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WELCOME TO THE SCHOOL OF HISTORY

On behalf of the members of the School of History, we welcome you to the University of St Andrews. We hope that your time with us will be both enjoyable and rewarding. Members of staff within the School will do all that they can to ensure that it is.

Semester Dates
The Semester Dates for 2017/18 are available at: https://www.st-andrews.ac.uk/semesterdates/2017-2018/

This handbook is intended to serve as an introduction to some of the key aspects of postgraduate life in the School of History, including information regarding teaching delivery, and related postgraduate activities. Please read it carefully and keep it to hand to refer to throughout the year.

If you need advice or assistance on anything concerning your postgraduate studies, or have any further questions on issues not covered by this handbook, please contact me, Dr John Clark, on jfc2@st-andrews.ac.uk, or Elsie Johnstone, our Postgraduate Secretary on +44 (0)1334 462907 and pghist@st-andrews.ac.uk.

For most academic matters, your first point of contact will be your programme coordinator:

The Book: History and Techniques of Analysis
Dr Matthew McLean: mam5@st-andrews.ac.uk

Central and East European History
Contact Dr Tomek Kamusella: tdk2@st-andrews.ac.uk

Early Modern History
Dr Jacqueline Rose: jer9@st-andrews.ac.uk

Environmental History
Dr John Clark: jfc2@st-andrews.ac.uk

Intellectual History
Professor Richard Whatmore: rw56@st-andrews.ac.uk

Legal and Constitutional Studies
Professor Caroline Humfress: ch226@st-andrews.ac.uk

Mediaeval History
Professor John Hudson: jghh@st-andrews.ac.uk

Mediaeval Studies
Professor Frances Andrews: fea@st-andrews.ac.uk
**Middle Eastern History**  
Dr Dmitri Kastritsis: dk19@st-andrews.ac.uk

**Modern History**  
Dr Sarah Easterby-Smith: ses22@st-andrews.ac.uk

**Reformation Studies**  
Professor Andrew Pettegree: admp@st-andrews.ac.uk

**Transnational, Global and Spatial History**  
Dr Konrad Lawson: kml8@st-andrews.ac.uk

**OTHER KEY PERSONS/CONTACTS**

**School of History**
Head of the School of History, Professor Colin Kidd: hhis@st-andrews.ac.uk  
Deputy Head of School, Dr John Clark: jfc2@st-andrews.ac.uk  
Director, Postgraduate Research Studies, Professor Riccardo Bavaj: rbflb@st-andrews.ac.uk  
Director of Teaching, School of History, Dr Christine McGladdery: histdot@st-andrews.ac.uk  
School of History Health & Safety Officer, Dr David Allan: da2@st-andrews.ac.uk  
Academic Support Officer and School of History Disabilities Officer: asohist@st-andrews.ac.uk  
School of History Student President, Alice Foulis: historypresident@st-andrews.ac.uk

**Beyond the School**
Pro Dean PGT Studies, Dr Martin Campbell: prodean-pgt@st-andrews.ac.uk  
Registry PGT Student Support: reg-support@st-andrews.ac.uk

**Advice and Support for Students**
For advice and support on any issue, including academic, financial, international, personal or health matters, or if you are unsure of who to go to for help, please contact the Advice and Support Centre, 79 North Street, 01334 462020, theasc@st-and.ac.uk, https://www.st-andrews.ac.uk/ask-a-question/.
ABOUT THE SCHOOL

The School of History occupies three sites in the heart of St Andrews. All are within a few minutes’ walk of each other, and of the University Library:

• On tree-lined South Street and close to the ruins of the Cathedral, most Mediaevalists and Reformation Studies colleagues are based in a charming seventeenth-century town house and the adjoining medieval residence of the Hospitallers - St John’s House and 71 South St.
• St Katharine’s Lodge on The Scores is a nineteenth-century former school (attended by Field Marshal Earl Haig) close to St Andrews Castle and the magnificent West Sands beach. Here you will find Modern, Early Modern, and Scottish History.
• Middle Eastern History and Iranian Studies are in the Arts Building, which opened in 2008, with elegant new teaching and work spaces.

The University Library can be found directly behind St Katharine’s Lodge and adjacent to the New Arts Building.

Copies of maps of St Andrews can be found on-line at: https://www.st-andrews.ac.uk/maps/

Building on excellence in individual research, the School has expertise across the Medieval, Early Modern and Modern periods, and a wide geographical coverage. Our research interests range from sixth-century Scotland to Iran in the early twenty-first century (and innumerable other places in between). We have particular strengths in Middle Eastern, Transnational, British, Continental European and US History; as well as groupings focused on Legal Studies, Reformation Studies, Environmental History, and Intellectual History. As befits Scotland’s oldest university, the School is also a leading centre of Scottish historical research. The School was ranked top in Scotland with 80% of its overall research activity rated ‘world leading’ or ‘internationally excellent’ in the 2014 Research Excellence Framework (REF – this is a UK-wide evaluation of research undertaken at all Higher Education Institutions).

Institutes and Centres

Intellectually, the School is also home to a number of different institutes and centres which bring together historians with shared interests from across the School and beyond. Both staff and postgraduates can be involved with the activities of several different institutes and centres (the distinction between a centre and an institute is largely that the latter has an associated Masters programme). The institutes and centres are as follows:

• Institute for Environmental History.
• Reformation Studies Institute.
• Centre for French History and Culture.
• Institute of Intellectual History.
• Institute for Iranian Studies.
• St Andrews Institute of Mediaeval Studies (also known as SAIMS).
• Institute of Scottish Historical Research (ISHR).
• Centre for Russian, Soviet, Central and Eastern European Studies.
• Institute for Transnational & Spatial History.
• The Institute of Legal and Constitutional Research.

Institutes and centres often organise seminar series and lectures, and several organise associated reading weekends for staff and postgraduates in their area. Several of them also maintain their own blogs. Looking at the websites of the various organisations or speaking to staff members associated with them are both good places to start if any of the above reflect any of your particular research interests.

Staying Connected
The School also has a blog, a Twitter feed, and Facebook page through which you can keep abreast of news and events. All of these can be accessed through the School’s homepage: https://www.st-andrews.ac.uk/history/index.html

Email is an official form of University communication. All students are, therefore, required to check their University email account every 48 hours and to respond to University communications as requested in a timely manner. Failure to do so may result in students not receiving important information at the appropriate time.

The PGT Representatives
Every year, students across the University elect subject- and stage-specific representatives to provide a voice for them in a variety of official contexts, and as peer figures from whom individual support and advice can be sought. Two PGT Reps are elected for the School of History (based on chronological parameters that encompass all MLitt programmes): one for Mediaeval, and one for Modern.

The PGT Reps support student-led activities, such as the postgraduate forums (see p. 26), sit on a number of different School committees, and help with organization of both social and practical events within the School (from carols in the Undercroft to peer workshops on tutoring). If there is anything you would like to see happening – from institutional change to a community-building event – get in touch with the PGT Reps. They can’t promise to achieve everything you ask, but they are there to represent you and your ideas, so make sure they hear about them.

Once a semester, the Staff-Student Council will meet, with the School Student President in the chair. At present, the dates are as follows:
Wednesday, 15 November 2017, 4 pm, New Seminar Room (date & time may change)
Wednesday, 7 March 2018, 2.15 pm, Room 1.10, St Katharine’s Lodge

To learn more about Class Representatives, please consult the relevant Student’s Association web pages at https://www.yourunion.net/voice/academicreps/
WHERE DO I GO FOR...?

Elsie Johnstone, the Postgraduate Secretary, and Dr John Clark, the Director of Postgraduate Taught studies, can both be found in St Katharine’s Lodge. If you ever need help, information or directions, head to the main office of either St Katharine’s or South Street and ask the secretaries. They are the experts in all things!

71 South Street,
St Andrews, Fife
Fife
KY16 9QW
Tel: 01334 463332

The secretaries in South Street are Dorothy Christie and Audrey Wishart. The office is usually open from 8.45am until 5pm.
The secretaries in St Katharine’s are Elsie Johnston (PG secretary), Melanie Forbes, Jennifer Todd, and Lorna Harris (School Office Coordinator). The office is open from 8.45am until 5pm.

If you require general IT support (e.g. your laptop needs to be fixed) go to the IT service desk in the University Library.

If you are commuting from outside of town there is space to park on the Scores, near St Katharine’s Lodge, but it fills up early in the day. The spaces outside St John’s are short stay only and expensive. The best (free) public car parks can be found at East Sands (near the Marine Biology department) and Petheram Bridge (just beyond the bus station).
THE MLITT – ESSENTIAL INFORMATION

There are approximately 50-60 taught postgraduate students in the School of History, and between 800 and 900 across the University. With a staff-student ratio of about 1:12, the University prides itself on class sizes which facilitate effective teaching and discussion. Within many of the School’s MLitt programmes, students are also afforded an opportunity to undertake a Directed Reading, which entails one-on-one supervision within a tutor’s specialist field (see pp. 30-34 for a list of staff & their specialist research areas). Within the School of History, teaching is predominantly seminar-driven. Because discussion lies at the heart of our MLitt teaching, your attendance at seminars is mandatory.

Absence from Classes

Attendance is a basic assessment requirement for credit award, and failure to attend classes or meetings with academic staff may result in your losing the right to be assessed in that module. If you have missed timetabled classes/events or any other compulsory elements of the module due to illness or an unavoidable pre-arranged event or appointment, you must complete a Self-Certificate of Absence form, as soon as possible. Please go to http://mysaint.st-andrews.ac.uk/, the relevant section can be found under ‘My Details’.

If you miss three tutorials/seminars, you will receive an ‘Academic Alert FINAL’. This applies regardless of whether you have self-certified your absence from these seminars. Students who have received a FINAL Academic Alert will be awarded 0X (fail, with no credits awarded) for the module, unless a good reason for absence is presented to the Director of Teaching within seven days of receipt of the alert. Please note that absence alerts will be issued regardless of the circumstances (including completion of self-certificates). By not attending classes, you will be considered not to have engaged sufficiently with the module. Although a final alert may be appealed to the Director of Teaching, there is no guarantee that it will be revoked. If you expect to be absent, or if you are having ongoing problems, please speak to your tutor in advance – the earlier you speak to us, the easier it is for us to help (see p. 21 for a full explanation of Academic Alerts).

If you submit more than three Self-Certificates in a single semester, or if the period of absence extends to more than two weeks, you may be contacted by Student Services, the relevant Pro Dean, or by an appropriate member of staff in your School. Completion of a Self-Certificate is not an acceptable substitute for contacting your tutors well in advance if you have to be absent. Advance notice of absence is acceptable only for good reason (for example, a hospital appointment or job interview). It is your responsibility to contact the appropriate member of staff to complete any remedial work necessary.

If you are an international student (non-EEA nationals only), you will be affected by recent changes introduced by the UK in relation to immigration rules and visas. The University is now legally bound to report to the UKVI any student who fails to enrol on a module or programme of study, or who fails to attend, or who discontinues their studies.
Assessment – understanding the process

Within the School of History, MLitt studies are almost exclusively 100% coursework assessed. Each piece of work is independently marked by two members of staff. They will each complete an A4 pro forma (coversheet), which will offer constructive criticism of your submitted work. Please note that the form also contains a check-box for various elements of your work. This check-box is not used to ‘calculate’ precisely your mark: it is an indicative assessment of your work.

After members of staff have completed their assessments, they will discuss each piece of submitted work, and will come to an agreement on the final mark. You may find that different markers of the same essay highlight different qualities in their comments. This is a natural result of examination by two different readers (and many reports on draft academic publications show similar differences). Markers will record the final, agreed mark, and their reasons for deciding upon it, on the first marker’s pro forma. To complete this process, we allow ourselves ten working days (this does not apply to Dissertations, where the feedback date will be communicated to you by your tutor). Students may be made aware in the case that giving feedback takes longer. Late submission may require extra time for your tutor to mark the assignment.

After we have completed our assessment, a sample of students’ work will also be sent to an External (i.e., a senior academic at another UK university), who will moderate our assessment regime. Marks are not finalized until the External has moderated the marks, and our Examination Board has approved them.

Written feedback will normally contain comments and suggestions on how to improve. There is no School policy on providing personal feedback sessions in addition to written feedback. Many tutors will offer personal feedback sessions or even make these compulsory. This, however, is not a standard routine throughout the degree.

In order to provide detailed feedback and to allow you to improve on future work, we strongly recommend that you make use of our module-specific office hours (which are provided on the School’s staff web pages) and that you take an active role in receiving feedback. We ask you to approach the first marker if you wish to receive verbal feedback. As a School, we provide an outstanding student-staff ratio that allows us to teach, and students to learn, in an excellent small-class teaching environment with a strong emphasis on independent learning. Part of this independent learning experience is that we expect our students to take an active and responsible role in making feedback work.

Formal feedback or indication of marks will not normally be given on preliminary or draft material prior to submission of an assignment, the exception being for dissertation work (see the notes on dissertations within this handbook, p. 19).
Assessment – understanding coursework feedback

The School of History engages in a rigorous assessment regime, which includes the provision of fulsome feedback. Feedback on your work is provided in various ways. Comments on your progress, and how you might improve, will often be given in the form of written feedback when your work is returned to you. Some generic points arising from coursework may be covered in general feedback to the class as a whole, by e-mail, and/or as part of seminar discussion that week. Some tutors also use elements of peer-feedback and assessment in their teaching. All feedback is most effective as part of a dialogue, so if there are things you want clarified, or areas on which you would like more guidance, please do not feel shy about asking your tutor. It may seem an obvious point to make, but make sure that you read the comments on your work, and do not just look at the mark. Even a very good mark will normally be accompanied by suggestions for improvement and further development.

The School of History uses a feedback pro forma (coversheet) to accompany your returned coursework. Most, but not all, tutors will make comments directly on your essay. Often these are in response to specific historical points and arguments you make, or to highlight where your work might not make sense, needs grammatical improvement, or could be reorganised. This is some of the most useful feedback you will receive and you should take time and care in working through this feedback.

You will also receive summative feedback on the coversheet. This coversheet is designed to give you a summative overall view of your work, and is divided into sections to allow you to digest the feedback and to understand it clearly.

The section ‘feedback on your coursework’ will provide a general comment, appropriate to the type of coursework being assessed, but will usually focus on your argument, analysis, use of sources, engagement with the historiography, the originality of your thinking, and how you are performing in both learning the skills of the historical profession and in the transferrable communication skills useful to many non-historical careers. You should take this feedback seriously, read over your essay again, and try to understand what your tutor is saying to you. Some of the points will be more difficult to ‘fix quickly’ as they are cumulative and deep skills that take considerable time to refine. Everything you write helps you to improve, so the more time you spend developing your coursework, the more you will develop the deep skills we are trying to inculcate.

The section ‘what to focus on for general improvement’ is to indicate clearly the areas which can be more readily improved or which are very problematic. Here you might find tutors will remark on aspects as varied as a need to concentrate on building your argument logically, to learning the correct use of the apostrophe or semi-colon. What is in this box will be important to help you communicate your ideas more effectively and should be taken seriously.

The ‘indicative performance grid’ is designed to give you an ‘at-a-glance’ understanding of the principal criteria upon which your work is being judged (but not all of the criteria) and how well your coursework has performed in these aspects. This grid does not map to the grade classifications, nor is it used to compute your mark precisely, nor are each of these...
criteria weighted equally in assigning your final mark. Instead, you should use the grid to help you to understand your relative performance in each of these categories. It is quite normal to vary in performance across the range of criteria.

Please remember, your tutors are here to help you understand your feedback and actively want you both to iron out the more easy-to-achieve improvements, like learning grammar, and to benefit from the longer-term, more complex, intellectual developments that come from deep learning and experience. You are welcome to attend module-specific office hours or the general office hours of your tutor to discuss your feedback. Again, we ask you to approach the indicated ‘first marker’.

Formal feedback is always given in written form following the MLitt marking scale.

**Marking Scale – Taught Postgraduates**

Within the School of History all work is assessed on a scale of 1-20 with intervals of 0.5. Module outcomes are reported using the same scale but with intervals of 0.1. The assessment criteria set out below are not comprehensive, but are intended to provide guidance in interpreting grades and improving the quality of assessed work. *Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the guidelines set out in the School of History Style Sheet (see pp. 16-18) will be penalised.* Classification of postgraduate taught degrees is described in Taught Postgraduate Guidelines for Credit, Grades and Awards.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Distinction</td>
<td>20.0</td>
<td><strong>Work of potentially publishable quality.</strong></td>
</tr>
<tr>
<td></td>
<td>19.5</td>
<td><strong>Work in this bracket should be of near-publishable quality.</strong></td>
</tr>
<tr>
<td></td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>Clear Distinction</td>
<td>18.5</td>
<td><strong>Work in this bracket will be distinguished in most or all of the following ways:</strong></td>
</tr>
<tr>
<td></td>
<td>18.0</td>
<td>- originality of thought, approach, and interpretation;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- independence of judgement;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- excellent knowledge and understanding;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- excellent structure and sophisticated argument;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- clarity and elegance of style;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- intelligent engagement with evidence;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- unusual and apt examples;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- an excellent level of critical and historiographical awareness;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- wide-ranging reading, beyond that recommended and in more than one language, where appropriate.</td>
</tr>
<tr>
<td>Borderline Distinction</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16.5</td>
<td></td>
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<tr>
<td></td>
<td>16.0</td>
<td>15.5</td>
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<td>----------</td>
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</tr>
<tr>
<td>Merit</td>
<td>Work in this category will be distinguished in most of the following ways:</td>
<td></td>
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<tr>
<td></td>
<td>• fully addresses the question;</td>
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</tr>
<tr>
<td></td>
<td>• very good knowledge and understanding of the core issues;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• clear structure and consistent argument;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• very good use of evidence;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• well-chosen examples;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• a very good level of critical and historiographical awareness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• very good coverage of recommended reading and some use of additional titles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Pass</td>
<td>Work in this category will have some of the following features:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• largely addresses the question;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• good knowledge and understanding of the core issues;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• good structure and argument;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• some weaknesses of style;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reasonable critical or historiographical awareness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reasonable coverage of recommended reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work in the lower end of this category may make a restricted and unsophisticated use of evidence.</td>
<td></td>
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<tr>
<td></td>
<td>10.0</td>
<td>9.5</td>
</tr>
<tr>
<td>Marginal Pass</td>
<td>Work in this category will have some of the following features:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• does not sufficiently address the question;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• limited knowledge and understanding of the core issues;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• weak structure or inconsistent argument;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• weaknesses of style;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• restricted and unsophisticated use of evidence;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• only basic critical or historiographical awareness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• limited reading.</td>
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<tr>
<td>Grade</td>
<td>Description</td>
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<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1.0</td>
<td>Unclassifiable; No acceptable work presented.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td></td>
<td></td>
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<tr>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Work in this category will have very serious deficiencies:</td>
<td></td>
</tr>
<tr>
<td>4.0</td>
<td>- no serious, demonstrable, attempt to carry out the task assigned;</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>- no attempt at analysis and very little understanding or knowledge demonstrated.</td>
<td></td>
</tr>
<tr>
<td>5.0</td>
<td></td>
<td></td>
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<tr>
<td>5.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.5</td>
<td>Work in this category will have very serious deficiencies:</td>
<td></td>
</tr>
<tr>
<td>7.0</td>
<td>- does not address the question;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- very limited knowledge and understanding of the core issues;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- lacks structure and logical argument;</td>
<td></td>
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<tr>
<td></td>
<td>- seriously deficient in critical awareness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- fails to address the literature with the seriousness required.</td>
<td></td>
</tr>
</tbody>
</table>

Reassessment of 5000-level modules is permitted for PGT students who have failed 5000-level modules with grades between 4.0 – 6.9; and PGT students who have successfully completed module reassessments and met all other programme requirements will be able to graduate with a PGT Masters. A pass in these reassessed modules will be capped at a 7.0, which will be included when calculating the credit-weighted mean for classification. Please note, reassessment is not available for the dissertation component of PGT programmes.
**Classification of PGT Masters Degrees** will now occur on the basis of the award of *Pass, Merit, and Distinction* where:

- **Pass** is awarded on the basis of acquiring 180 credits (of which 150 - 180 are 5000 level, depending on programme requirements).
- **Merit** is awarded on the basis of both fulfilling the criteria for a **Pass**, as well as achieving a credit weighted mean ranging 13.5 – 16.4 across all taught and dissertation credits.
- **Distinction** is awarded on the basis of fulfilling the criteria for a **Pass**, as well as achieving a credit weighted mean ranging 16.5 – 20.0 across all taught and dissertation credits.

Information on the classification of PGT Masters Degrees can be found at [https://www.st-andrews.ac.uk/staff/teaching/examinations/pgtmasters/](https://www.st-andrews.ac.uk/staff/teaching/examinations/pgtmasters/)

**Submitting coursework - Penalisation of late and long/short work**

All coursework must be submitted in printed form (two copies), and electronically (through the relevant portal on MMS). Where there is any ambiguity surrounding submission (e.g., if late work has been submitted in printed form without a secretarial date stamp), the date of submission on MMS will be taken as the date of submission of the coursework. The version on MMS must be identical with the printed version. Please note that submission of coursework is anonymous: submit your essay with your matriculation number on it instead of your name.

Any essay, or other coursework, which is submitted after the relevant deadline, without being covered by adequate evidence of medical problems or of another serious emergency or by the prior permission of the tutor concerned, will be penalised as follows:

- **1.0 points will be deducted for every day (including Saturday, Sunday and any holiday) after the relevant deadline**. Students submitting work late are strongly advised to have the date of submission documented by one of the secretaries.
- **Work submitted more than two weeks after the relevant deadline but before the School’s final deadline will receive an automatic fail mark of 1.**
- **Extensions can only be granted by the relevant Course Coordinator** (please consult the notes on Dissertations within this handbook for relevant instructions regarding extensions for Dissertations, p. 20).

**Short/Long Work**

All module assignments have a clear indication of the expected word count. Students need to stick to the word limit for each assignment and each piece of written work is to be submitted with a clear indication of the word count (not an approximation).

- **1.0 point will be deducted for pieces of coursework that are above (or below) 10% of the word count.**
- **A further 1.0 point will be deducted per additional 10% over (or under) the word count.**
- **Please consult Dissertation procedures and regulations** for penalties arising from short / long Dissertations (p. 19 of this handbook).
Writing essays - School of History Style Sheet
Please note that the School of History has produced an Essay Guide.

You will also note the following: Students should bear in mind that presentation is an important element of assessment and that failure to adhere to the general guidelines set out in the School of History Style Sheet, may be penalised.

Please refer to this Style Sheet when preparing your essays:

1. LAYOUT OF ASSESSED WORK

- All work will normally be word-processed.
- Work should be printed on A4 paper.
- The text should be double-spaced (or 1.5); the footnotes and bibliography should be single-spaced.
- Font size for text should be minimum 12pt; for footnotes minimum 10pt.
- Allow a margin of at least 4cm (1.5inch) on the left.
- The title page should record the essay question, the student’s matriculation number (not name), module code and title, and the date.
- The bibliography should begin on a separate page at the end of the essay.
- Use footnotes rather than endnotes.
- Footnote markers should be numerical and superscript (e.g. …as Smith had argued.¹); footnotes should run consecutively throughout the essay.
- All pages, including the title page and bibliography, should be numbered consecutively.
- A running header containing the title of the essay (abbreviated if practical) is useful, but not essential.
- Quotations of three lines or fewer should run on in the text and be enclosed in quotation marks. Quotations of more than three lines should be inset and single-spaced, without quotation marks.
- Matter inserted into a quotation to clarify a point should be enclosed in square brackets, e.g. ‘he [Lord George Sackville] left the House amid loud cheers.

2. BIBLIOGRAPHY

- The bibliography should list all material which has informed the content of the essay.
- All works which appear in the footnotes will also be listed in the bibliography, but the bibliography may also contain additional works which do not appear in the footnotes.
- Additional books which have not directly influenced the essay must not be included in the bibliography; in other words, do not ‘pad’ your bibliography.
- The bibliography should be divided into manuscript, printed primary, and secondary sources. Some undergraduate essays will contain only one section for secondary sources.
- Internet addresses in the bibliography can be given under the author’s name if appropriate. Otherwise, list them under a subheading of ‘Internet sources’.
- In all sections the works should be listed alphabetically by author. Works by the same author should be listed alphabetically by title under his/her name.

BIBLIOGRAPHY FORMAT

It is essential that the layout of the bibliography is logical and consistent.

Archival Sources

The following order is recommended for the citation of archival sources, although the conventions of the repository or nature of the source may require a different form:

Printed Sources


Internet Sources


Book with Single Author


Book with Joint Authors


Edited Book with One Editor


Edited Book with Joint Editors


Chapter within a Book


Translated Book


Note: if you are using a later edition of a book, this should also be recorded:


Journal Article


Unpublished work


3. FOOTNOTES
You may find it useful to put together your bibliography before you start writing and then cut and paste individual entries into the footnotes.

The formatting of a footnote entry differs from that of an entry in the bibliography in that

- the author’s first name, or initials, come before his/her surname;
- the footnote will usually contain a page reference: in the case of books this is added to the existing entry; in the case of articles this replaces the pagination of the article.

Expanded form


Abbreviated forms

The first citation must be full, but second and subsequent citations of the same work should be in abbreviated, but readily identifiable, form: usually author’s surname, short version of title and page reference. Retain the formatting as in the bibliography.

5. Bahlcke, ‘Calvinism and estate liberation’, p. 82.

Consecutive citations

If consecutive references are to the same work use Ibid.

6. Colley, Captives, p. 87.
7. Ibid., pp. 98-106.

Notes on footnoting:

- Ibid. is the only Latin term recommended for footnoting.
- Use p. for single page references and pp. for references covering more than one page.
- If you take a quotation from a book which uses primary sources you must make this evident: For example:


4. CHECKING THE FINISHED SCRIPT

- Leave adequate time for final checking and printing. Allow time for printing problems. If you find it easier to proofread a hard copy of the text rather than working directly from the screen, allow sufficient time to print a draft version.
- Minor corrections may be penned in neatly on the final printout. If there are a number of corrections on one page, print the page again.

The final checking should be done with extreme thoroughness as marks can easily be lost through the impression of carelessness created by uncorrected errors, factual and textual.
THE MLITT DISSERTATION – PROCEDURES & GUIDELINES

The dissertation, which accounts for one third of the overall course mark, will mainly be researched and written during the summer following the second semester of the taught component of the degree programme. You are, however, encouraged to begin thinking about your subject and relevant sources prior to this.

The student must have agreed a topic with a member of staff willing to supervise the dissertation.

The following timetable should be observed:

- Students should seek preliminary meetings with potential supervisors early in second semester (by the end of March)
- Provisional title and supervisor should be identified by week 8.
- Students can expect 3 further meetings:
  - to confirm the topic (at the end of teaching, early May)
  - to discuss an initial outline and bibliography (before the middle of June)
  - to discuss a portion of written work, no more than 5,000 words (to be submitted no later than the end of July) – supervisors will normally read this within one week
- Alternative arrangements can be made by mutual agreement

Two copies of the dissertation must be submitted to the School Office in a bound form and one copy uploaded electronically to MMS before 5pm on Friday, 17 August 2018.

The length of the dissertation must not exceed the limit of 15,000 words. Markers will penalise excessive length: those which exceed the limit by up to 10% will incur a 1.5-point penalty, with a further 1.5 points for each further 10%. Markers will also penalise dissertations which fall significantly short of the limit, beginning with those which fall 20%-30% below the limit, which will incur a penalty of 3 points. A further 1.5 point penalty will be incurred for each further 10% below the limit. Dissertations which are 50% or more below the limit will receive a maximum mark of 7.0. Footnotes/endnotes will be included in the word count: title page, contents page, abstract, declaration, bibliographies and appendices will not be included in the word count. Appendices are reserved for translations, transcriptions, figures (graphs, charts, quantitative data), and illustrations.

The dissertation will be double-marked internally and moderated by an external examiner. Regulations on presentation, definition of word count and declarations to be included in MLitt dissertations can be found at http://www.st-andrews.ac.uk/staff/teaching/strategypolicy/policy/postgraduate/

Two printed copies of your dissertation must be submitted to the School of History Secretarial Office in St Katharine’s Lodge by 5.00 pm on the stipulated deadline. The dissertation must be bound (this can be clear plastic binding), and must include the following:

i A title page with the title of the thesis, the name of the candidate (on one copy and just student number on another), the name of the degree and the date of submission.
ii An abstract of the thesis, not more than 300 words.
iii The following declaration:
Candidate’s declaration
I, ……, hereby certify that this MLitt dissertation, which is …… words in length, has been written by me, and that it is the record of work carried out by me, and that it has not been submitted in any previous application for a higher degree.
Date …… Signature of candidate ………
iv Students must also upload a copy of their dissertation to MMS

The School has produced a set of practical Guidelines for dissertations. These are for guidance only.

Late submission of the Dissertation
Procedures and penalties for late submission of coursework, as outlined earlier in this handbook (p. 15), will apply to late submission of the Dissertation.

If you encounter health difficulties or personal problems, which have, and/or are, impeding your ability to complete the Dissertation, you should approach your programme coordinator to discuss a way forward. An extension on submission of the Dissertation may require the approval of your programme coordinator, the Director of Postgraduate Studies for the School of History (see p. 3), and the Pro Dean for Postgraduate Taught Studies (see p. 3).

Good Academic Practice:
With respect to all assessed work, please note that the University has developed a set of procedures, and defined specific penalties, to be applied in cases of suspected plagiarism.

Cite your sources, acknowledge help where given, and consider copyright ramifications (the University Library is a good place to seek advice on the latter, if unsure).

Bear in mind that if you have previously submitted undergraduate (or postgraduate) work related to any of your current MLitt assessed work, you must not directly reproduce in the latter any large chunks of text from the former; this would come under the university’s good academic practice policy as being multiple submission.

See the following website for clarification and definitive information on good academic practice: http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/gap.pdf

Individual Research Allowance
MLitt students receive an allowance of £150 per year for full-time students and £75 per year for part-time students to help with costs arising from research (e.g. travel to archives, or library; reprographics; etc.; but not routine living and commuting expenses).

Expenses can be claimed through Elsie (pghist@st-andrews.ac.uk); students must complete a claim form and provide original receipts for all expenditure. Funds must be claimed before the end of the University’s financial year (31st July).

You can find the relevant expense claims form at: https://www.st-andrews.ac.uk/students/money/otherinformation/paymentofstudentexpenses/
Location of studies – notification of absence
All full-time MLitt students are expected to be resident near St Andrews throughout the full twelve months of their programme, unless otherwise agreed and approved by the University. Taught postgraduate students, who wish their term address to be outwith the commutable distance from St Andrews or plan to be away from their term address for a period of more than 10 consecutive days, must first seek approval unless they are participating in an approved Study Abroad, External Placement or Collaborative Degree Programme which requires them to study away from St Andrews, for which the university has established a written agreement that specifies the alternative location(s) of study.

Permission can be granted by the Head of School (or delegate) for academic purposes such as research in another laboratory, access to libraries, field work etc. For non-academic purposes, the request must be forwarded to the relevant Registry Officer who may refer complex cases to the Pro Dean (Taught Postgraduate) or the Pro Dean (Undergraduate).

The Registry Officer, acting on behalf of the Pro Deans, can grant approval only in exceptional circumstances for a student to be resident outside the commutable distance from St Andrews for non-academic purposes. Postgraduate taught students are expected to reside at their term address for the duration of their programme, including the dissertation period. If permission to reside outside the permitted distance is granted, on academic or non-academic grounds, an agreed mechanism for continued academic support must be in place. Once approved, the consent and new address must be placed on the student record maintained in Registry.

Risk assessment and travel insurance
If you are going away on research, you should be aware of the potential need for formal risk assessment. If your trip involves travel to anywhere with increased geographical, security, or health hazards, you will need to fill out a ‘Solo Fieldwork Risk Assessment Form’ and submit it to the Director of Postgraduate Research. Please consult with your programme coordinator or supervisor regarding any research trip, and whether formal risk assessment is necessary.

You may find it useful to note that, if you are going abroad on academic business (to visit archives or library) you are covered by the university travel insurance policy.

Ethical approval for research
Although this does not apply to the majority of historical research, please be aware that the University requires researchers undertaking any form of interaction with living human subjects to gain approval from the University Teaching and Research Ethics Committee (UTREC) before they can begin their work. This means that if you are conducting interviews or questionnaires as part of your research then you must seek ethical approval. Where research involves children under 18 you are also responsible for making sure the application has been reviewed and approved by the UTREC Child Panel and for applying for an ‘Enhanced Disclosure Scotland’ (EDS) check.

Generally ethical approval will be granted, on behalf of UTREC, by the School Ethics Committee; however, in some instances the School will pass applications to UTREC for
approval. The University takes its ethical responsibilities very seriously and as such ethical approval must be sought and obtained before any empirical research can commence.

**Language Support**
Should you need to learn or improve a language for the purposes of your MLitt research, then there are a variety of options open to you. The School of History offers in-house courses in French, German, Latin, and Italian, at a number of different levels. These courses are free and are generally catered specifically towards reading texts in the given language. However, they do involve a significant time commitment (generally 2 hours class time per week, plus additional work outside of class), and you must have the permission of your programme coordinator to join a course. In order to obtain approval to attend classes, a language course must be deemed as essential to your MLitt studies. Students should generally take no more than one language class at any given time.

The University also offers language classes through its Evening Degree programme, and enrolled postgraduate students are welcome to apply to join these. However, they come with a fee of £100 per ten lessons (although this fee could be paid for with a student’s research allowance). Unlike the School classes, they are not focussed specifically on language acquisition for research purposes, but they do cover languages not offered in-house (Arabic, Mandarin, Scottish Gaelic, Japanese, Portuguese, Russian, and Spanish).

The in-sessional English Language Service, offered by the School of English Language Teaching, offers free support for students across the University for whom English is a second language.
FURTHER GUIDANCE & SUPPORT

Academic Alerts
Academic Alerts are a way of helping students who are having trouble coping with their studies, such as missing deadlines for handing in work, or missing compulsory tutorials. The aim of the Alert system is to help students by flagging up problems before they seriously affect students’ grades. Academic Alerts will be issued by email from a member of staff within the School and will tell students what is wrong and what they are required to do (e.g. attend classes in future). The Alerts will also tell students what support the University can offer. If students do not take the action required they will get another Alert, and eventually will automatically get a grade of zero and will fail that module. The system is designed to help and support students in order to remedy any problems or issues before these lead to failing a module. Alerts will never appear on a student’s permanent transcript. For more information on Academic Alerts and details on how the categories work, see https://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AcademicAlerts.pdf
Guidance for students is available at http://www.st-andrews.ac.uk/media/teaching-and-learning/policies/AlertsStudentGuide.pdf

Special Circumstances - 'S' coding
‘S’ Coding is the method the University uses to recognise that special circumstances have affected performance in the modules concerned. ‘S’ coding may only be applied to Honours or taught postgraduate modules, except for taught postgraduate project or dissertation modules which are excluded. ‘S’ coding may only be applied with the explicit consent of the student and with the approval of the School. The final decision to ‘S’ code a module grade rests with the School. You should be aware that a maximum of 25% of the overall Honours credits required or 50% of the taught element of a postgraduate award may be ‘S’ coded. If you feel that most or all of the work of a module has been adversely affected by personal circumstances during your Honours years or during the taught modules of a taught postgraduate programme you should contact your School in the first instance indicating the circumstances of the difficulty experienced. This may relate to ongoing illness, close family bereavement or other significant personal difficulties.
You must bring this information to the attention of the School as soon as possible as there are a number of ways to deal with such situations, ‘S’ coding being the final option. It may be possible (and it is viewed as preferable) to arrange deferred assessments or extended submission dates rather than applying ‘S’ to the entire module. However, it should be noted that if such arrangements are made (extensions or deferred assessments etc.) it is unlikely that you will be entitled to have the module ‘S’ coded as well.

Academic appeals, complaints and disciplinary issues
The University is committed to ensuring as high a quality student experience as possible while studying at St Andrews. Occasionally things may go wrong and if you are experiencing a difficulty, or are dissatisfied with your academic experience, you should raise concerns as soon as possible. This allows effective resolutions to be worked out quickly.
Such issues normally fall into one of three categories:
- An appeal requesting a formal review of an academic decision - where, for example, the University has made a judgement about your assessed work or
progression within a course of study which you have grounds to query (see the relevant Policy on Student Academic Appeals);

- **Complaints** - where you are dissatisfied with the quality or standard of service that you have received from any part of the University, either academic or non-academic (see the University’s Complaints Handling Procedure);

- **Disciplinary cases** - where the University has grounds to believe that you have conducted yourself in an unacceptable manner in either an academic or non-academic context. Academic Misconduct is dealt with under the Good Academic Practice Policy; Non-Academic Misconduct is dealt with under separate procedures.

If there are extenuating personal circumstances that may affect your academic performance or impact on your progression you must bring these to the attention of an appropriate member of staff (for example your Academic Adviser, module coordinator or the appropriate Pro Dean) as soon as possible and normally prior to completing any assessment.

If you base a subsequent academic appeal on such extenuating personal circumstances, you will be required to provide valid reasons to explain why you failed to notify the examiners or other relevant persons of these circumstances prior to completing the assessment.

**Using the Right Procedure**

If you are unsure whether to use the Appeals procedure or the Complaints procedure, there is a key question to ask yourself. What kind of outcome are you seeking? If you are seeking to have an academic decision changed (such as a mark or grade, a decision about progression, or termination of studies), then you must use the Appeals procedure. The permissible grounds for submitting an appeal are clearly detailed therein. If you are dissatisfied with the level of service you have received from the University, or if you believe that a service needs to be improved, or that the University has failed (for example) to follow one of its administrative processes properly, then the Complaints procedure is normally more appropriate. For matters involving teaching in general, there are also feedback opportunities through Staff-Student Consultative Councils, module questionnaires and School presidents.

You can make both a personal Complaint and an Appeal, by using both the Appeal and Complaints procedures, but it must be emphasised that changing an academic judgment or decision is not one of the outcomes from the Complaints procedure used alone.

**Further guidance and support**

The Students’ Association provides independent and confidential help and advice for students who are contemplating submitting an academic appeal, complaint or are having discipline proceedings taken against them. The Students’ Association employs Iain Cupples, the Student Advocate (Education), whose job it is to ensure that you receive help with writing and submitting a submission. Iain can also accompany you to any hearing. He should be your first point of contact as soon as you feel you need help.

**Contact:** Iain Cupples, Student Advocate (Education)
**Telephone:** 01334 462700
**Email:** inc@st-andrews.ac.uk
Withdrawal from Studies
If you are considering withdrawing from your studies at the University you should discuss the matter with Student Services in the first instance. You may also find it useful to speak with your programme coordinator. You should arrange to do this as early as possible as there are often alternative options open to you that would not require the final step of permanent withdrawal from the University. If you do decide you wish to withdraw from your studies you must contact your Registry Support Officer who will be able to offer guidance on your options and who will ensure that the process is completed correctly. You should be aware that there are fee implications, as well as implications for your leave to remain in the UK if you are an overseas student, when you withdraw from your studies part of the way through an academic year. You should therefore ensure you contact the Money Adviser and the International Adviser in Student Services to obtain early advice on the final implications of your decision before you complete your withdrawal. Further information available at: https://www.st-andrews.ac.uk/students/academic/academic-advising/glossary/withdrawal/.

Disability Support
If you require support for disability reasons, for example teaching and exam arrangements, please contact the Disability Team in Student Services who can provide support for a wide range of disabilities such as learning difficulties, visual and hearing impairments, mobility difficulties, Asperger’s, mental health, long standing medical condition and much more https://www.st-andrews.ac.uk/students/advice/disabilities/.

Student Fees
Graduating in person or in absentia marks the end of your degree or diploma course of studies at the University of St Andrews. If you have been accepted onto a new degree or diploma programme at the University, the new programme is separate and distinct from the course of studies from which you are about to graduate, and you will be liable for all fees associated with that new programme.
WHAT’S HAPPENING?

In addition to taught modules, there is a plethora of further opportunities within the School to enrich your learning experience. In this section, you can learn about the wide range of seminars and forums organised within the School, and about the variety of further skills training open to you throughout your time at St Andrews.

Seminars and lectures

There is an extensive and lively programme of seminars given by St Andrews postgraduates, staff and guest speakers from outside this University, while occasional public lectures are given by historians from other Universities. You are warmly welcome to attend all such seminars and lectures. Refreshments are provided, and it is often enjoyable and rewarding to hear about recent and original historical research.

Seminars and lectures are advertised on the Postgraduate Notice Board on the first floor of St Katharine’s Lodge, on the School website, and via email. Currently there are seminars in Mediaeval Studies; Reformation and Early Modern History; Modern History; Intellectual History; Middle East History and Iranian Studies; and Scottish Historical Research. PGT students are strongly encouraged to attend seminars regularly, not least because they are an excellent opportunity to get to know your fellow historians, both staff and postgraduates.

Postgraduate series

The Postgraduate Forums (both mediaeval and modern, the latter broadly defined) are organised for students, by students. They are intended to provide a space for postgraduates at all stages (from MLitts to final year PhDs) to present ideas, discuss research issues, find out about what their fellow historians are up to, and get some practical experience before conferences, submissions, etc. Refreshments will be provided, and each session is followed by a pub visit. Events are generally advertised by either poster or email.

a) The Postgraduate Mediaeval History Seminar Series takes place on a Wednesday at 5.15pm in the New Seminar Room, unless otherwise indicated.

b) The E.M.M.H (Early Modern and Modern History) Postgraduate Forum takes place on a Monday at 5.15pm in room 1.10, St Katharine’s Lodge, unless otherwise indicated.

Skills Training – CAPOD

CAPOD (the Centre for Academic and Professional Development) provides training and resources for staff and students across the university. They offer everything from courses resulting in Microsoft Office Specialist Certification, to one-off workshops on topics ranging from peer review to impact. New MLitt students are encouraged to look into the opportunities offered by CAPOD and to keep an eye on their email updates for any training that may benefit them. All CAPOD courses are free for students.

You should pay particular attention to M-Skills, a development programme that has been specifically designed for Taught Postgraduates (PGTs), and comprises a number of
workshops, lectures, online resources, mentoring schemes and networking events. You can keep up to date with the very latest via the M-Skills Facebook page: www.facebook.com/MSkills. Access full information about M-Skills at:

https://www.st-andrews.ac.uk/pgstudents/academic/advice/mskills/

School of History
Postgraduate Skills Training & Induction Programme for 2017-18

All meetings **Thursdays, 10.00–11.00 AM** (unless otherwise noted), in the **Old Class Library, St John’s House.**

Although certain workshops are aimed more at some students than others (as indicated), all postgraduate students in History may attend any workshops.

In addition to these workshops, you should also attend some of the workshops in the GRADskills programme. The ‘thematic bundles’ listing makes it easy to see which workshops would be most appropriate at each stage of your studies:

http://www.st-andrews.ac.uk/capod/students/pgresearch/gradskills/thematicbundles/

**SEMESTER ONE**

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<td>Dr John Clark</td>
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<td>5 Oct</td>
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<td>PhD How to write a thesis?</td>
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<td>PhD (1st year) Preparing for the first-year progress review</td>
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<td>PhD Preparing for academic job interviews and presentations</td>
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THE PROGRESS REVIEW

Every postgraduate student will have an annual Progress Review (including part-time students). This is an important exercise, which fulfils a number of purposes. It provides MLitt students with an opportunity to reflect on their learning, as well as to comment on (and – if necessary – raise any concerns regarding) teaching/supervision or other aspects of the University’s provision of postgraduate studies. Finally, it enables the School to keep abreast of the progress of its postgraduate students, and to provide guidance where surmountable issues have arisen.

For the vast majority of students, the progress review is a valuable opportunity to pause and reflect on their progress, but also to receive observations and feedback from staff members outside of their programme team. Any comments raised during the review process regarding areas for improvement to postgraduate provision are carefully studied by the School and wherever possible action is taken to enhance the students’ learning experience.

MLitt progress reviews usually occur in March. A week or two before the suggested date, a member of staff will e-mail you, to arrange a convenient time to meet. Prior to your meeting, you will also receive, from the School’s Postgraduate Secretary (Elsie Johnstone), a questionnaire to complete.
SCHOOL OF HISTORY RESEARCH AREAS*

Mediaeval History
The following members of staff are currently undertaking research in the area of mediaeval history:

- **Professor Frances Andrews**: late mediaeval Europe, in particular Italy; ecclesiastical and religious history.
- **Dr Michael Brown**: political society of Scotland c.1250–c.1500 and the relationships between the various communities of the British Isles during the same period.
- **Dr Ana del Campo**: mediaeval Christian religion and its practice; history of women in the Middle Ages; historiography.
- **Dr Rory Cox**: late mediaeval intellectual history; military history and just war doctrine; mediaeval assassination.
- **Dr Justine Firnhaber-Baker**: mediaeval France (1150–1450); political and legal history; revolts and rebellions; archives.
- **Dr Timothy Greenwood**: mediaeval Byzantium and the Near East (6th to 11th centuries) with particular interest in the Caucasus and Sasanian Persia.
- **Professor John Hudson**: mediaeval legal history; mediaeval historical writing; political and social history of 9th to 13th centuries England and France; 19th-century writings on legal and constitutional history of England.
- **Professor Caroline Humfress**: Roman law and legal history (Classical, Postclassical, Mediaeval); modern legal theory; law and anthropology; religious, cultural and political history c.285–c.600 AD; history of ideas.
- **Dr Dimitris Kastritsis**: the political, cultural, and intellectual history of the early and classical Ottoman Empire, Byzantium, and the larger Islamic world, particularly in the late Middle Ages.
- **Professor Simon MacLean**: early mediaeval Europe (8th to 11th centuries), in particular the political, social and cultural history of the Carolingian Empire and its successor kingdoms; the Vikings; kingship and queenship.
- **Dr Christine McGladdery**: the relationship between crown and nobility in the 15th century.
- **Dr James Palmer**: Early Mediaeval Europe (sixth to ninth centuries), in particular the cultural and political history of the Merovingian and Carolingian kingdoms; Anglo-Saxon England; ‘Barbarians’ and Vikings; Saints’ cults and hagiography; Apocalypticism.
- **Dr Andrew Peacock**: Middle Eastern and Islamic history and culture, c. 750–1650; Arabic and Persian historiography and manuscripts; history of the Indian Ocean region.
- **Dr Angus Stewart**: the eastern Mediterranean world in the age of the Crusades, with a particular interest in diplomatic, cultural and military encounters – especially relating to the Mamluks, the Mongols and the Armenians.
- **Dr Alex Woolf**: the late antique west (c.350–650); sub-Roman Britain; Anglo-Saxon England (particularly before 900); Dark Age economics; Celtic history to 1175; Scandinavian history from the Iron Age to c.1250.
Early Modern History

The following members of staff are currently undertaking research in early modern history:

- **Dr David Allan**: Scottish, British and European history from the 16th to the 20th centuries; cultural and intellectual history; historiography; the history of ideas and political thought.

- **Dr Emma Hart**: early America; British Atlantic World; urban history in Britain and America 1660–1850; economic and social history in early modern Britain and America; material culture and the history of consumer society.

- **Dr Bridget Heal**: European (especially German) religious and social history c.1450–1700, in particular the visual culture of the Reformation and Counter-Reformation and women’s history.

- **Professor Robert Houston**: comparison of regional social relations from 1600 to 1850; contributory weddings in Britain from 1500 to 1850; office of coroner in Scotland.

- **Professor Colin Kidd**: early modern and modern intellectual history (broadly defined, including literature, anthropology, law and church history); constitutional theory; modern Scottish history; racial, national and ethnic identities.

- **Professor Roger Mason**: political thought and culture in late mediaeval and early modern Scotland and Britain; Renaissance and Reformation Studies.

- **Dr Matthew McLean**: scholarly culture of the late Renaissance and early Reformation era.

- **Dr Emily Michelson**: early modern Europe, with particular emphasis on renaissance and 16th-century Italy, the history of the book, and Italian religious culture in the Reformation period.

- **Professor Steve Murdoch**: Scottish and British relations with Scandinavia and northern Europe 1560–1750; Scottish maritime history; European contacts with Asia c.1500–1750.

- **Dr Andrew Peacock**: Middle Eastern and Islamic history and culture, from 750 to 1650; Arabic and Persian historiography and manuscripts; history of the Indian Ocean region.

- **Professor Andrew Pettegree**: Reformation history; the history of communication – especially the history of the book.

- **Dr Jacqueline Rose**: early modern British political, religious, and intellectual history – in particular kingship, counsel, religious identity, and toleration, c.1500–1700.

- **Dr Guy Rowlands**: 17th and 18th-century European history – particular interest in military, naval and financial history, French history, and European international relations.

- **Dr Bernhard Struck**: European history from the mid-18th century onward; German lands in relation to France and Poland.

- **Professor Richard Whatmore**: early modern and modern intellectual history (including politics, international relations, political economy and religion); theories of empire; democracy and war; enlightenment and revolution; small states and failed states; relations between Britain and Europe.
Modern History

The following members of staff are currently undertaking research into modern history:

- **Professor Ali Ansari**: history and historiography of modern Iran; ideology, myth and nationalism; social and intellectual history; Iran and the West.
- **Professor Riccardo Bavaj**: 20th-century German history, with particular interest in intellectual, conceptual and spatial history, and with particular emphases on radicalism, liberalism, modernity and ‘the West’.
- **Dr John Clark**: 19th and 20th-century British and Canadian history, including history of environment, science, and medicine (with particular interests in history of natural history, pollution, and environmentalism).
- **Dr Sarah Easterby-Smith**: 18th-century science, society and culture.
- **Dr Kate Ferris**: modern European history, with a focus on Italy and Spain from the late-19th to the mid-20th century, the history of everyday life and the ‘lived experience’ of dictatorship.
- **Professor Aileen Fyfe**: British cultural history in the late 18th and 19th centuries, with particular emphases on science and technology, religion, the book trade and children’s literature.
- **Professor Gerard De Groot**: 20th-century British and American history, including the atom bomb, World War I, the 1960s, the effects of war, and female soldiers.
- **Dr Tomasz Kamusella**: the politics of language; cultures, politics and societies in modern central and eastern Europe; Europe’s Roma (‘Gypsies’); ethnic cleansing and genocide.
- **Dr Chandrika Kaul**: British imperialism and print culture in the 19th and 20th centuries; modern South Asia, especially Indian history and politics; British media and popular culture including contemporary media; globalisation and transnational communications.
- **Professor Colin Kidd**: early modern and modern intellectual history (broadly defined, including literature, anthropology, law and church history); constitutional theory; modern Scottish history; racial, national and ethnic identities.
- **Dr Konrad Lawson**: modern east Asian history (Japan, China, Taiwan, and the Korean peninsula); decolonisation in East and Southeast Asia; transitional justice, human rights, and international humanitarian law; aftermaths of modern war.
- **Dr Gillian Mitchell**: post-1945 popular music in the United States, Britain and Canada.
- **Professor Frank Lorenz Müller**: European history from 1815 to the Second World War; political and cultural history of Germany and Britain; nationalism, liberalism, imperialism, militarism, foreign policy, biography and the role of monarchy throughout the 19th century.
- **Dr Frances Nethercott**: Russian 19th and 20th-century intellectual history with a particular focus on the dynamics of ‘cultural transfer’ across France, Germany and Russia; Russian historiography from the late 18th century to the present.
- **Dr James Nott**: 20th-century British social and cultural history; popular culture and leisure (music and dance halls); history of mass media (cinema, radio, gramophone); the British Film Industry; the BBC; class and culture; interwar Britain; Second World War home front.
- **Dr Malcolm Petrie**: political history of Scotland and Britain in the 20th century; political thought and the development of popular politics; Scottish nationalism and
unionism; the Labour Party and the radical tradition; Communism and Fascism in inter-war Britain.

- **Dr Bernhard Struck**: European history in comparative and translational perspective since later 18\(^{th}\) century; history of travel, networks, cartography and science; representation of space and borderlands.
- **Dr Stephen Tyre**: European (especially French) colonialism in the late 19\(^{th}\) and 20\(^{th}\) centuries; decolonisation; post-colonial Europe; 20\(^{th}\)-century French history.
- **Professor Richard Whatmore**: early modern and modern intellectual history (including politics, international relations, political economy and religion); theories of empire, democracy and war; enlightenment, revolution and the idea of Europe.
- **Dr Akhila Yechury**: south Asian studies; comparative and global history in the 19\(^{th}\) and 20\(^{th}\) centuries; imperialism; the French in India.

**Middle Eastern Studies**

The following members of staff are currently undertaking research into Middle Eastern studies:

- **Professor Ali Ansari**: history and historiography of modern Iran; ideology, myth and nationalism; social and intellectual history; Iran and the West.
- **Dr Timothy Greenwood**: mediaeval Byzantium and the Near East (6\(^{th}\) to 11\(^{th}\) centuries) with particular interest in the Caucasus and Sasanian Persia.
- **Dr Dimitris Kastritis**: the political, cultural, and intellectual history of the early and classical Ottoman Empire, Byzantium, and the larger Islamic world, particularly in the late Middle Ages.
- **Dr Andrew Peacock**: Middle Eastern and Islamic history and culture from 750 to 1650; Arabic and Persian historiography and manuscripts; history of the Indian Ocean region.
- **Dr Angus Stewart**: the eastern Mediterranean world in the age of the Crusades, with a particular interest in diplomatic, cultural and military encounters – especially relating to the Mamluks, the Mongols and the Armenians.
- **Dr Stephen Tyre**: European (especially French) colonialism in the late 19\(^{th}\) and 20\(^{th}\) centuries; decolonisation; post-colonial Europe; 20\(^{th}\)-century French history.

**Scottish History**

The following members of staff are currently undertaking research into Scottish History:

- **Dr David Allan**: Scottish, British and European history from the 16\(^{th}\) to the 20\(^{th}\) centuries; cultural and intellectual history; historiography; the history of ideas and political thought.
- **Dr Michael Brown**: political society of Scotland c.1250–c.1500 and the relationships between the various communities of the British Isles during the same period.
- **Professor Colin Kidd**: early modern and modern intellectual history (broadly defined, including literature, anthropology, law and church history); constitutional theory; modern Scottish history; racial, national and ethnic identities.
- **Dr Christine McGladdery**: the relationship between crown and nobility in the 15\(^{th}\) century.
• **Professor Roger Mason**: political thought and culture in late mediaeval and early modern Scotland and Britain; Renaissance and Reformation Studies.

• **Professor Steve Murdoch**: Scottish and British relations with Scandinavia and northern Europe 1560–1750; Scottish maritime history; European contacts with Asia 1500–1750.

• **Dr Malcolm Petrie**: political history of Scotland and Britain in the 20th century; political thought and the development of popular politics; Scottish nationalism and unionism; the Labour Party and the radical tradition; Communism and Fascism in inter-war Britain.

• **Dr Alex Woolf**: the late antique west (c.350–650); sub-Roman Britain; Anglo-Saxon England (particularly before 900); Dark Age economics; Celtic history to 1175; Scandinavian history from the Iron Age to 1250.

*Please note that some staff may be unavailable for teaching and/or supervision, due to Research Leave or other circumstances.*
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http://www.st-andrews.ac.uk/international/

School of History Style Guide for Postgraduate Dissertations:
http://www.st-andrews.ac.uk/history/infopg/ipgdguidelines.html
FURTHER USEFUL CONTACTS

International Student Advisers  
Tel: +44 (0)1334 462020  
advint@st-andrews.ac.uk

The Advice & Support Centre (ASC)  
Tel: +44 (0)1334 462020  
theasc@st-andrews.ac.uk

Fees & Funding Team  
Tel: +44 (0)1334 462123  
fees@st-andrews.ac.uk

Tel: +44 (0)1334 462254  
pgscholarships@st-andrews.ac.uk

Insurance (Environmental Health and Safety Services)  
Tel: +44 (0)1334 462465  
insurance@st-andrews.ac.uk