MSt Medieval Studies

Course handbook 20-21

Contents

WELCOME

Welcome from the Convenor of the MSt in Medieval Studies

We are delighted to welcome you to Oxford, and look forward very much to meeting you in person. We hope that you will enjoy your time in this enormously stimulating environment, and that you will find the course both challenging and exciting.

The University of Oxford is home to an almost unprecedented number of medieval scholars across a wide range of disciplines: history, medieval languages and literature, musicology, history of art, theology, oriental studies, English literature, archaeology. These are brought together under the umbrella of the Medieval Studies programme (https://torch.ox.ac.uk/medievalstudies). You will encounter scholars working on an enormously wide range of material, engaging with a variety of approaches, and covering an array of geographical areas. There are also plenty of occasions for these scholars to collaborate, to explore the resonances between their different areas of expertise. It is a very exciting place to study!

We hope you will enjoy the extensive research seminars, workshop, reading groups and lectures in Medieval Studies at Oxford. You will find all these listed in the *Medieval Studies Booklet*, which will be sent to you at the start of each term; you will also find regularly updated information on the TORCH website (https://torch.ox.ac.uk/medievalstudies#tab-899116). Since postgraduate courses involve more independent study than you may be used to, these seminars and workshops provide useful structure and intellectual stimulation. You will have opportunities to discuss with the convenor which seminars are most suited to your interests.

The MSt in Medieval Studies is run by a Steering Committee, on which members of all faculties involved in the course are represented. The Committee meets once a term, and a representative of the student cohort is invited to each meeting to offer, at the start of that meeting, an oral report relaying the students' sources of satisfaction and/or concerns with the course at that point in time, and to discuss these with Committee members. There is no formal process by which the representative is elected; the co-directors delegate this decision to the students themselves and are very happy for the role to rotate across terms and/or for two students to attend the meeting.

The Humanities Division hosts a Graduate Joint Consultative Forum to discuss issues of common interest to students across the Humanities as well as to seek student views on a range of topics relevant to them. Meetings are normally held once per term. Membership will be established at the start of the academic year.

Oxford can be a confusing place. Not least, trying to figure out the relationship between colleges, faculties and division is a challenge. The Medieval Studies course itself is complex, precisely because it involves an exciting and unusual array of components. If you have questions, do ask! The course convenor, course tutors, postdoctoral mentor, and your dissertation supervisors are all here to help you navigate your way through your course.

Queries can also be directed to the course administrator, medieval.studies@humanities.ox.ac.uk , 01865 615264/ 615357.

This handbook offers a comprehensive guide to the structure of your course: the teaching, assessment and administrative arrangements. It also contains useful information on other aspects of life in Oxford as a postgraduate in Medieval Studies. You can find further information about graduate matters on our Canvas page

All best wishes,

Mark Williams

1. Foreword

This handbook applies to students starting the MSt in Medieval Studies in Michaelmas term 2020. The information in this handbook may be different for students starting in other years.

It contains information about the structure of the course, teaching and assessment deadlines, how to format and submit your work, and the exam conventions that set out how your work is marked. It also acts as a signpost to more general information, including useful contacts and locations around the Faculty and university.

Oxford University terms are named Michaelmas (autumn), Hilary (winter) and Trinity (spring). Introductory events often take place during Week 0 of Michaelmas Term. The term dates can be found herehttps://www.ox.ac.uk/about/facts-and-figures/dates-of-term?wssl=1

Oxford and Covid-19
Welcome to the Humanities Division at Oxford University. As you will be aware, the impact of the Covid-19 pandemic means that during the 2020-21 academic year the teaching arrangements for your course are being adapted to ensure the safety and wellbeing of students and staff whilst maintaining an excellent learning experience. The academic aims, design and content of your course will remain in place, but there will be changes to the ways in which teaching is delivered, particularly during Michaelmas Term. Whilst this means that your experience of the course will be different to normal, your Faculty and the Humanities Division are confident you will receive an excellent standard of education through a range of complementary teaching methods.

A great deal of careful planning has taken place before the start of your programme to ensure you receive the best possible learning experience and that you benefit from the resources, services and facilities available to you at Oxford. This handbook will support you with detailed guidance on teaching and assessment for your course and will be an important point of reference for you throughout the year. Please bear in mind, however, that the changing nature of the pandemic and its impact on the University means that the standard

information below may not always reflect the specific adaptations that become necessary during 2020-21.

During Michaelmas Term in particular we ask you to bear in mind that circumstances may change at short notice, and that your faculty may need to alter, adapt or postpone teaching sessions for reasons beyond the faculty's control. All efforts will be made to minimise disruption and maintain the continuity of your course experience. Please ensure that you pay close attention to email communication from your faculty, remain in regular contact with your key faculty contacts (details below), and check the University's Covid-19 webpages regularly to follow the latest institutional-level guidance.

This is a challenging year in which to be commencing your course at Oxford, but it also an opportunity to develop new study skills and to collaborate with fellow students and academic staff in developing innovative and engaging educational perspectives on your course. We are looking forward to working with you to make 2020-21 a success.

Please note that the mode of delivery for events taking place online will be reviewed at the end of Michaelmas term.

Version 2.1

The Examination Regulations relating to this course are currently available here, on the exam regulations site; (do not get confused if the website states that they are the 2019-20 regulations: there have been no changes and these still apply).   If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact the Graduate Studies Administrator (medieval.studies@humanities.ox.ac.uk).

The information in this handbook is accurate as at September 2020, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges . If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

2. Further information

The University of Oxford website (www.ox.ac.uk) is a good source of information about the University. Useful information relating to the MSt in Medieval Studies is available on the course Canvas page at https://canvas.ox.ac.uk/courses/75844

The University Student Handbook provides general information and guidance you may need to help you to make the most of the opportunities on offer at the University of Oxford. It also gives you formal notification and explanation of the University's codes, regulations, policies and procedures: https://www.ox.ac.uk/students/academic/student-handbook?wssl=1

The relevant college handbook, which should be available from your college websites, is another source of valuable information for students, on all matters relating to your college.

For general information on a wide range of matters, you can access the Student Gateway on the University website at www.ox.ac.uk/students/.

3. Equality and Diversity at Oxford

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish." University of Oxford Equality Policy

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0

Student Welfare and Support Services
The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit: www.ox.ac.uk/students/life/clubs

4. Useful contacts

The key academic and administrative contacts for this course are as follows:

Professor Mark Williams
Course Convenor
Email: mark.williams@ell.ox.ac.uk

Graduate Studies Administrator
Email: medieval.studies@humanities.ox.ac.uk
Phone: 01865 615264/ 615357

Academic Mentor: Caroline Batten
The Academic Mentor's role is to help foster a sense of group identity and cohesion amongst the students on the course by joining the Research Methods workshops, and by being a point of contact for queries both intellectual and pastoral. The academic mentor contributes to research mentoring and can act in a pastoral capacity as a personal mentor.

5. Important dates

The dates of Full Term in the academic year 2020-21 are as follows:

Michaelmas 2020   Sunday 11 October – Saturday, 5 December
Hilary 2021   Sunday, 17 January – Saturday, 13 March
Trinity 2021   Sunday, 25 April – Saturday, 19 June

Where there is reference to 'Week 1', 'Week 6', etc., this applies to the weeks of Full Term, during which classes run. 'Week 9', 'Week 10', etc. are the weeks immediately after Full Term. The week immediately before Full Term is commonly known as 'Week 0'. (Note that by convention, Oxford weeks begin on a Sunday.)

6. Course aims

The programme is designed either to be taken in preparation for doctoral work, or to offer a terminal degree in preparation for professional work in which knowledge of medieval society, politics, and culture may be an advantage.

The course aims to:

- provide intensive training in one of the languages used in medieval times, and to develop reading skills to attain a research proficiency
- offer skills-based training in palaeography and codicology
- , enabling students to read medieval documents
- develop an in-depth understanding of medieval studies and a broad expertise in the intellectual disciplines through which medieval topics may be studied
- enable students to pursue particular areas of specialisation through a wide range of optional courses
- foster skills in research, writing, analysis and interpretation, through a combination of lectures, tutorials, essay-writing and supervision of a thesis on a subject of the student's choice.

7. Intended learning outcomes

Students will develop:

- the techniques, skills and knowledge required to contribute to the study of the European Middle Ages; to become familiar with the range of approaches, to evaluate them critically, and to engage in advanced discussion in the field
- the ability to carry out research, involving conceptual innovation and the identification and use of new information; acquire the experience of investigating and writing up an extended research project
- specialist and general skills of relevance to the continued professional development of a cultural understanding of the past, and which are also transferable into a wide range of employment contexts and life experiences
- the opportunity either to re-skill themselves in an area of study which was underrepresented in their undergraduate syllabus, or to explore in more depth an area of the medieval cultural heritage in which they may hope to progress to independent research

Teaching of medieval languages, Palaeography/Codicology and Option courses is mainly by small, dedicated classes to allow flexibility of approach and regular interaction between students and teachers. Work towards the dissertation is based on one-to-one sessions with

supervisors in which independent critical thinking and the cogent presentation and defence of argument can be developed.

These mixed teaching and learning contexts are intended to:

- develop students' proficiency in their chosen medieval language, with a particular emphasis on reading proficiency
- develop the techniques, skills and knowledge required to contribute to the study of the European Middle Ages
- familiarise students with the range of approaches, to evaluate them critically, and to engage in advanced discussion in the field
- encourage students to work collaboratively in seminar and discussion contexts, as well as to work independently
- enable students to identify appropriate techniques and technologies for the assembling, recording, and presenting of research materials
- develop the ability to carry out research, involving conceptual innovation and the identification and use of new information; acquire the experience of investigating and writing up an extended research project
- develop specialist and general skills of relevance to the continued professional development of a cultural understanding of the past, and which are also transferable into a wide range of employment contexts and life experiences.

8. Course content and structure

The Master of Studies in Medieval Studies is a 9-month course at FHEQ Level 7. It is administered by the Humanities Division and several Faculties contribute to it, demonstrating the University's tremendous wealth of scholarship in the period. The degree is aimed at students who wish to follow courses in more than one discipline in medieval studies, and who are keen to extend their skills.

It equips students to draw on a variety of disciplinary approaches in their study of the Middle Ages, placing emphasis on language training as well as on the development of skills in palaeography and codicology. It also offers the opportunity to undertake the acquisition of a medieval language not previously studied.

Induction

At the start of the academic year, in the week before the beginning of formal classes (this is called 0th week), there will be induction sessions to introduce you to the course and to life as a Masters student at Oxford. Here is the timetable:

Induction Meetings

ATTENDANCE IS OBLIGATORY

Monday 5 October 2020
St Edmund Hall, Queen's Lane, Oxford, OX1 4AR

9:45: Introductions and Course Overview
Mark Williams (Course Convenor)
Henrike Lähnemann (Director of Oxford Medieval Studies)
Caroline Batten (post-doctoral mentor)

10:15: What to expect - from a former student
Jenyth Evans

Tuesday 6 October
MS Teams

2:00-2:30pm: Introduction to IT Services

Structure

The course consists of five units:

- Medieval Language course
- Interdisciplinary seminar and research methods workshop
- Palaeography / codicology course
- Two Option courses
- Dissertation

Michaelmas Term

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Complete online exam entry
Friday Week 4

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Complete the Test Assignment Submission exercise (see Section 3.4)
Friday Week 5 (5pm)

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_____

Submit option essay and dissertation title to the Graduate Office by email to
medieval.studies@humanities.ox.ac.uk*
Friday Week 6 (by 5pm)

Trinity Term

_____

Submit two option essays and palaeography/codicology essay (unless your chosen papers are subject to different deadlines through their Faculty's Regulations) – see Canvas on how to submit
Monday Week 1 (noon)

Submit dissertation (see Section 3)
Monday Week 9 (noon)

*Modification of your essay and dissertation titles is only possible up to fourteen days before the submission deadline, and requires the permission of the course/option tutor or (for your dissertation) your supervisor. Once permission has been obtained, the new title should be sent to the Graduate Studies Administrator by email, medieval.studies@humanities.ox.ac.uk

You MUST check all deadlines against the Examination Regulations for your course. If there are any discrepancies with what is published here, the official Examination Regulations take precedence.

Medieval Language courses

Teaching

All students must take **medieval** language classes, chosen from a range that may include (Medieval) Latin; Old English; Old Norse; Old French; Old Occitan; Old High German; Middle High German; Old Irish; Middle Welsh; (Byzantine) Greek. Please note that not all language options will be available every year. Language teaching will be provided by Faculty Members and Language Instructors from around the University. Please note that teaching norms, modes of delivery and assessment will vary according to the existing arrangements of participating faculties; students should not therefore expect absolute uniformity across faculties.

Depending on the availability of appropriate teaching, it may also be possible to arrange special tuition in Hebrew or Classical Arabic.

Assessment

The mode of assessment depends on the language chosen. In most cases there will be in-class or end-of-course tests, and the class teacher will report to the Board of Examiners on attendance, participation, and performance at the end of the academic year. 'Satisfactory participation' will constitute a pass in a language class.

Interdisciplinary seminar and research methods workshop

Interdisciplinary seminar

Candidates will be expected to follow a range of seminars in relevant disciplines over the academic year. A special medieval studies seminar booklet is issued at the beginning of each term giving full details. This booklet is also available via the TORCH Oxford Medieval Studies (OMS) website: http://www.torch.ox.ac.uk/medievalstudies.

Apart from these seminars, a special week involving additional activities will take place (normally in Hilary Term). An external guest lecturer (the Medieval Studies Visiting Lecturer) with expertise in interdisciplinary study will normally offer a plenary lecture and conduct a graduate workshop. Candidates are expected to participate in these events.

Candidates will normally be given the opportunity to present their work in the Trinity Term sessions of the Medieval Church and Culture Seminar for feedback and discussion.

Research methods workshop

In Michaelmas and Hilary Terms candidates will follow a series of compulsory workshops on Research Methods and bibliography convened by the Programme Convenor. Classes are designed to address a number of specific issues encountered by researchers in medieval studies at master's level (e.g. research methodologies and interdisciplinarity, how to compile bibliographies and use bibliographical tools, presentation of work in scholarly form and style, structuring extended pieces of writing), but are also intended to be responsive to and shaped by student concerns; students will have the opportunity to raise individual issues for discussion and make informal presentations on work in progress.

The workshops will take place:

Michaelmas term: Monday of Weeks 1, 3, 5, and 7, 4-5:30 pm

Hilary term: Monday of Weeks 1, 3, and 5, 4-5:30 pm

In addition, candidates should discuss with the programme convenor or their supervisors at the beginning of Michaelmas Term which of the specific induction sessions to research methodologies and resources provided by individual faculties and departments they should attend.

Assessment

Candidates' attendance at the seminars and workshops, and satisfactory participation will be certified on a report form submitted by the convenors of the seminars and workshops to the Chairman of Examiners. There is no formal assessment of this unit.

Palaeography / codicology course

Teaching

All students must take one of a range of palaeography or codicology classes available, which will include Latin Palaeography/Codicology, options offered by the Medieval and Modern Languages Faculty and options offered by the English Language and Literature Faculty.

Language and Palaeography/Codicology courses are designed to equip you with new research skills for further study, offering the opportunity for interaction with a variety of

primary manuscript sources, developing analysis of their internal construction (binding, decoration, script, etc.) as well as their external history (provenance, ownership, transmission, etc.). Candidates will choose a course of palaeography and/or codicology classes in one of the participating faculties.

Please note that teaching norms, modes of delivery and assessment will vary according to the existing arrangements of participating faculties; students should not therefore expect absolute uniformity across faculties

Assessment

Methods of assessment will vary according to the practices of the faculty within which the candidate is working for the Palaeography/Codicology element. The work produced will thus be assessed according to the regulations laid down by the relevant faculty. This unit accounts for 20% of the overall mark.

Written work prescribed for assessment by the relevant Faculty or Sub-Faculty must be submitted. Where applicable, on-course test results will be reported by the class leader to the Chairman of Examiners as part of the class attendance record. Where the relevant Faculty does not stipulate an earlier deadline for the submission of the Palaeography/Codicology essay, the deadline is as in the table above. See Section 3 for submission instructions.

Option courses

Teaching

In each of Michaelmas and Hilary Terms candidates will take one Option paper of their choice, from the subject options made available by the participating faculties in any given year and term. Candidates should note, when choosing the sequence of their Options, that a given subject may only be available in one of the two terms, and that options available vary from year to year, depending on the availability of teaching staff. The Faculty reserves the right to not run an option if insufficient numbers enroll. Candidates should also keep in mind that their Options must be taken from two different subject areas.

Option Paper classes, together with the dissertation, allow you to develop your understanding of complex textual or visual materials, your handling of secondary sources, your methodological or conceptual approaches to addressing evidence, your ability to construct and sustain cogent arguments in an extended essay form and to present this in a scholarly manner.

Please note that the options available vary from year to year, depending on the availability of teaching staff. Optional courses will normally be provided by specialists from the Faculties of History, Medieval and Modern Languages, English Language and Literature, Music, Oriental Studies, and Theology. There is provision for annual rotation and revision of optional courses, to ensure that students are in contact with the latest developments in their chosen subject.

As a general rule of thumb, you may expect to see your Option tutors for c. 4-6 small group sessions, for which you will produce pieces of formative written work and / or oral presentations. Your tutor will explain the precise number/combination of pieces. Option

courses vary in their format according to the conventions of the participating Faculty, but students must meet the obligations established by their tutor.

The Option tutor will normally provide formative feedback (including a general indication of standard) on a first draft of the essay or sections thereof. Please make sure that your tutor is given ample time to read and comment on written work before any relevant deadlines

Assessment

Options are typically assessed by one essay of between 5,000 and 7,000 words. In the case of faculties for whose Option Papers a candidate of that Faculty would ordinarily be expected to submit an essay longer than 7,000 words or to complete two pieces of work totaling more than 7,000 words, a Medieval Studies candidate will only be expected to submit work of between 5,000 and 7,000 words, following the guidance of the option convenor as to the nature of such submissions. [Also see Word count in Section 3]

Each Option paper accounts for 20% of the overall mark.

Your draft title of the essay should be as descriptive and precise as possible, posing a question or proposition that can reasonably be dealt with within the word limit.

Submission (essays)

Essays are to be submitted by the deadlines, and assessed according to the regulations, of the relevant Faculty. Candidates should make themselves aware of relevant deadlines for submission and presentation guidelines by referring to the course handbook of the Faculty under whose auspices the Option is convened, and by consulting the convenor of the individual Option Paper.

By default (if no other deadlines are stipulated for the chosen course) candidates are required to submit their essays by the deadline in the table above. Submitted work should normally accord with the Faculty's conventions in which the Option is taken (where no specific requirements exist, you should use the History Faculty's conventions mentioned below); in the case of quotations from foreign languages, the following exception to the conventions shall apply: Appendices can be in the word count if permission is not sought from the examiners, additional to word count if permission is sought. English translations of passages quoted in another language are excluded from word count. Also see note on Word Count in Section 3.

See Canvas for guidance on submission.

Dissertation

Supervision arrangements

During the admissions process you were assigned two supervisors from different subject-areas to direct your intended individual research. In the course of the first term, your research focus may change – and in some this may lead to a change in your supervision arrangements. If this happens, you should complete a GSO.25 form (change of supervisor or appointment of joint supervisor) and submit it to the Academic Office so that the student

record system can be updated:
https://www.ox.ac.uk/students/academic/guidance/graduate/progression.

Your supervisors' primary responsibility is to advise you on the programme of work necessary to complete your dissertation or thesis. To this end, they should maintain a general overview over your course work and academic development. They should help you to identify and acquire the knowledge and skills needed to complete your dissertation or thesis, and to further your aims for study or employment, insofar as these build upon the programme of graduate study.

Dissertation title
You should agree a definitive title with your supervisor(s). The dissertation should be on a topic falling within the scope of this programme.

The Examiners will expect the dissertation to be clearly distinct from the Option course essays in either chronological or geographical range, or scholarly issue. The dissertation is expected to include some study of original source material, whether in printed, manuscript, or other form, and to have an interdisciplinary aspect.

The requirement for the dissertation to be interdisciplinary must be demonstrated by each student, but the way in which this is done will be different in each case. As they stand the regulations require that the dissertation include: 'Reference to scholarship and evidence from more than one discipline. Use of more than one disciplinary methodology or conceptual framework in an integrated manner.'

While working on two languages (or two regions for that matter) is not *in itself* sufficient to satisfy the regulation, it is recognized that the scholarly traditions and approaches to research in two languages *can* provide various opportunities to use different methodologies or concepts. Each student must explain or demonstrate how more than one way of thinking and/or methodology have been brought together in their dissertation.

Planning your research
The following notes for students and supervisors provide rough guidance for students and supervisors – individual progress rates will vary, depending (for example) on the level of your background knowledge; whether you need to acquire new technical skills; the speed at which you identify a workable topic; the accessibility of sources in Oxford or Britain; the time needed to process data; the extent to which the research programme makes feasible the drafting of chapters while research is in progress, etc.

Michaelmas term:

- Meet supervisor
- Identify any training needs
- Plan lecture/seminar attendance and a programme of secondary reading necessary to set the scene for proposed research
- Initial exploration of primary sources
- Discuss subject and nature of the research proposal you plan to submit as part of your examination
- Expect to spend one day a week on preparing your dissertation project, and arrange to see your supervisor two or three or four times after the initial meeting

End of Michaelmas Term:

- Discuss whether applying for doctoral research in Oxford or elsewhere, and if so nature of doctoral research proposal (deadline for submission of the application mid-January)

Christmas vacation

- Proceed, against the background of continuing work as above, to refine definition of dissertation topic
- Definitively identify and establish familiarity with primary and secondary sources central to your proposed master's research
- If applying for re-admission to doctoral programme, AHRC funding, or other funding requiring a doctoral research proposal, work with supervisor to refine that well in advance of the January application deadline

Hilary Term

- Finalise plan of work remaining for dissertation and agree this with supervisor
- Revise the structure of your master's dissertation in the light of this ongoing exploration
- Expect to step up work on your dissertation project to about two days a week
- Again, arrange to see your supervisor for about three sessions

Easter vacation/Trinity Term

- Complete research, modifying plan and structure as necessary in process
- Produce draft – make sure draft is in supervisor's hands in plenty of time for supervisor to comment (supervisors are not expected to comment on drafts received later than Monday of 6th week)
- Revise in light of comments: make the most of the opportunity to work full-time on your dissertation up to submission, extensively consulting original sources and carefully revising your dissertation, giving it a tightly argued structure and presenting it in idiomatic English which makes it accessible to a non-specialist reader

Dissertation submission and word limit

The dissertation must be submitted by the given deadline (see table above). Refer to Section 3 for guidance on how to submit your dissertation, and for guidance on the presentation and submission of essays and dissertations.

The dissertation should consist of up to 12,000 words. It must be accompanied by a short abstract which concisely summarises its scope and principal arguments, in about 300 words;

the abstract should be bound into the dissertation, immediately after the title page. [also see Word Count in Section 3]

The dissertation must not exceed the permitted length. If they do the Examiners will reduce the marks awarded.

Part of the exercise of writing a dissertation lies in devising a topic that can be effectively handled within the word limit. However, in exceptional circumstances – for example if a large section of your dissertation is taken up with translations or lengthy appendices – you can apply to the Director of Graduate Studies for permission to exceed the word limit. This should be supported by an email from your supervisor. dissertation is taken up with translations or lengthy appendices – you can apply to the Director of Graduate Studies for permission to exceed the word limit. This should be supported by an email from your supervisor.

Seminars
Attendance at the Medieval Church and Culture seminar during Trinity Term is compulsory: students will be expected to present work in progress on their dissertations. Students must also attend research methods workshops led by the Programme Convenor in Michaelmas and Hilary Terms.

Throughout the year, the programme of teaching will be supported by the regular research seminars for graduates and staff in the participating faculties. Students are encouraged to attend relevant seminars, lectures and visiting speaker presentations organized across the Humanities Division.

For a list of all Seminars, see here https://www.history.ox.ac.uk/research-seminars

9. Submission & Assessment guidance
Written work, essays and dissertation, must be submitted by uploading it to the Assignments Section of the MSt Medieval Studies WebLearn only; no concomitant copy submission may be submitted, for any purpose. Electronic submissions must be received by the deadline; technical problems external to the WebLearn system will not be accepted as grounds for excusing lateness. Written work shall be submitted as word-processed files converted to PDF using the course coversheet as first page of the work. File naming conventions are to be found in the Examination Conventions; these will be published later in the year.

Further instructions, and training if required, will be made available during Michaelmas Term.

The WebLearn site for assessment submission is:
https://weblearn.ox.ac.uk/portal/site/:humdiv:xhumdiv:mst-medieval

For guidance on how to present your essay, including referencing styles, refer to the Appendix 2. The ability to conform meticulously to presentational guidelines is a professional skill, required, for example, from anyone submitting work for publication, and the examiners may lower your mark if you fail to observe the conventions specified.

The process of assessment examination is anonymous. In order to minimise any possibility of students being identified, no acknowledgments are to be included in the summative assessments.

Failure to meet deadlines for submitted work
A candidate who fails to submit any of the required three written elements (two option essays and a dissertation) by the dates specified above shall be deemed to have withdrawn from the examination.

Students should pay particular attention to the Hilary Term deadline for approval of topics/subjects. It is their responsibility to consult their supervisors or Option tutors in good time so as to meet the deadline, which is not negotiable.

10. Examination conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

The examination conventions will be published later in the academic year.

11. Graduate Supervision Reporting (GSR)

Each term graduate students are given the opportunity to report through the Graduate Supervision Reporting (GSR) system on their student experience. This is particularly relevant for their regular stock-taking on their individual research for their course dissertation. This opportunity for reflection is not only useful for students themselves, it also helps their supervisors and advisors, and the Director of Graduate Studies to gain an informed view of their progress, and to identify any additional support that might profit them.

To access GSR, please visit https://www.ox.ac.uk/students/selfservice?wssl=1 You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre; however, should you need additional support, please contact your Graduate Studies Administrator in the first instance.

12. Good academic practice and avoiding plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.   Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. When you submit a piece of work for assessment, you will be required to sign a certificate confirming that it represents your own unaided work. Further guidance on plagiarism may

be found in Appendix 1, and here:
www.ox.ac.uk/students/academic/guidance/skills/plagiarism

Properly referencing your sources in written work can not only help you to avoid breaking the University's plagiarism rules, but can also help you to strengthen the arguments you make in your work. The University's advice on referencing may be found in Appendix 2 below.   Further general guidance on referencing may be found here:
https://www.ox.ac.uk/students/academic/guidance/skills/referencing

13.   Entering for University examinations

The Oxford Students website gives information on the examination entry process and alternative examination arrangements: www.ox.ac.uk/students/academic/exams.

You can access past examiner's reports on the course Canvas site.

14. Opportunities to engage in the wider research community and other skills training

You are encouraged to participate in the researcher development training offered by the Humanities Division, as well as training offered by other University departments; on which further information may be found here: https://weblearn.ox.ac.uk/portal/site/:skills.

Other opportunities for interdisciplinary engagement are available through The Oxford Research Centre for the Humanities (TORCH): www.torch.ox.ac.uk.

Additionally, a wide range of general information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing –which may be found on the Oxford Students website; http://www.ox.ac.uk/students/academic/guidance/skills/.

15. Skills & Employability

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course (often incorporating professional body requirements) will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend their skills and experiences through practical or project work, placements or fieldwork, writing extended essays or dissertations. In college and university sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as Problem Solving, Leadership, and Communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the Careers Service website

The Careers Service have a very full programme of events, talks, and workshops, together with the opportunity for one-to-one consultations and sessions tailored to the interests of particular subject groups (www.careers.ox.ac.uk).

Students should also feel welcome to discuss their future professional plans with the Academic Mentor and the co- directors. Some of the lunchtime meetings can be used to invite in external speakers representing different career directions for informal discussion.

16.   Student representation, and evaluation and feedback

The MSt in Medieval Studies is run by the Steering Committee for Medieval Studies, on which members of all participating faculties centrally involved in the course are represented. The Committee meets once a term, and a representative of the student cohort is invited to each meeting to offer for the unreserved business part of the meeting.

At the beginning of the year, two student representatives will be elected for the group who can report to tutors on matters of general concern.

The Humanities Division hosts a Graduate Joint Consultative Forum to discuss issues of common interest to students across the Humanities as well as to seek student views on a range of topics relevant to them. Meetings are normally held once per term. Membership will be established at the start of the academic year.

Students on full-time and part-time matriculated courses are surveyed once per year by the university on all aspects of their course (learning, living, pastoral support, college. Previous results can be viewed by students, staff and the general public at https://www.ox.ac.uk/students/life/student-engagement?wssl=1

17.   Student life and support

Details of the wide range of sources of support are available more widely in the University are available from the university website, including in relation to mental and physical health and disability: www.ox.ac.uk/students/welfare.

Who to contact for help

Students can sometimes find themselves faced with personal problems and need expert advice. Remember that a whole range of people – the course convenor, supervisors, college advisers, etc. – may be ready, not necessarily to solve your problem, but to advise you on where to turn to for appropriate help.

Colleges have many officers with responsibility for pastoral and welfare support. These include the college Tutor for Graduates, a designated College Advisor for each student, the Chaplain, and the college nurse and doctor. In addition there is peer support from the Middle Common Room (MCR), which elects student officers with special responsibility for welfare. These will liaise with the central Oxford University Students Union. Each college has its own system of support for students, please refer to your College handbook or website for more information on who to contact and what support is available through your college.

The University Counselling Service (www.ox.ac.uk/students/welfare/counselling) assists students who are experiencing psychological stress. Appointments can be made either by calling (2)70300 or by calling in person at their offices (3 Worcester Street); you do not need a referral from your GP or anybody else. The office of the Service is open Monday to Friday from 9am to 5pm throughout the year, except for short periods in the vacations which are publicised on their website well in advance.

Both colleges and faculties have appointed Harassment Advisers within a network of such advisers organised centrally.

The University provides support services for disabled students and students with children. There is a central University Counselling Service, and colleges have different college-based welfare structures within which non-professional counselling is provided by student peers or designated tutors.

Financial support is available from central university and college hardship funds.

Details of the wide range of sources of support are available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

The University is committed to ensuring that students with disabilities are not treated less favourably than other students, and to providing reasonable adjustment to provision where students with disabilities might otherwise be at a substantial disadvantage. For a student who has declared a disability on entry to the University, both the Steering Committee and college will have been informed if any special arrangements have to be made.

A student who thinks that adjustments in teaching, learning facilities or assessment may need to be made should raise the matter with the directors and with their College Advisor. General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed, can be found on the University's Disability Advisory Service website at www.admin.ox.ac.uk/eop/disab.

18. Complaints and appeals
Complaints and academic appeals within the Humanities Division
The University, the Humanities Division and the Steering Committee for the MSt in Medieval Studies all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University's complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available within colleges, within faculties/departments and from bodies like Student Advice Service provided by Oxford SU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the Steering Committee for MSt in Medieval Studies, then you should raise it with the Assistant Registrar (Education) of the Humanities Division, Pádraig O'Connor. who will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the University Student Handbook webpage:
- https://www.ox.ac.uk/students/academic/student-handbook?wssl=1
- the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Student Handbook webpage:
https://www.ox.ac.uk/students/academic/student-handbook?wssl=1
- the relevant Council regulations www.admin.ox.ac.uk/statutes/regulations/247-062.shtml

Please remember in connection with all the academic appeals that:
- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies;
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance;
- On no account should you contact your examiners or assessors directly.

19.   Student societies

There are over 200 clubs and societies covering a wide variety of interests available for you to join or attend, including clubs and societies for music, sports, dancing, literature, politics, performing arts, media, faiths, national and cultural groups, volunteering and many more. Many of these societies are represented at the Oxford SU Freshers' Fair, which is held in Week -1 before Michaelmas Term at Oxford University Exam Schools. For lists of clubs and societies and for more information visit: http://www.ox.ac.uk/students/life/clubs.

20.   Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website:
www.ox.ac.uk/students/academic/regulations/a-z

21.   Facilities

University Card

Your University Card provides you with access to facilities and services such as libraries, computing services and the Language Teaching Centre. In some colleges and faculties you will also need the card as a payment card or to enter buildings. The University Card also acts as a form of identity on college or University premises. Cards are issued to you by your college on arrival in Oxford once registration has been completed.

Libraries

Oxford is extremely rich in libraries, and students should use them to the full. The Bodleian Library, which is housed in various buildings in the centre of the city (the Old Bodleian, the Weston Library), the Radcliffe Camera and the Radcliffe Science Library) is a major reference library.

In addition, each faculty and college has a lending library (and reference collection of periodicals). For the theoretical literature relating to women's studies the Radcliffe Camera and the Philosophy materials in the Lower Reading Room of the Bodleian, together with the lending collections of the Taylor Institution (Modern Languages), the Philosophy, English and Politics libraries will be particularly useful. The Taylor Institution has a special section dedicated to Women's Studies, which is stocked with materials relevant to the core courses. Colleges vary in their holdings, but most college librarians invite suggestions for book purchases.

IT and email

All users of the University's computer network should be aware of the University's rules relating to computer use, which can be found on the website at
http://www.it.ox.ac.uk/rules

Once you have received your University Card and activated your Oxford SSO account, you will be able to find out your email address from IT Service's registration website: https://register.it.ox.ac.uk/self/user_info?display=mailin. Access to email is available through Nexus webmail (https://owa.nexus.ox.ac.uk/), using a desktop client such as Outlook, Thunderbird or Mac Mail, or using a mobile device such as an iPhone/iPad, Android phone/tablet or Blackberry. For client configuration information see the web pages at http://www.it.ox.ac.uk/welcome/nexus-email. The email system is controlled by Oxford University's IT Services and problems should be referred to them.

You are encouraged to use your University email address as your main email address and should check your University account regularly. This will be one of the main ways in which supervisors, administrative staff and other members of the University contact you. It is not practicable to keep track of private email addresses for each individual student.

The Graduate Studies Administrator maintains an email list for circulating important information and other announcements to students.

The IT Services Help Centre at 13 Banbury Road provides a single location and point of contact for user support services, including the following:

- access to extensive PC and Macintosh equipment and software, printing, scanning, email, internet access and self-teach materials;
- computer problem solving and advice;
- advice on the use of computers and help in choosing what to buy;
- an online shop.

The Help Centre is available at the following times:

- For phone contact via 01865 (6)12345 (please have your University Card to hand): available 24/7
- For pre-booked appointments: 8:30am to 4:00pm Monday to Friday
- For emailed enquiries: these can be sent at any time and will be processed between 8:30am and 5:00pm

Further information on all these services can be found on the IT Services website: http://help.it.ox.ac.uk/helpcentre/index.

Appendix 1: Plagiarism and Research Integrity

Plagiarism in the research and writing of essays and dissertations

Definition
Plagiarism is the use of material appropriated from another source or sources, passing it off as one's own work. It may take the form of unacknowledged quotation or substantial paraphrase. Sources of material here include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others.

Plagiarism also includes the citation from secondary sources of primary materials which have not been consulted, and are not properly acknowledged (see examples below). Why does plagiarism matter?

Plagiarism is **a breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

What to avoid
The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

There are various forms of plagiarism and it is worth clarifying the ways in which it is possible to plagiarise:

- **Verbatim quotation without clear acknowledgement**
Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

- **Paraphrasing**
Paraphrasing the work of others by altering a few words and changing their order or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief

summary of the author's overall argument in your own words than to paraphrase particular sections of their writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

- **Cutting and pasting from the Internet**

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

- **Collusion**

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

- **Inaccurate citation**

It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of book*, discussed in Wilson, E., *Title of book* (London, 2004), p. 189).

- **Failure to acknowledge**

You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

- **Professional agencies**

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

- **Autoplagiarism**

You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course.

Relating principles of plagiarism to the research and writing of essays and the dissertation on the MSt in Women's Studies

- Essays and dissertations will invariably involve the use and discussion of material written by others, with due acknowledgement and with references given. This is standard practice, and can clearly be distinguished from appropriating without acknowledgement, and presenting as your own material produced by others, which is what constitutes plagiarism. It is possible to proceed in two ways if you wish to present an idea or theory from one of your sources.

- An argument, for example, from Raymond Gillespie's work on religion in Ireland in the early modern period might be presented by direct quotation as follows:
'The idea of providence [became] powerfully divisive in early modern Ireland since each confessional group was convinced that it had unique access to the power of God.'[1]

Or, you might paraphrase:
Providence caused conflict in early modern Ireland: each confession claimed particular Divine favour.[2]

If you adopt the latter course, be aware that you should be expressing ideas essentially in your own words and that any paraphrased material should be brief.

When you conduct research for your dissertation, you should always consult the primary materials, as far as possible, rather than depending on secondary sources. The latter will often point you in the direction of original sources, which you must then pursue and analyse independently.

There may, however, be some occasions on which it is impossible to gain direct access to the relevant primary source (if, for example, it is unprinted and located in a foreign or private archive, or has been translated from a language with which you are unfamiliar). In these circumstances, you may cite from the secondary source, with full acknowledgement. This should be in the following form, here in a Welsh-language example:
'In order to buy this [the Bible] and to be free of oppression, go, sell thy shirt, thou Welshman.'[3]

When choosing your dissertation subject it is important to check that you can gain access to most of the primary materials that you will need, in order to avoid the type of dependence discussed here.

Guidance for note-taking:
The best way to ensure that you do not engage in plagiarism of either of the kinds discussed above is to develop good note-taking practices from the beginning. When you take notes from secondary sources always register author, title, place and date of

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[1] R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50

[2] R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50

[3] Thomas Jones, *Hen Gwndidau Carolau a Chywyddau*, cited and translated in G. Williams, *Wales and the Reformation* (Cardiff, 1997), p. 358.

publication and page numbers. Above all, if you think you might wish to quote a sentence or phrase directly, put it in quotation marks from the outset: otherwise make sure the summary language is your own.

When you extract a primary source immediately note both its place or origin and situation within your secondary text. If you have any doubts about how to access the primary material, ask for advice at this early stage, not when you come to assemble your ideas prior to writing up the essay or dissertation.

Penalties:
The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties including the return of a mark of zero on the work submitted. Even the lightest penalties for plagiarism will almost certainly have the effect of pulling down the candidates' overall result. The Examiners will check theses for plagiarism, and will use internet forms of check if it is deemed necessary to do so.

Research integrity
The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review. More information can be found at the Research Ethics website (https://researchsupport.admin.ox.ac.uk/governance/ethics) and an online training course can be accessed on
https://weblearn.ox.ac.uk/access/content/group/ecbf7461-4711-4a43-9e28-ab2e1f3679a5/2017/05_art_int_imscp/05_art/index_05_art.html

Appendix 2: Guidelines for the presentation of written work

Your work should be lucid and presented in a scholarly manner. Display such evidence as is essential to substantiate your argument. Elaborate it in a manner which is clear, concise, consistent, accurate and complete.

Styling your work as you write:
There are several sets of conventions and published guides to explain them. None is obligatory, but some will be more appropriate (and generally used) in particular disciplines. The important point is that you should follow one system throughout all the pieces of work submitted.

The Harvard system largely avoids footnotes by citing references in the text, where they take the form of the author's surname followed by the date of publication and any page reference within brackets: e.g. (Johnston, 1989: 289). The works referred to are gathered at the end of the piece of work, arranged alphabetically by author, with full bibliographical details.

An alternative system (Chicago) confines references to footnotes, normally using the full author name, title and publication details in the first reference and an abbreviated form of author and title in subsequent references.

Whichever system you adopt, you should choose it early and learn its conventions so well that you automatically apply them consistently.

The relation of text, notes and appendices:
The ideal relationship is perhaps best expressed as one of scale. The text is self-evidently your major contribution. The word-limits placed on the essays and dissertation assume a scale appropriate to the topic, the time which you have to work on it, and the importance of writing clearly and succinctly. In writing and revising your work, strive always to make it simpler and shorter without prejudicing the substance of your discussion.

When revising your text, you may find it helpful to relegate as much as you can spare of it to footnotes, until your argument stands clear. Then pare down the footnotes until they serve only to offer essential references, citations of primary evidence, or cautionary qualifications. Sometimes fuller citation of a primary document or a brief summary of a contrary view will be necessary, but footnotes should not be used to develop a subsidiary discussion.

The main function of a footnote is to cite the authority for statements which you make in the text, so that your readers may verify them by reference to your sources. It is crucial that these references are accurate. Try to place footnote or endnote number references at the end of sentences or paragraphs.

Footnotes, placed at the bottom of the page on which the material to which they refer is contained, should be indented as paragraphs with the footnote number (raised as superscript) preceding the note itself, and the second (and subsequent) line(s) of the note

returning to the left-hand margin. They should also be single-spaced. Most word-processing programmes use this as standard form. The same holds for endnotes.

Appendices offer a convenient way of keeping your text and footnotes clear. If you have hitherto unpublished evidence of primary importance, especially if it is unlikely to be readily accessible to your examiners, it may be helpful to append it. Every case must be argued in terms of the relevance and intrinsic value of the appended matter. If the appendix takes you over the word limit, you must seek formal approval to exceed that word limit well before submission.

Textual apparatus: if you are presenting an edition of a literary work, the textual apparatus, in single spacing, must normally appear at the foot of the page of text to which it refers.

Quotation in foreign languages:
Quotations in foreign languages should be given in the text in the original language. Translations into English should be provided in footnotes. If reference is made to a substantive unpublished document in a language other than English, both the document in the original language and a translation should be printed in an appendix.

Abbreviations:
These should be used as little as possible in the body of the text. List any which you do use (other than those in general use, such as: cf., ed., e.g., etc., f., ff., i.e., n., p., pp., viz.) at the beginning of the essay (after the table of contents in the case of the dissertation), and then apply them consistently. Adopt a consistent policy on whether or not you underline abbreviations of non-English origin.

Avoid loc. cit. and op. cit. altogether. Reference to a short title of the work is less confusing and more immediately informative. Use ibid. (or idem/eadem), if at all, only for immediately successive references.

Italic or Roman?
Be consistent in the forms which you italicise. Use italics for the titles of books, plays, operas, published collections; the names, full or abbreviated, of periodicals; foreign words or short phrases which have not become so common as to be regarded as English.

Use roman for the titles of articles either in periodicals or collections of essays; for poems (unless it is a long narrative poem the title of which should be italicised); and for any titled work which has not been formally published (such as a thesis or dissertation), and place the title within single inverted commas.

For such common abbreviations as cf., e.g., ibid., pp., q.v., etc., use roman type.

Capitals
Reserve these for institutions or corporate bodies; denominational or party terms (Anglican, Labour); and collective nouns such as Church and State. But the general rule is to be sparing in their use. The convention in English for capitalisation of titles is that the first, last and any

significant words are capitalised. If citing titles in languages other than English, follow the rules of capitalisation accepted in that language.

Quotations:
In quotation, accuracy is of the essence. Be sure that punctuation follows the original. For quotations in English, follow the spelling (including capitalisation) of the original. Where there is more than one edition, the most authoritative must be cited, rather than a derivative one, unless you propose a strong reason to justify an alternative text.

Short quotations: if you incorporate a quotation of one or two lines into the structure of your own sentence, you should run it on in the text within single quotation marks.

Longer quotations: these, whether prose or verse or dramatic dialogue, should be broken off from the text, indented from the left-hand margin, and printed in single spacing. No quotation marks should be used.

Quotations within quotations: these normally reverse the conventions for quotation marks. If the primary quotation is placed within single quotation marks, the quotation within it is placed within double quotation marks.

Dates and Numbers
Give dates in the form 27 January 1990. Abbreviate months only in references, not in the text.

Give pages and years as spoken: 20-21, 25-6, 68-9, 100-114, 1711-79, 1770-1827, or from 1770 to 1827.

Use numerals for figures over 100, for ages (but sixtieth year), dates, years, lists and statistics, times with a.m. and p.m. (but ten o'clock). Otherwise use words and be consistent.

Write sixteenth century (sixteenth-century if used adjectivally, as in sixteenth-century architecture), not 16th century.

References
Illustrations, tables etc.: The sources of all photographs, tables, maps, graphs etc. which are not your own should be acknowledged on the same page as the item itself. An itemised list of illustrations, tables etc. should also be provided after the contents page at the beginning of a dissertation, and after the title page in the case of an essay.

Books: Precise references, e.g. in footnotes, should be brief but accurate. In Chicago style, give full details for the first reference, and a consistently abbreviated form thereafter. All such reduced or abbreviated titles should either be included in your list of abbreviated forms or should be readily interpretable from the bibliography. Follow the form:
Author's surname; comma; initials or first name (although in footnotes these should precede the surname – e.g. Henry James, W.W. Greg); comma; title (italicised); place of publication; colon; name of publisher; comma; date of publication (all this in parenthesis); comma; volume

(in lower-case roman numerals); full stop; number of page or pages on which the reference occurs; full stop.

For example, an entry in the bibliography should be in the form:
Greg, W.W., *The Calculus of Variants* (Oxford, 1927).
Or:
Greg, W.W., *The Calculus of Variants* (Oxford: Oxford University Press, 1927).

But a reference in a footnote should be in one of the following forms:

> (*First time cited)* Either:
> See W.W. Greg, *The Calculus of Variants* (Oxford, 1927), pp. 43-4.
> Or: See W.W. Greg, *The Calculus of Variants* (Oxford: Oxford University Press, 1927), pp. 43-4.

> *(Subsequent citations)* Either:
> See Greg, *Calculus*, pp. 43-4.
> Or: See Greg (1927), pp. 43-4.

Journals: Follow the form:
Author's surname; comma; initials or first name; title of article (in single quotation marks); comma; title of journal (either full title or standard abbreviation, italicised); volume (in lower-case roman numerals); date (in parenthesis); comma; page number(s); full stop.

For example, an entry in the bibliography should be in this form:
Bennett, H.S., `Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.
But a reference in a footnote should be in the form:

> *(first citation)*:
> H.S. Bennett, `Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.
> *(subsequent reference)*:
> *either*: Bennett, `Secular Prose', p. 258.
> *Or*: Bennett (1945), p. 258.

Plays: In special cases you may wish to use through line numbering, but in most instances follow the
form:
Title (italicised); comma; act (in upper-case roman numerals); full stop; scene (in lower-case roman
numerals); full stop; line (arabic numerals); full stop.
E.g. *The Winter's Tale*, III.iii.3.

Other works: Many works, series, as well as books of the Bible, have been abbreviated to common forms which should be used. Serial titles distinct from those of works published in the series may often be abbreviated and left in roman. Follow these examples:

Bede, *Historia ecclesiastica* 2.3, ed. B. Colgrave and R.A.B. Mynors
(Oxford, 1969), p. 143.
Bede, *Historia ecclesiastica* 2.3, p. 143 (for subsequent references)
Prov. 2:5; Thess. 4:11, 14. (Do not italicise books of the Bible.)

Manuscripts: Both in the text and in the notes the abbreviation MS (plural MSS) is used only when it precedes a shelfmark. Cite the shelfmark according to the practice of the given library followed by either

f. 259r, ff. 259r-260v or fol. 259r, fols. 259r-260v. The forms fo. and fos. (instead of f. or fol.) are also acceptable.

The first reference to a manuscript should give the place-name, the name of the library, and the shelf-mark. Subsequent references should be abbreviated.
e.g. Paris, Bibliothèque Nationale, MS lat. 4117, ff. 108r-145r. Vatican City, Biblioteca Apostolica Vaticana, MS Vat. Lat. 5055, f. 181r.

Bibliography:
A list of works consulted must be provided, usually at the end of the essay or dissertation.

The bibliography should be in alphabetical order by authors' surnames, or titles of anonymous works, or of works (especially of reference works) usually referred to by title, e.g. *Middle English Dictionary*, not under Kurath, H. and Kuhn, S., its editors.

It is sometimes helpful, and therefore preferable, to present the bibliography in sections: manuscripts, source material, and secondary writings. You might follow the pattern:
1. Primary
A.   Manuscripts
B.   Printed Works

2. Secondary
A.   Contemporary with the author(s) or work(s), the subject of your dissertation
B.   Later studies

References must be consistently presented, and consistently punctuated, with a full stop at the end of each item listed.

Either capitalise all significant words in the title, or capitalise the first word and only proper nouns in the rest of the title. In capitalising foreign titles follow the general rule for the given language. In Latin titles, capitalise only the first word, proper nouns and proper adjectives. In French titles, capitalise only the first word (or the second if the first is an article) and proper nouns.

Whereas in footnotes, and for series, publishing details may be placed within parentheses, for books in the bibliography the item stands alone and parenthetical forms are not normally used.

Give the author's surname first, then cite the author's first name or initials. Place the first line flush to the left-hand margin and all subsequent lines indented.

The publishing statement should normally include the place of publication; colon; publisher's name; comma; date of publication. When the imprint includes several places and multiple publishers simplify them to the first item in each case.

The conventional English form of the place-name should be given (e.g. Turin, not Torino), including the country or state if there is possible confusion (Cambridge, Mass., unless it is Cambridge in England).

For later editions and reprints, give the original date of publication only, followed by semicolon; repr. and the later publishing details: *Wuthering Heights*. 1847; repr. London: Penguin, 1989.

For monographs in series, omit the series editor's name and do not italicise the series title. Follow the form:
Borst, A., *Die Katherer*, Schriften der Monumenta Germaniae Historica 12. (Stuttgart, 1953), pp. 45-50.

For edited or translated works, note the distinction in the use of ed. in the following examples: Charles d'Orléans, *Choix de poésies,* ed. John Fox. Exeter: Exeter University Press, 1973. [In this case the abbreviation means that the work is edited by Fox and does not change when there is more than one editor.]

Friedberg, E., ed., *Corpus iuris canonici*. 2 vols. Leipzig, 1879-81. [Here the abbreviation refers to the editor; the plural is eds.]

Bloch, Marc, *Feudal Society*, trans. L.A. Manyon. Chicago: Chicago University Press, 1961.

The Form of your Essay or Dissertation on Submission:

***Order of contents*:** The usual order of contents for a dissertation is:
Title page
Abstract
Preface, if any,
Table of contents, listing with titles and page numbers all the sub-divisions of the dissertation
List of figures, tables, photographs, maps, illustrations
List of abbreviations, cue-titles, symbols etc.
The text, divided into chapters, each with a clear descriptive title
Appendices, with descriptive titles
Bibliography
[Index, if relevant]
An essay will usually not have a table of contents, and will not be divided into chapters, but it should have a title page, list of figures, abbreviations etc. and bibliography.

Text layout: The inner margin must be at least 35 mm wide you should also leave a margin of at least 15 mm on the right hand side and 20 mm top and bottom.

The text must be in double spacing, on one side of each sheet. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography.
Leave the right-hand margin unjustified.

Pagination: Each page should be numbered, preferably at the top right-hand corner, where numbers are most easily seen.
Preliminary pages may be numbered in lower-case roman numerals, counting from the title page. The rest should be numbered in arabic numerals. All inserted maps, diagrams or illustrations should be included in this sequence, as should the appendices, bibliography [and index, if relevant].

It may not always be possible or aesthetically desirable to show the page number, but in your numbering you must allow for any page from which it is omitted. It is invariably left off the title page and is not usually shown on the first page of a chapter or on full-page illustrations.

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