Disclaimer

This document was published in September 2020 and was correct at that time. The department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of courses of study, to discontinue courses, or merge or combine courses if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term ‘department’ is used to refer to ‘departments’, ‘Centres and Schools’. Students on joint or combined degree programmes should check both departmental handbooks.
## Contents

1. **INTRODUCTION TO YOUR DEPARTMENT** .......................................................... 4
   - 1.1 WELCOME ........................................................................................................... 4
   - 1.2 HOW TO FIND US: THE DEPARTMENT ......................................................... 6
   - 1.3 MAP OF THE EGHAM CAMPUS .................................................................. 6
   - 1.4 HOW TO FIND US: THE STAFF .................................................................... 7
   - 1.5 HOW TO FIND US: THE SCHOOL OFFICE .................................................. 7
   - 1.6 STAFF RESEARCH INTERESTS ..................................................................... 8

2. **SUPPORT AND ADVICE** .................................................................................... 12
   - 2.1 SUPPORT WITHIN YOUR SCHOOL ............................................................. 12

3. **COMMUNICATION** .......................................................................................... 12
   - 3.1 POST .............................................................................................................. 12
   - 3.2 PERSONAL TUTORS ..................................................................................... 12
   - 3.3 QUESTIONNAIRES ....................................................................................... 13

4. **TEACHING** ........................................................................................................ 13
   - 4.1 STUDY WEEKS ............................................................................................ 13

5. **DEGREE STRUCTURE** ...................................................................................... 13
   - 5.1 DEPARTMENT SPECIFIC INFORMATION ABOUT DEGREE STRUCTURE ... 14
   - 5.2 CHANGE OF COURSE .................................................................................. 14

6. **FACILITIES** ........................................................................................................ 15
   - 6.1 THE LIBRARY ............................................................................................... 15
   - 6.2 PHOTOCOPYING AND PRINTING ............................................................... 15
   - 6.3 COMPUTING .................................................................................................. 15

7. **ASSESSMENT INFORMATION** ........................................................................ 15
   - 7.1 ANONYMOUS MARKING ............................................................................ 15
   - 7.2 SUBMISSION OF WORK ................................................................................ 15
   - 7.3 PENALTIES FOR OVER-LENGTH WORK .................................................... 15
   - 7.4 SUPPORT AND EXAM ACCESS ARRANGEMENTS FOR STUDENTS REQUIRING SUPPORT ........................................................ 16
   - 7.5 ACADEMIC MISCONDUCT - PLAGIARISM ..................................................... 16

8. **HEALTH AND SAFETY INFORMATION** ........................................................... 17
   - 8.1 CODE OF PRACTICE ON HARASSMENT FOR STUDENTS ......................... 17
   - 8.2 LONE WORKING POLICY AND PROCEDURES ............................................ 17
1 Introduction to your department

1.1 Welcome

Welcome to Royal Holloway. Royal Holloway, University of London (hereafter 'the College') is one of the UK’s leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

Whether you are joining us for the first time or returning for your second or third year, welcome to the History Department at Royal Holloway, University of London and to a new academic session. You are a member of a dynamic community of scholars and a department with an international reputation for its research and teaching and its commitment to public engagement.

The past is alive, dynamic, controversial and hugely relevant in today’s world. It is about justice and injustice, innovation and continuity, freedom and repression. It is about race and religion, ideas and beliefs, about travel, exploration and discovery, about medicine, sex and death, about architecture and art, literature and music. To be a historian is to be insatiably curious and ready to question, to challenge and to learn. It is these qualities which we hope you will develop during your time at Royal Holloway. With hard work and commitment, you will graduate with a degree in a respected academic discipline and with a repertoire of skills such as critical thinking, interpretation and communication all highly valued in the modern world. Studying history makes us more sharply observant and less complacent in a world that, in turn, becomes more interesting and complicated!

This handbook provides all students with information that is central to their degree programmes and being members of this History Department. It gives you information about what is expected from you while you study here and what you can reasonably expect from your tutors. The handbook is updated and revised each year to keep everyone informed of the essential information for study in the History Department and the smooth running of your courses and assessments. It is your responsibility to read carefully the following information and make sure you understand it.

Those of you who are first year undergraduates are making the very important transition from Sixth Form or Access courses. As challenging as those were, university degree level work is very different. You now need to be much more independent about how you study and how you approach reading lists, lectures, seminars and essay deadlines! University education is about you finding out what you think – your academic tutors are here to guide, encourage, advise and assess you in that journey to understanding the past. They are not supposed simply to give you the answers, but rather to equip you with the means to find out these answers (as well as how to ask all-important questions) for yourselves.

Importantly academic tutors deliver feedback in a number of forms – on essays, in tutorials, in individual meetings – and this may be written or oral. Remember - feedback only really works if you engage with it proactively – feedback is NOT the same as you being told what the right answer is!

Shifting gear into undergraduate mode may feel like a tough task initially – in pre-degree mode your expectations were that teachers would have all the answers, and that your job, consequently, was to learn and reproduce them. Not so at university. Your academic tutors will provide you with a context to the subjects you study – they will give expert guidance on what to read; they will identify the key issues to ponder and give you an account of what other historians have argued and the broader historiographical landscape; they will raise questions, point to further reading and suggest areas for further investigation. To get the most out of your relationship with them, you will need to engage, to ask questions and to listen. Because this transition period is demanding, the History Department ensures that you are given enough space in the process of assessment to ensure that you have a solid platform for progression to the second and third years of your degree.

So, it is essential that you acquire the skills of independent learning and historical enquiry during your first year at university and continue to develop and refine them in subsequent years. As second- and third-year students confirm, this means managing your own time well, using the various library resources effectively, planning essays carefully and in good time, writing in a clear and comprehensible style, properly referencing your work, identifying and meeting deadlines, working with others, planning your timetable – as well as many other things.

This Student Handbook outlines the most essential of these. All of your tutors, personal tutors and administrative staff are here to help too. We are ready to support and inspire you to fulfil your potential. If you face difficulties whether personal or work related, whether physical or mental it is important to tell us, so we can find the best way to help you. We expect hard work and commitment, but we all face difficulties at times and we are determined to be a supportive and respectful environment for everyone.

| P a g e |
It is essential to maintain high standards throughout your undergraduate career and in order to do so we have clear ground rules which we expect everyone to adhere to –

- Attend all lectures, seminars and tutorials. This means not simply turning up – but coming having undertaken whatever reading, thinking, or research was identified as a necessary preparation. Remember you are active learners, not passive receptacles. Tutors are not there to fill you up with historical 'stuff'.
- Meet all deadlines for written work – whether essays, commentaries, collective discussions. These deadlines exist to enable you to engage in an effective way – written work is not optional nor is it a punishment – it is essential to your business as an historian. Take pride in it.
- Respect your tutors and co-students. Much of the way we teach relies on you being honest and motivated – if you have been set a presentation it is meant to benefit not just you but your co-students too. Your tutor will have designed a session around your contribution: failing to engage disrupts this process, so you are letting down everyone else as well as yourself.
- Make sure you regularly check email and respond appropriately. Tutors will communicate with you through your college email accounts so it is imperative to check this several times a day during the working week. Do also ensure you maintain a suitably respectful and professional tone in your emails.
- If you follow these guidelines, whatever year of study you are in, you will have a good plan of action for a successful and productive year. Obviously sometime things go awry – you may be unable to attend a lecture, you might miss a class, or fail to meet a deadline for hopefully very good reasons. As long as you are meticulous in your honesty in reporting and explaining these exceptions, we aim to be understanding in our response.
- College and Departmental regulations are however very clear about attendance and delivery of work in all three years – and we endeavour to enforce these requirements robustly. If you miss your commitments for any other than acceptable reasons you will be subject to the appropriate academic disciplinary procedure. The Student Handbooks (Departmental and College) outline these regulations and procedures in detail for all undergraduates. Persistent defaulters - whether first, second or third years - are issued with formal letters of warning. If those are ignored the College moves to have individual registrations terminated. This may sound draconian – however a place in this Department is an achievement that many students desire – and we wish to encourage everyone to use their opportunity effectively.
- I am sure you will enjoy your time in the History Department at Royal Holloway. Should you have questions, worries or concerns, please ask. This is a hugely exciting and important time in your life, relish every opportunity, maintain the highest standards and be the very best you can be. We look forward to supporting you and celebrating all that you are going to achieve.

Dr Anna Whitelock
Head of Department

Top tips

- Get organised
- Get into a routine – work out where and when you study best
- Be realistic – a full time degree requires at least 35 hours of work a week including lectures and tutorials. Don't expect to succeed if you don't put the time in.
- Find the library!
- Respect your fellow students and your tutors – don’t attempt to blag your way through a tutorial or a presentation you have been asked to deliver.
- Write clearly and correctly – good writing skills help you to convey your ideas effectively. If you think you could do with some additional support talk to your tutor.
- Don’t forget to think - university history is about independent thought. You need to read around to gain a true understanding of a historical topic and what people have argued. You need to question their conclusions and evaluate their reasoning.
- Look at past papers to get a sense of what questions are asked and help focus your reading.
- Work hard but also build in time for proper relaxation
- Focus on your own study and work don’t worry too much about what others say they are or are not doing!
- If you are struggling and need help, ask!
1.2 How to find us: the Department
The Department of History is located in the International Building. This can be found on the College campus map as building 15.

1.3 Map of the Egham campus

Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you must also register the vehicle with College. Find more information about the Parking Permit portal here.
1.4 How to find us: the staff

CONTACT DETAILS

Head of School:
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Head of Department:
Dr Anna Whitelock 443749 INTER004 Anna.Whitelock@rhul.ac.uk

Academic Staff:
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Professor Sarah Ansari 443301 INTER007 S.Ansari@rhul.ac.uk
Dr Akil Awan 443312 INTER006 Akil.Awan@rhul.ac.uk
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Professor Kate Cooper* 443295 INTER042 Kate.Cooper@rhul.ac.uk
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Dr Patrick Doyle 414344 INTER117 Patrick.Doyle@rhul.ac.uk
Dr Dawn-Marie Gibson 414227 INTER118 Dawn-Marie.Gibson@rhul.ac.uk
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Dr Emily Manktelow 414979 INTER001C Emily.Manktelow@rhul.ac.uk
Dr Chi-Kwan Mark 443360 INTER034 Chi-Kwan.Mark@rhul.ac.uk
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Dr David Natal 414956 INTER038 David.Natal@rhul.ac.uk
Professor Jonathan Phillips 443308 INTER041 J.P.Phillips@rhul.ac.uk
Dr Nicola Phillips 440053 INTER003 N.J.Phillips@rhul.ac.uk
Dr Hannah Platts 443207 INTER001 Hannah.Platts@rhul.ac.uk
Dr Robert Priest 443299 INTER036 Robert.Priest@rhul.ac.uk
Professor Francis Robinson 443300 INTER002 F.Robinson@rhul.ac.uk
Professor Dan Stone 443310 INTER007B D.Stone@rhul.ac.uk
Dr Amy Tooth Murphy 414962 INTER008 Amy.ToothMurphy@rhul.ac.uk
Dr Weipin Tsai 414752 INTER045A Weipin.Tsai@rhul.ac.uk
Dr Alex Windscheffel 414009 INTER040 A.Windscheffel@rhul.ac.uk
Dr Barbara Zipser 414981 INTER033 Barbara.Zipser@rhul.ac.uk

1.5 How to find us: the School office

Please note that as a result of the coronavirus pandemic, the School Office (located to the right when entering the International Building, in IN149) is currently closed to walk-up student enquiries. A booking system for online appointments will be set up and advertised at the start of term: for any queries in the meantime, please email humanities-school@rhul.ac.uk.
## 1.6 Staff research interests

<table>
<thead>
<tr>
<th>Academic</th>
<th>Field of study</th>
<th>Summary of interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor K Humayun ANSARI</td>
<td>Modern British</td>
<td>‘Race’ and ethnicity; historical and contemporary Muslim community in Britain; Islam and modernity</td>
</tr>
<tr>
<td>Professor Sarah ANSARI</td>
<td>Modern World</td>
<td>‘Race’ and ethnicity; historical and contemporary Muslim community in Britain; Islam and modernity</td>
</tr>
<tr>
<td>Dr Akil AWAN</td>
<td>Modern World</td>
<td>Terrorism and political violence; social movements &amp; protest; radicalisation; war and conflict on film</td>
</tr>
<tr>
<td>Dr James BALDWIN</td>
<td>Early Modern</td>
<td>History of Islamic law; Social and political history of the Ottoman Empire, especially Egypt and the Arab provinces</td>
</tr>
<tr>
<td>Dr Daniel BEER</td>
<td>Modern European</td>
<td>Modern Russian history/Stalinism; late nineteenth and early twentieth-century intellectual history</td>
</tr>
<tr>
<td>Dr Paris CHRONAKIS</td>
<td>Modern Europe</td>
<td>The Mediterranean Sea, Modern Greece, the Holocaust, Jews, empires, diasporas, refugees, nationalism, urban cultures</td>
</tr>
<tr>
<td>Dr Karoline COOK</td>
<td>Atlantic World</td>
<td>Iberian Atlantic history with particular emphasis on Muslims and Moriscos in the Spanish Empire</td>
</tr>
<tr>
<td>Dr Catriona COOPER</td>
<td>Digital History and Heritage</td>
<td>Digital approaches, visualisation, material culture, multisensory pasts, archaeology, medieval buildings</td>
</tr>
<tr>
<td>Professor Kate COOPER</td>
<td>Ancient and Late Antique</td>
<td>The Mediterranean world in the Roman period; daily life, family, religion, social identity</td>
</tr>
<tr>
<td>Dr Markus DAECHSEL</td>
<td>Modern World, History of Development and Urban History</td>
<td>Historical sociology of twentieth-century Muslim South Asia</td>
</tr>
<tr>
<td>Name</td>
<td>Specialization</td>
<td>Research Interests</td>
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</tr>
<tr>
<td>Dr Selena DALY</td>
<td>Modern European History</td>
<td>Social and cultural history of modern Italy; First World War; history of migration; European avant-garde movements</td>
</tr>
<tr>
<td>Dr Charalambos DENDRINOS</td>
<td>Byzantine</td>
<td>Byzantine Greek language and literature; Byzantine sources; Greek palaeography</td>
</tr>
<tr>
<td>Dr Patrick DOYLE</td>
<td>Modern American</td>
<td>Civil War-era America, 1848-1877; slavery and the nineteenth century US South; history of race and race relations in North America</td>
</tr>
<tr>
<td>Dr Dawn-Marie GIBSON</td>
<td>Modern American</td>
<td>North American Islam; Nation of Islam</td>
</tr>
<tr>
<td>Dr Simone GIGLIOTTI</td>
<td>Holocaust Studies</td>
<td>History and representation; Witnessing histories; spatial approaches; visual memory; Displaced Persons and Refugees</td>
</tr>
<tr>
<td>Professor Helen GRAHAM</td>
<td>Modern European</td>
<td>Modern Spain/Francoism; 20c Europe; Europe's civil wars (1918-48) in comparative perspective; history &amp; memory wars</td>
</tr>
<tr>
<td>Dr David GWYNN</td>
<td>Ancient and Late Antique</td>
<td>Republican and Imperial Rome, Late Antiquity and the Rise of Christianity</td>
</tr>
<tr>
<td>Dr Jane HAMLETTO</td>
<td>Modern British</td>
<td>Modern British social and cultural history; history of women and gender; history of intimacy and emotion; material and visual culture</td>
</tr>
<tr>
<td>Professor Jonathan HARRIS</td>
<td>Byzantine History</td>
<td>Byzantine History 900–1460; relations between Byzantium and the west, especially during the Crusades and the Italian Renaissance; the Greek diaspora after 1453</td>
</tr>
<tr>
<td>Dr Rebecca JINKS</td>
<td>Modern European</td>
<td>Genocide studies; Armenian and Bosnian genocides; histories of humanitarianism; urban history; gender; history of photography</td>
</tr>
<tr>
<td>Name</td>
<td>Field</td>
<td>Specialization</td>
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<tr>
<td>Professor Andrew JOTISCHKY</td>
<td>Medieval</td>
<td>The Crusades and Crusader States; Medieval Monasticism and Western Religious History; Latin-Greek Orthodox Relations</td>
</tr>
<tr>
<td>Dr Alison KNIGHT</td>
<td>Early Modern Studies</td>
<td>TBC</td>
</tr>
<tr>
<td>Dr Edward MADIGAN</td>
<td>Modern Britain and Ireland</td>
<td>Cultural, military and religious history of war; British and Irish memory of the First World War; public history</td>
</tr>
<tr>
<td>Dr Andrea MAMMONE</td>
<td>Modern European</td>
<td>Modern and contemporary Italy; theory, history and ideology of European fascism and postwar right-wing extremism</td>
</tr>
<tr>
<td>Dr Emily MANKTELOW</td>
<td>Modern British and World</td>
<td>Social and cultural histories of the British Empire; gender and Empire; childhood and Empire; history of Christian missions in colonial contexts</td>
</tr>
<tr>
<td>Dr Chi-Kwan MARK</td>
<td>Modern World</td>
<td>East Asian International History since 1800; American, British and Chinese Foreign Policies during the Cold War</td>
</tr>
<tr>
<td>Dr Stella MOSS</td>
<td>Modern British History</td>
<td>Twentieth-century British popular culture; modern British gender history; modern British social and cultural History</td>
</tr>
<tr>
<td>Dr David NATAL</td>
<td>Late Antique History</td>
<td>Social history of late antiquity with a special focus on early Christianity and digital humanities.</td>
</tr>
<tr>
<td>Professor Jonathan PHILLIPS</td>
<td>Medieval</td>
<td>The Crusades and the Crusader States in the Holy Land; the life of the Sultan Saladin; the Memory and Legacy of the Crusades in the Modern Age.</td>
</tr>
<tr>
<td>Dr Nicola PHILLIPS</td>
<td>18th Century</td>
<td>British gender, social, criminal and</td>
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<tr>
<td>Name</td>
<td>Field</td>
<td>Research Areas</td>
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</tr>
<tr>
<td>Dr Hannah PLATTS</td>
<td>Ancient History</td>
<td>civil justice history, 1660-1830; Women's History, Public History</td>
</tr>
<tr>
<td>Dr Robert PRIEST</td>
<td>Modern European</td>
<td>Roman cultural and social history; material culture; domestic space; the city of Rome; sensory archaeology; legacy of the classical past in later centuries</td>
</tr>
<tr>
<td>Professor Francis ROBINSON</td>
<td>Modern World</td>
<td>Europe in the long 19th century; French cultural and intellectual history; religion and secularisation; the sciences and society</td>
</tr>
<tr>
<td>Professor Dan STONE</td>
<td>Modern European</td>
<td>The history of Muslim societies in South Asia and the wider Islamic world since 1700, with a particular interest in religious change</td>
</tr>
<tr>
<td>Dr Amy TOOTH MURPHY</td>
<td>Modern History</td>
<td>Interpretations of the Holocaust; history of eugenics, racism, genocide; right-wing ideology; history of anthropology; philosophy of history</td>
</tr>
<tr>
<td>Dr Weipin TSAI</td>
<td>Modern World</td>
<td>Oral history; queer history, with particular emphasis on twentieth-century Britain; memory and culture; gender history; history of reading</td>
</tr>
<tr>
<td>Dr Anna WHITELOCK</td>
<td>Early Modern</td>
<td>Qing History; Modern Chinese History; Print culture and urban history; Chinese Maritime Customs Service; Chinese Postal Service</td>
</tr>
<tr>
<td>Dr Alex WINDSCHEFFEL</td>
<td>Modern British</td>
<td>Sixteenth and seventeenth-century British political history, particularly issues relating to monarchy, religion, gender, court politics and political culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Victorian History; modern British Politics; history of Modern London</td>
</tr>
</tbody>
</table>
2 Support and advice

2.1 Support within your School

The School Helpdesk is there to help you with any questions or concerns you might have about your studies. It is situated in room 149 in the International Building.

Due to the current outbreak of coronavirus, the office will not be open for walk-up appointments in Term 1. Instead, there will be a booking system established, which you will be emailed about prior to the start of term: if you need to speak to someone to resolve a query that cannot be answered by email, please do book an appointment via that system, and the Office will provide a one-to-one appointment session to try and resolve your problem. For the majority of queries, the best thing to do would be to email humanities-school@rhul.ac.uk directly, where one of the team will be able to pick up your query. In some cases it may be necessary to have a face-to-face appointment to resolve complex issues, in which case the Office will advise you further.

You may call the office during the standard working day (9-5) on 01784 443314 or email humanities-school@rhul.ac.uk. Depending on your query, the Helpdesk will answer your questions then and there, put you in touch with a colleague who can help, or find out the answer and get back to you. If you wish, you may also talk to them in private and they will make sure you receive the support you require.

The History Department offers students a range of different kinds of practical and personal support, including from your Personal Tutor, the Senior Tutor, College Wellbeing services, and the School of Humanities office staff. There are scheduled slots each term when you are expected to meet with your Personal Tutor, but you are also welcome to meet them during their Consultation and Feedback office hours and at other times by prior arrangement if/when the need arises. These will be held online for the foreseeable future.

The Senior Tutor is available to provide advice and information to undergraduates. They maintain an overview of your attendance and engagement at lectures and seminars, and your performance across modules. They also deal with on-going problems and issues which may be beyond your Personal Tutor’s remit.

Senior Tutor: Dr Amy Tooth Murphy: Amy.ToothMurphy@rhul.ac.uk

3 Communication

3.1 Post

Any post addressed to you in History department is delivered to the student pigeonholes in the International Building Foyer. It is comparatively rare for students to receive important information by post: by and large you should be reading your emails regularly instead, as that is by far the most common way for important information to be given to you. Please do not use the department to receive personal post.

3.2 Personal Tutors

Each student is assigned to a Personal Tutor. Personal Tutors advertise on their office door the times when they are available to see students.

Your personal tutor is normally available to see you at the beginning of each term and is also available during their regular weekly ‘Consultation and Feedback’ hours during term time. Arrangements may also be made by them, or by you, to meet at other times. Your Personal Tutor is keen to offer you advice and feedback about your work and to discuss your choice of courses with you. Personal Tutors are also willing to discuss personal difficulties, but they understand that you may prefer to take such matters to the College student counsellors or other Wellbeing services.

Occasionally – when, for example, a Personal Tutor goes on research leave – changes will be made, but we try
to maintain a link between you and the same Personal Tutor throughout your time in the Department. Your Personal Tutor will probably be the person best equipped to write you references for jobs during your university career, and (along with the people teaching you in your Final Year) to act as a referee for jobs or higher degree programmes after graduation. It is, therefore, very much in your interest to make sure that you keep in regular contact with your Personal Tutor. But before you name your Personal Tutor as a referee on an application, you should always ask them if this is all right. You should also make sure that you give them ample time to complete any references: while you only have one Personal Tutor, each Personal Tutor has many – past and present – personal tutees.

You should regard your Personal Tutor as your first port of call in the Department, although it may be that on occasions they will direct you to another colleague, either in the Department or elsewhere, or to some other source of guidance or advice, such as the Senior Tutor, the Student Administrative Centre, the Health Centre, the Student Counsellors, or Wellbeing.

Any help you get from any of these sources, or from anyone in the Department, is confidential if you prefer it that way. The Department reserves the right to inform appropriate bodies or persons if it considers that an individual is at significant risk, but you may assume that conversations with staff are confidential unless otherwise stated.

We also advise that students see their Personal Tutor during their ‘Consultation and Feedback’ hours in the last week of each term.

3.3 Questionnaires

Modules are evaluated every year. Towards the end of the teaching on a module you will be asked by your tutor to fill in a questionnaire giving your evaluation of the teaching you have received, the effectiveness of library provision and the overall quality of the module. It is College policy that such module evaluations are completed by all students. These are anonymous and your co-operation in making these evaluations is of great help to the Department. The results of the evaluations are considered by the School of Humanities Education Committee as well as the relevant Head of Department, and form part of the Department’s Annual Monitoring Report, which aims to improve modules, taking into account student feedback.

Moreover all degree programs and modules are reviewed periodically by the School and within the Department, taking into account the student evaluations as well as issues raised at the Student-Staff Committee.

4 Teaching

4.1 Study weeks

Study Weeks in 2020-2021 are scheduled as follows:

**Term One**
Monday 2 - Friday 8 November 2020

**Term Two**
Monday 15 – Friday 19 February 2021

Study Weeks are weeks that do not normally have scheduled teaching (although they can be used as a space to make up any teaching lost earlier in the term to staff illness). They are an opportunity for you to consolidate what you have learnt, work on your coursework assignments, and do preparatory reading for the second half of the term.

5 Degree structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, modules which make up the course and any course-specific regulations are set out in
the course specification available through the Course Specification Repository.

5.1 Department specific information about degree structure

The History Department provides a variety of degree programmes. The majority of our students are registered under History, while a sizeable minority are registered for Modern and Contemporary History. These are both three-year Single Honours degree programmes.

In addition, there are presently a further eight degree programmes in which this Department collaborates with other departments to provide Joint Honours degrees:

Ancient and Medieval History
English and History
French and History
German and History
History, Politics and International Relations
History and Music
History and Philosophy
History and Spanish

Please note that the degrees in History and a language – French and History, German and History, History and Spanish - normally take four years to complete and involve a year abroad.

The Department also participates in the Liberal Arts degree.

The Department also offers various ‘... with an International Year’ degree programmes, which include a year spent at a host university overseas between the second and third years of study at Royal Holloway. Students studying on History’s degree programmes are eligible to apply for the ‘... with an International Year’ variants during their second year of study, subject to academic performance and securing a placement at a host university. If accepted onto this programme, they are transferred formally to the ‘...with an International Year’ degree programme at the start of their overseas year.

Please note that there are certain requirements specific to each degree programme. However, it is usually possible to take up to one module per year designed primarily for a degree programme other than the one for which you are registered. It is also possible in some cases to switch from one degree programme to another. If you should wish to do either of these things you should talk firstly to your Personal Tutor. Changes of degree then have to be signed off by the Department Education Lead, Dr Patrick Doyle.

5.2 Change of course

You may transfer to another programme subject to the following conditions being met before the point of transfer:

(a) you must satisfy the normal conditions for admission to the new programme;
(b) you must satisfy the requirements in respect of mandatory courses and progression specified for each stage of the new programme up to the proposed point of entry;
(c) the transfer must be approved by both the department(s) responsible for teaching the new programme and that for which you are currently registered.
(d) if you are a student with Tier 4 sponsorship a transfer may not be permitted by Tier 4 Immigration rules.
(e) you may not attend a new programme of study until their transfer request has been approved.

Further information about changing programmes is available in Section 8 of the Undergraduate Regulations.
6 Facilities

6.1 The Library

The Library, which lies at the heart of a History student’s learning experience, is housed in the Emily Wilding Davison Building. Online electronic resources are also available via the Library’s website and via other library collections (e.g. Senate House). Details, including Library Search, dedicated subject guides and opening times can be found online on the Library home page.

The Ground Floor of the Library contains a High Use Collection which includes many of the books assigned for undergraduate modules. The rest of the Library collections are on the upper floors. There are plenty of study areas and bookable rooms to carry out group work, as well as many areas where you can work on your own. The Library contains a large number of PCs and has laptops to borrow on the ground floor to use in other study areas.

The Information Consultant for the School of Humanities is Emma Burnett (Emma.Burnett@rhul.ac.uk)

6.2 Photocopying and printing

The departmental printers and photocopier are reserved for staff use. Copier-printers (MFDs) for students are located in the Library, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available here.

6.3 Computing

There are ten open access PC Labs available on campus which you can use, including three in the Computer Centre. For security reasons access to these PC Labs is restricted at night and at weekends by a door entry system operated via your College card.

Many of the PC labs are open 24 hours a day, 7 days a week, although this may be affected by the coronavirus pandemic. Alternatively, there are computers available for your use in the Library, and Computer Centre, although please do bear in mind that capacity on campus is likely to be reduced for the foreseeable future.

How to find an available PC

7 Assessment Information

7.1 Anonymous marking

All undergraduate essays and other forms of written coursework are marked anonymously. Please remember to make sure that your name does not appear on the written work that you submit. Work should be submitted by CANDIDATE NUMBER ONLY. Your candidate number (which changes every year) will be circulated to you early in Autumn Term.

7.2 Submission of work

Submission dates in the History Department for 2020-21 can be found on the relevant Moodle pages. Please contact the office at humanities-school@rhul.ac.uk if you are not sure when a piece of work is due.

Please note that deadlines are potentially subject to change, and any changes to these deadlines will be relayed by the relevant course convener or the School Admin Team.

7.3 Penalties for over-length work

Word limits are not set to make students’ lives unnecessarily difficult! They exist because of the importance of History students developing the necessary skills to produce different kinds of writing under a range of circumstances and for various purposes. Word limits, therefore, need to be taken seriously as over-length
work is penalised by the deduction of marks. Short-weight work is unlikely to be able to meet the assessment criteria in full.

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section 13, paragraph (5) of the College’s Undergraduate Regulations:

**Section 13 (5)**

Any work (written, oral presentation, film, performance) which exceeds the upper limit set will be penalised as follows:

(a) for work which exceeds the upper limit by up to and including 10%, the mark will be reduced by ten percent of the mark initially awarded;  
(b) for work which exceeds the upper limit by more than 10% and up to and including 20%, the mark will be reduced by twenty percent of the mark initially awarded;  
(c) for work which exceeds the upper limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.

The upper limit may be a word limit in the case of written work or a time limit in the case of assessments such as oral work, presentations or films.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

**What to do if things go wrong – Extensions to deadlines**

Please refer to the Extensions Policy and guidance on the College’s webpage about Applying for an Extension.

**7.4 Support and exam access arrangements for students requiring support**

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, “a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities”. It is for such conditions and SpLDs that Disability and Dyslexia Services (DDS) can put in place adjustments, support and exam access arrangements. Please note that a “long-term” impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the Disability and Dyslexia Services Office for an assessment of your needs before adjustments, support and exam access arrangements (*) can be put in place. There is a process to apply for special arrangements for your examinations – these are not automatically put in place. Disability and Dyslexia Services can discuss this process with you when you register with them. Please see section 2 above for further guidance about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not make further allowance in relation to your disability or SpLD.

**7.5 Academic misconduct - Plagiarism**

The History Department requires its students to use the MHRA (Modern Humanities Research Association) system of referencing their written work.

Proper use of referencing protects you from allegations of plagiarism, by allowing the reader to understand precisely which ideas are yours and which are those of your sources. When you write essays
or dissertations, therefore, it is essential that you indicate the precise source of information and ideas
that are not your own. You should always give as much information as possible in your footnote, using
precise page numbers. This will enable you to find any information again, if necessary. By referencing
in this way, you are also allowing the reader to understand the breadth and depth of your reading, and
where to find a source if they wish to consult it too.

8 Health and Safety information

The Health and Safety webpage provides general information about our health and safety policies.

Please note in particular the College’s Health and Safety policies related to coronavirus mitigation, and
ensure you follow all the relevant guidance when on campus.

8.1 Code of practice on harassment for students

The College is committed to upholding the dignity of the individual and recognises that harassment can be a
source of great stress to an individual. Personal harassment can seriously harm working, learning and social
conditions and will be regarded and treated seriously. This could include grounds for disciplinary action, and
possibly the termination of registration as a student.

The College’s Code of Practice on personal harassment for students should be read in conjunction with the
Student Disciplinary regulations and the Complaints procedure.

8.2 Lone working policy and procedures

The College has a ‘Lone Working Policy and Procedure’ that can be found here. Lone working is defined as
working during either normal working hours at an isolated location within the normal workplace or when
working outside of normal hours.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety
Coordinator, Penelope Mullens, or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the
above section will apply to students undertaking duties off campus.