studies, Shoah studies, & museum studies.

Core course: 'War, Conflict and Culture'

60 credit special options: Filming War, Filming History - practical filmmaking course

Optional courses include: 'The History of Humanitarian Aid', '20th Century Britain through Personal Testimony', 'Colonial Modernity and the Public Sphere', 'Methods, Themes and Approaches to African History', 'Research Issues in Economic and Social History', 'History After the Cultural Turn: Theories and Practices of History', 'Sexuality, Gender and Urban Culture', '20th Century China: Historical Themes', 'History Beyond the Nation-State' and 'Revising the History of Modern Britain'.

PROGRAMME AIMS AND OBJECTIVES

Aims:

To offer taught postgraduate Programmes that introduce a wide range of historical specialisms, combined with the coherence that springs from substantive core courses.

To develop the students' use of archives, and their handling of complex historiographical debates and issues.

To enable students to realise their potential along a variety of career paths, including pursuing further research at doctoral level.

Our Programmes seek to develop a variety of **learning experiences and outcomes**. Students completing them would be able to:

- i. Demonstrate the enhancement of previously acquired skills at a more critical, reflective, and sophisticated level, especially skills involving synthesising information from a variety of sources, historical and/or literary interpretation, exercising independent and critical judgement.
- ii. Understand and respect the 'otherness' of the past by developing specialist knowledge of diverse historical cultures and periods.
- iii. Assess critically and analyse a wide diversity of oral, visual and literary materials.
- iv. Demonstrate, where appropriate, a comprehensive range of practical skills and techniques, which can range over areas such as palaeography, codicology, languages, quantitative methods, to the electronic location and retrieval of primary sources and the compilation of scholarly bibliographies.
- v. Design and complete a substantial piece of independent research.
- vi. Work effectively as autonomous scholars.

- vii. Understand complex problems and communicate them clearly in oral and written form, with the help of visual or graphic aids, where appropriate.

Self-Directed Learning

In addition to the elements of organised teaching and learning described above, you are expected to undertake your 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 on excavations or in arts institutions, and many other forms of encounter.

You 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 that prompt you to think about History in new (especially unexpected) ways. It will also be useful to produce commentaries on stimulating books, visits to museums or archaeological sites etc. Such self-directed learning will help you to develop intellectual independence, confidence and creativity..

Resources

i) The John Rylands University Library was formed in the early 1970s out of Manchester University's Library and the city's John Rylands Library, with its dazzling stock of manuscript and archival resources.. Its size and scope rival that of the British Library and the Bodleian; It is the largest campus library in the United Kingdom with a book stock in excess of five million volumes with extensive manuscript, archive and microfilm holdings, plus, of course, huge internet resources. It operates on two sites:

The Main Library in Lime Grove has very large holdings of old printed works, as well as of academic literature and journals pertinent to history, collected over the course of 140 years, and constantly added to by staff of the School working in close collaboration with library staff There are large runs of printed official documents, e.g. the *Documents on British Foreign Policy*, the *Foreign Relations of the U.S.*, and the *Akten der Reichskanzlei: Weimarer Republik*. Closely allied subjects in the humanities and social sciences are also well provided for. These are supplemented by large microform collections. Photocopying, photographic and inter-library loan services are readily available. The Main Library also provides an efficient and comfortable work place.

The magnificent and recently renovated neo-Gothic Deansgate site of the original John Rylands Library houses rare books and extensive collections of archive material. These include primary source material ranging from early papyri, through medieval manuscripts, legal, manorial, family and estate records from the twelfth century onwards, to early printed books, broadsheets and pamphlets of the English Civil War and later seventeenth century, and collections of personal papers and correspondence relating to the nineteenth and twentieth centuries. The site houses a tiny fragment of a manuscript of St John's Gospel, probably from the first half of the second century AD, and as such perhaps the earliest known fragment of the New Testament. Deansgate also houses very extensive archive collections in political, social and religious history, including for example the archives of the Manchester Guardian, a large section of the Labour Party archives, Methodist Church archives and important textile trade union archives, together with the papers and manuscripts of leading cultural, political and military figures from John Ruskin to Field Marshal Auchinleck. It has assembled formidable archives of business and labour history, particularly relating to the cotton industry. Its catalogues, calendars and archive lists constitute an invaluable basic research tool for work on most aspects of British and European history.

iii) The Central Reference Library of the City of Manchester in Peter Square is another great research library, well complementing the university libraries, particularly for modern History. The social sciences section contains a comprehensive collection of reference works, monographs and periodicals necessary for historical study. It has long runs of trade journals, important trade-union periodicals (e.g. the *Cotton Factory Times*). It houses fine Jewish and Local Studies libraries In

addition, it has an excellent collection of printed books and pamphlets with particular strengths in nineteenth-century British political, economic and religious writings, national and local newspapers on microfilm and a full series of parliamentary papers and government publications. Its stack-service is swift and efficient. Microfilm reading, photocopying and photographic services are available here.

iv) Chetham's Library, still housed in its fifteenth-century buildings near the Cathedral, has manuscript and printed collections of particular importance to those with interests in local or regional history, and an excellent collection of early books in Classics and theology. Also located in Manchester and Salford are the Portico Library, an early nineteenth-century private subscription library, and the Working Class Movement Library, containing rare printed materials on British radical and labour movements since the late eighteenth century, trade-union records, and good series of Labour-Party documents and publications. There are also the extensive archives of the People's History Museum. The archives of the Museum of Science and Industry in Manchester contain much of interest not just to business and science historians and there are other more specialist archives such as that of Barclay's Bank.

v) Ahmed Iqbal Ullah Race Relations Archive: Occupying a central position on the campus, this Archive was founded specifically to combat racist ideas about black people and contains leaflets, books and videos, based on the lives and experiences of black people the world over. It contains material documenting the contribution of Black people to British, European and American development, Black history and anti-imperialist struggles.

vi) Finally, Manchester's central location makes important collections of printed and manuscript material in other civic, municipal, university and private libraries easily accessible: Those of the Universities of Liverpool, Leeds, Salford and Bolton and York are about an hour away, or less, by train. Private libraries in the region include St Deniol's Library at Hawarden and the William Salt Library at Stafford. Both have collections of particular relevance for the seventeenth- and nineteenth-century historian. Within daily reach are also the National Lending Library at Boston Spa; and the great libraries of London and Oxford. (London is about 2¼ hours distant by train.)

STUDY AND REPROGRAPHIC FACILITIES

There are 4 Postgraduate Study Rooms in the Samuel Alexander Building. These are located in rooms S1.9, S1.10, S2.6 and S2.7. Lockers are available using a self-set number combination. The Classics Library and Philip Haworth Library have both been recently refurbished to the highest standard, and provide a quieter space for reading and writing. They also have several microfilm and microfiche readers with a computer and scanning facilities. Additional networked computers are provided in the public cluster in W.219, and the IRAHE has a well-appointed computer suite for research students. The University Library has created a new suite of reservable workspaces in the Muriel Stott Centre, mostly equipped with networked computers, where books and materials may be kept safely. Research students will have priority in booking these.

Photocopying facilities, at cost price, are available in the Student Resource Centre in S.2.5. Research students may use the telephone and fax facilities in the School office for purposes connected to their research.

Style Guidance for all History MA Students

1. ASSESSED ESSAYS ON MA PROGRAMMES IN HISTORY

Layout of Text

In order for your work to be easily legible, and so that tutors can write comments on it, there are rules about how the work must be presented. Here is a simple checklist for you to work through:

- All work must be double line spaced.
- Leave a blank line before each new paragraph.
- Longer quotes and citations (more than two lines) need to be single line spaced and indented. Indented quotes do not have 'quotation marks'.

- Pages should be numbered in the top right-hand corner.
- You should use Times New Roman font, size 12, for the main part of your essay and bibliography.
- Leave a large margin (about one inch, or 2.5 cm) around all work.

Many of these settings will be automatic on university computers, but some formatting will have to be done by you. For anything which you are unsure of, click on 'Help' in Microsoft Word, and follow the instructions there.

Bibliographies & Footnotes

Bibliographies and footnotes 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.

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.

Footnotes

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

- In footnotes, we list the forename before the surname: 'Mary Smith', not 'Smith, Mary'.
- 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.

- 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.

For guidance on how to reference manuscript, newspaper and web resources please see the Modern Humanities Research Association style guidelines. This is a comprehensive guide to all referencing and bibliographic presentation.

The style guide can be found at:

<http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml>

Research Outline Guidance for History MA Students

The MA Research Outline

Successful completion of the Research Outline is the compulsory pre-requisite for the completion of the MA dissertation. Students are required to submit a written Research Outline (see key dates) and then present their Research Outline as a formal oral presentation followed by discussion and verbal feedback from their supervisor and peers. Presentations are arranged by the MA Programme Director or Postgraduate Officer in your discipline.

We **strongly recommend** that students should make contact with one or more members of the academic staff with appropriate experience in their chosen field for advice and feedback on the proposed research before submitting the written proposal. Contact details and research interests are provided in the subject area section of this handbook.

Aims:

- To help structure the second semester of the MA leading to the writing of a significant research-based dissertation
- To invite students to plan their project in a concise manner with a clear timetable and concrete attainable research objectives
- To enable students to present orally and in written form their research ideas in order to enable them to obtain rapid feedback at an early stage
- To give students the opportunity to develop skills in research design, project management and other transferable skills essential for their future career
- To help students considering further research to draft a potential funding application

Intended Outcomes:

- a well defined research question
- a clear awareness of sources available to address the question
- a clear awareness of the methodological issues that need to be addressed in the research
- a clear awareness of research planning and timetabling
- correct use of bibliographical conventions applied in the discipline

The Written Research Outline

Written Research Outlines should be submitted following the same guidelines as for other pieces of course-assessed work.

The research outline must consist of a **core document** of 500-750 words followed by an appendix. The core document should state clearly:

- Your reasons for undertaking this project
- The research problems or questions you intend to address
- The research context in which those problems or questions are located. In describing the context, you should refer to the current state of knowledge and any recent debate on the subject.
- The particular contribution to knowledge and understanding in this area that you hope to make. You should explain why the work is important. The fact that an area has not been studied previously is not, in itself, a reason for doing it.
- The methods and critical approaches that you plan to use to address the problems or questions you have set. We don't just need to know what you are going to work on, we need to know how you plan to go about it

In the **appendix** you should provide supporting information:

- A brief breakdown of the chapters or sections of the thesis (1 page maximum)
- A timetable of research and writing (1 page maximum)
- Additional training and preparation you may need, indicating any ethical issues which may arise and could require clearance from the Ethical Committee (1 page maximum)
- A working bibliography of sources that you intend to use. In the case of unpublished or rare materials you will need to state where these sources are located and how these will be accessed. For example, if you are undertaking an archaeology project, do you need a permit to access a particular site and how will this be obtained? It is sometimes helpful to put forward alternative strategies or approaches if you are aware that problems might arise. (2 pages maximum)

The Oral Presentation and Feedback

The oral presentation should be no more than **5 minutes** in length and concentrate on the **context of the question** and **clearly defining the methodology** to be employed. Images and video or sound clips may be used in support of your presentation, but students are **strongly discouraged** from using unnecessary powerpoint or OHP slides in their presentation.

The presentation will take place in a small group as arranged by the programme director.

Discussion and feedback of issues arising from the Research Outline will follow the presentation. This feedback is an opportunity for students to assess the validity of their project in terms of aims and methodology and represents the beginning of supervised guidance.

Guidance for the Assessment of the Research Outline

The Research Outline is marked on a pass/refer basis: it is not given a numerical mark and in that sense does not contribute towards your overall degree result. A successful Research Outline will contain all the elements specified above, and will demonstrate satisfactorily that this is a viable project capable of being brought to completion in the time available. Successful completion of the Research Outline results in an agreement in principle to proceed to the dissertation. Students who do not achieve the agreement in principle will be allowed to resubmit the research outline up until the final submission date for semester two coursework. Re-submissions can be made at any time before that date and, in agreement with the potential supervisor, students can re-submit as many times as they wish before the final deadline. All submissions and re-submissions should be made to the Taught Programmes office.

A final fail will be recorded if the outline remains grossly inadequate on re-submission or if the student has failed to submit a research outline. Failing to resubmit the research outline will result in the student being ineligible to submit a dissertation.

Key Dates

Key Dates for Full Time Students

Semester One Interim Coursework

Tuesday 30th October 2012

Semester One Coursework

Tuesday 15th January 2013

Submission of Written Research Outline

Tuesday 19th February 2013

Semester Two Coursework

Tuesday 14th May 2013

Semester Two Coursework – with performance element

Tuesday 28th May 2013

Resubmitted Coursework

Friday 16th August 2013

MA Dissertation Submission

Monday 2nd September 2013

Key Dates for Part Time Students

NOTE FOR FIRST YEAR PART TIME STUDENTS: All submission dates in your second year will be confirmed in the 2013-14 handbook. All assessment below is required, but some only in your second year.

Semester One Interim Coursework

Tuesday 30th October 2012

Semester One Coursework

Tuesday 15th January 2013

Submission of Written Research Outline

September 2012 starters – Tuesday 19th February 2013

September 2013 starters – to be confirmed in 2013-14 handbook

Semester Two Coursework

Tuesday 14th May 2013

Semester Two Coursework – with performance element

Tuesday 28th May 2013

Resubmitted Coursework

Friday 16th August 2013

MA Dissertation Submission

September 2011 starters – Monday 2nd September 2013

September 2012 starters – to be confirmed in 2013-14 handbook

Late Submission

Any assessed coursework submitted after the deadline (5pm on the day of submission) without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends)**

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.