



BANGOR UNIVERSITY

**SCHOOL OF HISTORY
WELSH HISTORY
& ARCHAEOLOGY**

**GUIDELINES FOR
DISSERTATIONS**



2011–2012

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DISSERTATION DEGREE REQUIREMENTS AND COURSE CODES

Single Honours Degrees within the School of History, Welsh History and Archaeology

The Dissertation (40 credits at Level 3) is **COMPULSORY** for ALL Single Honours degree schemes taught *within* the School. However codes will vary according to the subject of the dissertation. Where students are studying more than one subject within the School, e.g. History with Archaeology, they should consult the degree scheme rules to ensure their choice of dissertation subject complies with the number of credits required for each subject. Students studying **Heritage, Archaeology and History** should normally do a dissertation combining Heritage with *either* History *or* Archaeology, and then register the appropriate course code accordingly.

Joint Honours Degrees, History and English and History with Film Studies

For History with Film Studies the Dissertation (40 credits at Level 3) is **COMPULSORY**. The subject should span BOTH subjects.

For History and English degrees, students have **two options**:

Firstly, they can **EITHER** write a dissertation in History (40 credits) **OR** take a History Special Subject, and take an additional 20 credits at Level 6 from a topic or general module in History or Welsh History.

Alternately, they can write an interdisciplinary dissertation incorporating elements of both History and English. If students choose this option, 40 credits come from this dissertation, an additional 40 from **EITHER** Level 6 versions of general and topic modules in History or Welsh History or special subjects, and 40 credits come from English. **NB the date of submission specified by the School of English will apply. English also require an oral presentation.**

Joint Honours Degrees with other subjects OUTSIDE the School of History, Welsh History and Archaeology

The Dissertation (40 credits at Level 3) is **OPTIONAL**. Students will do *either* a Dissertation *or* a Special Subject in their final year. Codes will vary according to the subject of the dissertation.

Course Codes

History dissertation (all periods): **HDH 3075**

Welsh History dissertation (all periods): **HDW 3075**

Archaeology dissertation: **HAD 3075**

Joint History and English, History with Film Studies: **HDQ 3031**

Assessment

1. Dissertation Progress Report: Written Report and Oral Presentation (**20%**)
2. Dissertation (10,000-12,000 words) (**80%**)

TIMETABLE FOR COMPLETING YOUR DISSERTATION

2010/11, YEAR 2, SEMESTER 2

Weeks before Easter Vacation Preparation for the Dissertation
General Meeting (Introduction and Sources)
Register potential areas of interest
Attend Dissertation seminar in Perceptions of the Past

Decide on Dissertation topic and meet with potential supervisor

Pre-registration of Dissertation topic

Easter Vacation Preliminary research to test the viability of your topic

Before summer vacation **Discuss research plan with supervisor**
Small group tutorial with supervisor

Summer Vacation Start Dissertation research

2011/12, YEAR 3, SEMESTER 1

Week 1 **Training session 1 (Dissertation progress and skills)**
Week 2 **Training session 2 (The Dissertation Progress Report)**
 Final deadline for any changes to dissertation topic
Week 3 Continue research
Week 4 Continue research
Week 5 Continue research
Week 6 Continue research
Week 7 (READING WEEK) – **Write Dissertation Progress Report**
Week 8 **Submit Written Dissertation Progress Report,**
 BY THURSDAY, 17 NOVEMBER AT 5PM
Week 9 **ORAL PRESENTATIONS**
Week 10 **ORAL PRESENTATIONS**
Week 11 **ORAL PRESENTATIONS**

*****Please note that oral presentations will take place on Fridays between weeks 9-11. You MUST be available for all of these time slots. Your oral presentation must be based on your written and submitted progress report and should last approximately 15 minutes after which you will be given feedback.**

Week 12
Christmas Vacation **Continue research and start to write up**

YEAR 3, SEMESTER 2

Please note that in the first few weeks of term, each tutor will determine the details of your timetable, and may read and comment on one chapter draft. This is an example of a possible timetable.

Week 1	Write Dissertation Draft
Week 2	Complete draft chapter
Week 3	COMPLETE FIRST CHAPTER DRAFT
Week 4	Continue writing
Week 5	Continue writing
Week 6	Continue writing
Week 7	Continue writing
Week 8	Complete first draft
Week 9	Revise dissertation draft, sort out other outstanding issues, e.g. illustrations

EASTER VACATION 26.03.2012 – 16.04.2012

Week 10	Produce final copy; proof read final draft and correct. Binding <u>FINAL BOUND DISSERTATION COPY DUE FRIDAY, 20 APRIL AT 5PM</u>
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Please note that this is the final deadline. You may submit your dissertation any time before this deadline.

WHAT IS A DISSERTATION?

A dissertation is a **project** (10–12,000 words in length **NOT** including footnotes and bibliography) on an approved subject of the student's own choice, organized and researched independently by the author, though under the general supervision of a member of staff.

The dissertation should contain an element of **originality** (in the sources used and/or in their analysis) and should include **primary material**. For dissertations in History and Welsh History the dissertation should include the use to a significant extent of primary documentary material, either published or unpublished. Unpublished documentary material may be available in libraries or archives or on line. Use may also be made of oral history sources and material remains where appropriate. For archaeology, the dissertation should normally focus on the recording and/or analysis of material remains (published or unpublished) which may include sites and/or artefacts. It is likely to include an element of fieldwork: visits to archaeological sites and/or museums etc. It may also include the use of archival and oral history sources where appropriate.

The dissertation is **40 credits at Level 3** and comprises **one third of your marks** in the final year. You should therefore spend approximately **400 hours** in the researching, writing and production of your dissertation. A dissertation

can display your talents at their best. However it can also cruelly exaggerate your shortcomings. It is vital to treat the dissertation project seriously from the outset, to choose your subject carefully to ensure it is viable and you have access to your chosen sources, to work steadily throughout and to manage your time carefully so you do not leave everything to the last minute (see timetable). Your supervisor can provide sound advice but cannot protect you from the results of your own neglect or misjudgement. It is also important that you do not devote so much time to your dissertation that you neglect your other modules.

CHOOSING THE RIGHT DISSERTATION TOPIC

It is vital to choose the right dissertation topic for you and you need to think very carefully about the research question(s) you wish to tackle. The project should be something which fires your enthusiasm but it must also hang together as a whole, not be too big nor too small and be practical from the point of view of access to both primary and secondary material. An academic article is the nearest model available for a dissertation.

Dissertation topics will often arise from a module you are studying in Year 2 or may relate to one you will study in Year 3. They could also arise from an excavation or other fieldwork or a placement in an archives office or museum you have done during a vacation. These can all provide a useful way into the context of your chosen subject. It is usually unwise to choose a topic for which you have no background at all at University level. Nor should you recycle an 'A' level project. However you should also remember that you should not be offering identical material for assessment in different modules and the reuse of specific dissertation material must be avoided in future exams and assessed essays, though some traversing of the same ground from different directions is often unavoidable.

If you know that you are interested in, for example, medieval Britain as a result of what you have studied to date, but are unsure what might be a suitable project, you should attend a tutorial on sources with a member of staff in this area. You can also consult a member of staff able to supervise dissertations in your area of interest (**see list**). He/she will be able to advise you and may well have a list of suitable dissertation projects which they can recommend to you. Dissertations are often local or case-studies, or deal with an archaeological site or landscape or a collection of artefacts, or are concerned with a single person or institution, sometimes showing how a general phenomenon manifested itself in specific circumstances. However, it is always important to set the topic in its broader context.

Before you settle on a dissertation project you should spend some time reading into the subject to ensure it is viable. You also need to think about the research question(s) you wish to try and answer and identify the primary sources you intend to use. It is important to locate that both the secondary sources and the primary sources are relatively easily accessed, for example in Bangor and the surrounding area, or your home region, or on the internet.

Travelling to archives or sites far away will be expensive so you need to take account of costs and practicality when you are formulating your subject.

You will **register your topic** and the preliminary title with the name of your proposed supervisor as part of **pre-registration** during Semester 2 of Year 2. The correct form should be filled in and handed in to the School Administrator. Before registering your topic you should discuss it with your proposed dissertation supervisor to see if they consider it to be viable. Dissertation supervisors can only take on a limited number of dissertation candidates, so once the subject has been decided, you may be transferred to someone else. Please note that the **final deadline** for changing dissertation topics is the end of **Week 2 of Semester 1 of Year 3**. No topic can be changed after this.

STAFF AREAS OF EXPERTISE

*****Please note that staff on sabbatical leave in 2011-12 may be consulted now, but you will be reassigned to another supervisor in 2011-12.**

DR KRISTJÁN AHRONSON lectures on the late prehistoric/early medieval archaeology of Atlantic Europe and North America, with interests in human-environmental interactions, Celtic studies, Viking-Age archaeology, and history of archaeology (esp. 19th century). Current research: early medieval sculpture (esp. Scotland and Iceland); cave sites and Welsh archaeology; deforestation and environmental change; 'Prehistory' and 'Ethnographic Analogy'; national collections (esp. Scotland and Canada); sacred places; etc. He is willing to supervise dissertations in any of the above areas.

PROFESSOR TONY CLAYDON lectures on British and European History in the C16th and C17th, and currently researches British politics, culture and religion c.1650-c.1750 - especially as reflected in the booming press (newspapers, pamphlets, cartoons) of this era. He will supervise dissertations on Britain between c.1550 and c.1800; on Europe in a similar period if students are clear about sources and how they will access them; and on any historiographic topic in the early modern period.

DR ANDREW EDWARDS lectures on modern and contemporary Welsh and British history and oral history. His current research focuses on the history of Welsh devolution after 1945 and political change after 1945. He is happy to supervise dissertations on aspects of post 1945 Welsh/British political history, some aspects of social and cultural change in Britain after 1945 and projects which are based primarily on oral history and testimony.

PROFESSOR NANCY EDWARDS (on sabbatical leave, 2010-11) lectures on the medieval archaeology of Britain and Ireland c. AD400–1500 and her current research is on early medieval stone sculpture in Wales, the archaeology of early Christianity in Britain and Ireland and antiquarians in the late 17th century. She is willing to supervise dissertations on most aspects of the archaeology and art of medieval Britain and Ireland, on the archaeology of

historic Wales and on antiquarians and the role of antiquarian research in the rediscovery of our past.

DR DINAH EVANS lectures on modern and contemporary Welsh and British history. Her current research is focussed on post-war urban and political and social history. She is happy to supervise dissertations on aspects of 20th century Welsh and British political and social history.

DR MARK HAGGER (on sabbatical leave, 2011-12) lectures on Europe in the Early and High Middle Ages (c. 476–c. 1250). His research currently focuses on the government and institutions of the duchy of Normandy and Anglo-Norman England during the tenth to twelfth centuries. He is willing to supervise dissertations covering most aspects of West-European and British medieval history (and associated historiography) covering the period up to c.1250.

DR SUE JOHNS (on sabbatical leave, 2010-11) lectures on medieval Britain c. AD 400–1400 and her current research is on gender, imperialism and conquest in the High Middle Ages, women and lordship, charters and personal seals. She is also interested in Saints' Lives and medicine. She is willing to supervise dissertations on most aspects of the medieval Britain and some areas of Medieval Europe.

PROFESSOR RAIMUND KARL lectures on the archaeology of the late Bronze Age, Iron Age, Roman period and the Dark Ages in Europe and the British Isles c. 1200 BC - AD 800 and on heritage (all aspects). His current research is on the evolution of late prehistoric and early historic societies, the emergence of complex societies in Europe, Iron Age settlement and landscape archaeology in Europe and the British Isles, archaeological labour market intelligence and heritage legislation and cultural resource management practice in Europe. He is willing to supervise dissertations on most aspects of late prehistoric and early historic archaeology in Europe and the British Isles and on all aspects of heritage.

DR CHRISTIAN KOLLER (on sabbatical leave, 2011-12) lectures on modern European history (19th and 20th century) and his current research is on strikes in Austria and Switzerland, the history of racism, football in interwar Europe and several aspects of WW1. He is willing to supervise dissertations on most aspects of modern European and colonial history.

DR KATHARINE OLSON lectures on the medieval and early modern history of Britain, Ireland, Europe, and early North America (c.1100-c.1750). Her current research is concerned with a range of topic, including popular culture, beliefs, religion, folklore, saints, literary traditions, community, society, the family, lifecycle, and issues of identity and native culture in medieval and early modern England and Wales, including the Welsh Marches. She is happy to supervise dissertations on most aspects of the religious, cultural, social, political, and intellectual history of medieval and early modern England, Wales, Scotland, and Ireland, as well as related topics in the history of

medieval and early modern Europe and the British Atlantic World, including interdisciplinary topics.

MS NIA POWELL teaches Welsh History, especially the late medieval and early modern period, and aspects of early modern British and European history. Her research focuses on early modern Wales, especially on legal records and the economic vitality of the uplands. She is happy to supervise dissertations on most aspects of Welsh history, economic, cultural and political, especially in the late middle ages and early modern period.

PROFESSOR HUW PRYCE teaches aspects of medieval Welsh and British history, 19th- and 20th-century medievalism, and modern historiography. He has published extensively on the history of medieval Wales, especially in the 12th and 13th centuries, and his current research is on 19th- and early 20th-century Welsh historical writing. He is happy to supervise dissertations on most aspects of medieval Welsh history, selected aspects of medieval and British and European history, and the writing of history in 19th- and 20th-century Wales.

DR LOWRI ANN REES lectures on the modern and contemporary Welsh and British history (late 18th, 19th and 20th centuries). Her current research focuses on the landed elite and their country estates in Wales, consumerism and recreation, social mobility, and rural society, including popular protest movements. She is happy to supervise a range of topics in modern and contemporary Welsh and British history.

DR GARY ROBINSON teaches the Prehistoric archaeology of Britain and Ireland up to the end of the Bronze Age, as well as archaeological theory and techniques. His main research interests include: the later prehistory of Britain and Ireland (especially in relation to the western Atlantic seaboard), landscape archaeology, island archaeology, archaeology and geomorphology of the uplands, archaeological theory and practice, material culture studies and gender archaeology. He is happy to supervise dissertations on most aspects of the Prehistory of Britain and Ireland, landscape archaeology, and selected aspects of archaeological techniques and theory.

DR ALEXANDER SEDLMAIER (on sabbatical leave, 2010-11) works on the modern history of continental Europe and North America, c. 1814-1989 and his current research is on conflicts over well-being in affluent societies with a focus on Cold War Germany. He has also worked on the history of transatlantic perceptions, transfers and diplomacy, and on the student protests of '1968'. He is happy to supervise dissertations on most aspects of modern continental Europe and North America, especially on cultural and social aspects of the Cold War; the history of protest and resistance; and transatlantic relations.

DR PETER SHAPELY (on sabbatical leave, 2011-12) lectures on British nineteenth and twentieth-century history, particularly on poverty, social policy, civil society, urban government and governance. His current research is on post war British urban history, civic culture, urban identity and municipal

entrepreneurship, especially in the 1960s. He is willing to supervise dissertations on most aspects of modern British history, especially charity and poverty in the nineteenth century and most aspects of twentieth-century British urban history.

DR KATE WADDINGTON lectures on archaeology, and her current research interests include British later prehistory, especially Bronze Age-Iron Age transition, the archaeology of middens, material and visual culture theory, experimental archaeology, depositional practices, settlement and landscape archaeology. She is happy to supervise dissertations of most aspects of later prehistoric archaeology, especially in the British Isles, as well as on topics associated with the themes listed above.

BEGINNING RESEARCH, MAKING NOTES AND COMPILING A BIBLIOGRAPHY

As well as identifying your research questions and primary sources, when you begin research you will need to carry out a **literature search** identifying secondary material relevant to the subject. For history topics the **Bibliography of British and Irish History** (Bangor University Library electronic resource) will be an invaluable tool and it can also be useful for those doing an archaeological dissertation on the historic period since quite a lot of archaeological material is included. For archaeology topics the first port of call should be the **British and Irish Archaeological Bibliography (BIAB)** (<http://www.biab.ac.uk/>). Remember that not all the material on these databases will be accessible in Bangor. From the very beginning you should **be systematic** in recording your bibliographical material and references, so that you know just what came from where. Always record the **full bibliographical details** of everything you read, and note page numbers and quotes systematically. Your first action should be the compilation of a preliminary reading list in alphabetical order. You can then follow up references and add to it as you go along. See the detailed bibliographical and referencing notes (below), so that you get into the habit of working to these standards from the start.

RESEARCH OVER THE SUMMER VACATION

You are **strongly advised** to begin research on your chosen topic over the summer vacation and you should discuss your research plans with your supervisor at the end of semester 2. You should spend some time reading further into your dissertation topic and considering the broader context and historiography. It is also recommended that, for example, you visit the archives where your documents are housed to check out the extent of the material you wish to consult or make contact with the museum or local archaeological unit. You may also wish to begin work on your primary source material. It may also be necessary to carry out at least some of your fieldwork over the summer when the weather is most likely to be fine. Remember also that you may require a letter/email of introduction from your supervisor in order to be admitted to certain libraries, archives, museums and other repositories.

SUPERVISION & TRAINING

At the beginning of **Semester 1 of Year 3** you will receive **two hours** of dissertation training as part of a group from your dissertation supervisor. These sessions will discuss general matters such as progress to date, the structure of your dissertation, correct style and the production of the Dissertation Progress Report. In addition you will receive up to **three half hour supervisions** to discuss dissertation progress or specific problems. One meeting should provide feedback on the Dissertation Progress Report and iron out any problems arising from it. The supervisor may also comment upon ONE draft chapter early in the second semester. There will be no meetings after the Easter Vacation in Year 3 since by this time your dissertation should be almost ready to submit.

CHANGING YOUR DISSERTATION TOPIC

Students are strongly advised to ensure that they identify their dissertation topic before pre-registration in Semester 2 of Year 2 and to test its viability then. Occasionally, however, it may be necessary to change the topic owing to serious unforeseen circumstances. **Any change must be agreed by your dissertation supervisor and registered with the School Office.**

Remember, however, that changing a topic at the beginning of Year 3 may place you at a serious disadvantage since you will have much less time to do the research and to produce your Dissertation Progress Report.

Please note that no student will be allowed to change their dissertation topic after the end of Week 2 of Semester 1 of Year 3.

THE DISSERTATION REPORT (20% of the assessment)

The nature of the dissertation progress report and its components

Your dissertation progress report will consist of two elements: **a written report (worth 10%)** and an **oral presentation (worth 10%)**.

Dissertations will vary in nature according to their discipline (history, archaeology, heritage, interdisciplinary studies); according to the period they examine; and to the nature of the sources they use. It is also possible that the nature of your topic means you will have advanced further in some parts of the task than others by the time you have to submit the progress report (for instance, you may have had to spend longer identifying sources, or making them usable for you; or there may have been a particularly rich secondary literature you have to master before you could formulate your research questions precisely). For all the variety of the projects, however, the progress report should try to cover most or all of the points raised under each of the sections below – and it is probably a good idea to arrange it into those sections.

If you find it hard to see how your particular project can be described in the way suggested, you should contact your supervisor, who should be able to tell you how to make your material fit this template, could or at least provide an early warning that it cannot because your project has become misconceived.

If the nature of your topic or sources means you have not advanced your research far enough to meet the requirements of a section, you should explain why this happened, you should give as full an response to the requirements in the section as is possible, and you should explain what you are doing to ensure the requirements will be met by the time the final dissertation is submitted.

Structure and content of the oral report (15 minutes in length)

The oral report will give you the opportunity to present your research to an audience and help to build crucial oral communication and public presentation skills.

Specific instructions for the oral presentation will be provided to you separately. Oral presentations of dissertation research will take place in Weeks 9-11 of Semester 1 of Year 3. You will be assigned a specific date and time in advance.

Please ensure that you will be available for your presentation on all Fridays in Weeks 9-11 of Semester 1 of Year 3.

Structure of the written report (1,500 – 2,000 WORDS)

1. Introduction and research aims

This should introduce the topic of the dissertation, but most importantly should describe the aims of the project.

These aims should be described in terms of wanting to answer research questions (of the kind: how did local government work under medieval kings? how did the media cover the 2005 election? how typical are the earthworks of Bedfordshire, and what might explain their peculiarities?). Usually, there will be an overall question, broken down into a small number of subsidiary questions (answering each of which will be the subject of a chapter, or chapter section); sometimes there will be a small number of related questions.

The introduction should also try to explain why asking these questions might be useful, and /or why answers to them might be interesting or significant.

2. Research context

This section should briefly summarise what we already know about the field and the questions you are asking. What is the state of knowledge in this area? What have other scholars and writers said about the sort of questions you are asking? Are there debates between scholars and writers in this area – and what is at stake in these? This summary should include references to the secondary works (referencing style will differ depending on whether you are doing an archaeology or history dissertation; see below).

The context should also try to explain what effect your project might have on the understanding and interpretation of your field. What is the current state of play in the field? What have scholars looked at already? What still needs to be addressed or re-examined? What might your dissertation tell us that we did not already know? What interpretations might it confirm, challenge, or demonstrate exceptions to? How might your work contribute to the current debate or produce new knowledge? How does it revise or add to this? Why and how is it worthwhile? Provide a clear sense here of what we know already with relation to the field and topic, and why your study is needed.

In this section, do not worry too much that the impact of your work may seem more limited than publications by established researchers. For example, rather than reformulating our understanding of a field, you may simply be testing whether a general theory about the past fits a specific and modest set of sources. This is quite acceptable: in an undergraduate dissertation, the examiners will know you do not have time to research huge questions over vast ranges of evidence. The bulk of the marks for your final dissertation will therefore be gained by competence in scholarly method, rather than breathtaking conclusions. At any rate, some very interesting things can be discovered by asking big questions of modest, clearly-defined sources.

3. Sources and methods

This section should describe the primary sources that you will be examining to answer your research questions as well as your methodology for using these. The types of sources you will be exploring will differ depending on whether you are doing a history or archaeology dissertation (e.g. for history you may largely be relying on written or oral primary sources; for archaeology you may largely be relying on excavation reports and monographs, survey and other fieldwork reports, artefact assemblages or theoretical works). In this section you should describe the nature of your chosen sources, how they came to be produced, where they are, and how you are accessing them. You should be careful to define a clear body of sources, explaining their limits (what you are looking at, and what you are not looking at). It should include full references to the sources (in the style you will be citing them in the final dissertation).

The section should also explain why you chose these particular sources (why might they be appropriate for answering your research questions); how you will be using them to address those enquiries; and should outline any difficulties or problems with using this evidence. What inherent biases, omissions, or other problems of interpretation might these have? What do they mean for the accuracy and use of the source?

In short, you need to address your methodology for the sources that you will use. How will they be utilised as evidence in your dissertation, when, and in what ways? How will you deal with the problems that arise from particular sources? This section, regardless of discipline, needs to clearly demonstrate your knowledge, understanding, and strong grasp of the sources that you will use for the dissertation as well as an awareness of how and in what ways you will use them. Lastly, please state how you plan to deal with any shortcomings or problems arising from the source material in your dissertation.

In archaeology and heritage, this section may include a description of work you had to do on the sources (surveying, cleaning, cataloguing, drawing, digitising etc) to make them useful to you; and it might include an explanation of the theoretical framework of your analysis.

In historical disciplines you will be identifying and reading sources closely. This section should explain what primary sources will be utilised as evidence as well as how they will be utilised. This should include discussion as to the type of sources used (e.g. chronicles, diaries, correspondence, court cases, statutes, etc.), and the suitability and relevance of these for your topic. Secondly, what light do they shed on your dissertation topic, and how have they furthered your research into this? What are you asking of the sources in order to test assumptions or hypotheses for your topic? In what ways do you plan on using them to develop your ideas in the dissertation?

4. *Structure and argument:*

This section should outline how you expect your final work to be organised. It should take the form:

- a. Introduction
- b. A number of chapters (2–4 probably best)
- c. Conclusion

Under each heading you should have a brief paragraph explaining what you expect to do in each section. Make sure the introduction covers the aims and context of the research; that the chapters cover distinct aspects of your project (perhaps each answering a different subordinate question, or dealing with a different set of sources); that the chapters are in a logical order; that any separate sections in chapters are clearly identified; and that the conclusion says how you might answer your main research question.

If you are already fairly clear of your answers and argument, you should include a brief summary of these in your structure paragraphs. However if you are still analysing and researching, and are not clear what your final conclusions will be, concentrate on the research questions that you aim to answer, and what you hope to gain in understanding by doing this. Do not worry too much about having all the answers and argument decided at this time. The vast bulk of the marks for this section will be for logical structure and intelligently-put questions rather than detailed content or fully worked out answers. If you have not yet have a final argument, simply state what question you will address in each section, and what evidence you will be bringing to bear upon it.

THE DISSERTATION: WRITING, STRUCTURE & PRESENTATION

Marks will be deducted for poor presentation, referencing, spelling, punctuation, grammar and style.

Writing

The overall structure of the dissertation and the chapter headings should follow that set out below and the chapters should normally follow those which you have set out in the Dissertation Progress Report. However, when you receive feedback from your supervisor on the Dissertation Progress Report you may wish to make some changes to individual chapter plans and headings.

Once you have done most of your research you should consider how the material gathered relates to each of your chapter plans. You then need to write a first draft of each chapter. When producing this chapter, make sure you always complete your references in full as you write it (including page numbers which are to be cited, were necessary) – otherwise you will forget what they are and this will create much unnecessary additional work later on. Begin with whichever chapter suits you best.

You may submit **one draft chapter** to your supervisor for comment. This can save you from avoidable pitfalls. Once you have a complete first draft, print it off and read it thoroughly through thinking particularly about the overall argument and structure and how these develop as the dissertation

progresses. At this stage your work can seem rather ragged. Note: where you have gaps and wish to add material, remove irrelevant material, change the emphasis, correct misconceptions and so forth. Also consider whether your writing style is clear, your punctuation correct and check that all the references are used correctly. It is worthwhile reading your chapter out aloud to yourself, as if you are presenting it to an audience. This will allow you to identify whether your sentences and paragraphs make sense, and whether there are any unnecessary repetitions in your work.

Structure

Dissertations should be structured as follows:

Title page [Title, Author, Date, Title of degree scheme, Module number]

Declaration Page

List of Figures (if necessary)

List of Tables (if necessary)

Acknowledgements

Contents page

Chapters, with chapter **sub-headings** where necessary

Notes [if not given as footnotes]

Catalogue [if not a chapter in the text] and/or appendices [if required]

Bibliography

Your Declaration Page must contain the following Declaration: 'I certify that this dissertation is my own unaided work, and has been personally researched and written by me.' [Signed... and dated]; also a note of the length [no. of words] of the work at the foot of the page

Your Acknowledgments should thank people who have helped you with your dissertation, for example, staff in archives or museums you have discussed your work with, people who have given you advice, such as members of staff at university or other institutions, friends who held the other end of the tape for your survey and so forth.

Your lists of Figures and Tables must include the figure captions.

Illustrations may be integrated into the text or placed together at the end of the dissertation. All illustrations should have a figure caption, and the figures should be referenced in your text (e.g. see Figure 1) and inserted in to your contents page.

An example of a figure caption:

Figure 1 Map of the area of Bangor, showing all archaeological settlement sites dating to the Romano-British period (Smith 1999, fig. 10).

Your contents page should include all preliminary sections (e.g. declaration page, acknowledgments, contents page, list of illustrations (if needed), list of abbreviations (if needed)) and chapter titles, as well as appendices, notes and bibliography. Please note the page that each section begins on.

Example of Contents page:

<i>Declaration and Statements</i>	v.
<i>List of Figures</i>	vi.
<i>List of Tables</i>	xiii.
<i>Acknowledgements</i>	xiv.
Introduction	1
Chapter One	16

(and so on).

Word Length

The dissertation should be **no less than 10,000 words** and **no more than 12,000 words** in length. This word-count **excludes** any footnotes, bibliography, catalogue and appendices, for example documents [if required]; these must be kept to a reasonable length. Each student is required to note the precise **word count** of his/her dissertation. (See above under Declaration)

Proof-reading

When you have finished what you think is the final draft of your dissertation print it out and proof-read it. Never do this on screen because you are unlikely to see all the errors. Always proof-read the finished text with great care - it is surprisingly difficult to spot errors when you know how it ought to read. Leave sufficient time for this and to correct it on the computer and print out the final copy.

Binding

One copy should be submitted, bound in **soft covers** (there is a bindery in the Print Unit on the Normal Site and commercial firms can also do this) but you should allow reasonable time for the work to be done.

SUBMITTING YOUR DISSERTATION

The dissertation **must** be submitted **both electronically via Blackboard and in hard copy** to the School Office by the required deadline in Week 10 of Semester 2 and a receipt should be obtained. It would be sensible to retain a second copy for your own use. The submitted copy will not be returned.

NB In the case of Joint Honours with English and Film Studies, the date specified by the School of English will apply. English also require an oral presentation.

Late submission

Under University regulations, work that is presented after the due date will incur the penalty of a FAIL mark of 0%, the same as non-submission. This would undoubtedly jeopardise any candidature. Extensions for late submission will be permitted only in special circumstances. Normally only medical circumstances and bereavement will be accepted as reasonable justifications for permitting late submission without penalty. **NB Computer error or failure** will not normally be accepted as an excuse: you should always make separate copies of your work so that substantial sections of it cannot be irretrievably lost through any cause.

In cases where a problem of any kind arises, you should immediately inform the School administrator, your supervisor or the Senior Tutor so that the situation may be clarified and resolved as quickly as possible and with minimal damage to your degree prospects. **Applications for (limited) extensions should be made to the Senior Tutor only at least a week before the deadline.**

REFERENCES, QUOTATIONS & YOUR BIBLIOGRAPHY

It is very important that you use references and quotations correctly throughout your dissertation. You also need to set out your bibliography correctly.

Note: You must include in the Bibliography only those materials which you have actually deployed in the writing of your dissertation and which you have referenced in your text. You may well have read much more widely than that but only the operative material which has been referenced should be cited in your bibliography.

Guarding against plagiarism

Your dissertation must be wholly your own work written in your own words. Anything directly copied from another text or source of any kind (**and this includes web-based material**) must be placed in inverted commas and fully referenced. Facts, ideas, arguments, and other information taken from any source but not directly quoted must also be fully referenced and rewritten. If you are paraphrasing what someone else has written, you **must** make every effort to ensure that the wording is **your own**, and reference the source fully.

Please note that plagiarism does not just include direct copying, but also means taking the ideas, facts, arguments, and information provided by others without full and proper attribution.

See the School and University policies on plagiarism for further details. If your dissertation contains any other material which is found to have been copied from another work it will be assumed to have been plagiarised and a **Fail** mark will be almost inevitable. You should avoid accidentally committing this offence by avoiding working from notes which reproduce the original text too closely, and above all not writing with the texts open in front of you or cutting and pasting material downloaded from the web.

Note: In the most extreme cases the Examination Board can draw the plagiarism to the attention of the University in order for it to undertake an investigation which could lead to the candidate's failing the entire degree.

Quotations

Quotations of less than four lines in length should be in 'single inverted commas' [thus] in the text (which should have 1.5mm spaced lines).

Longer quotations which run to four lines or more in length should be indented [thus] without inverted commas and with single spacing between the lines. This is standard practice for longer quotations, and you will be expected to use this in your dissertation.

References

All matters of fine detail, quotations or allusion to specific published work and direct references to primary material must be authenticated by a reference.

The referencing system may be either

(1) **Standard Humanities System** [author, title], in which case you may employ either footnotes (at the bottom of the page) or endnotes, located at the end of the complete work, not at the end of each chapter. **Footnotes are strongly preferred for History.**

(2) **Harvard System** [author, date, pno; e.g. (Smith 1999, 72-5)] in the body of the text, usually at the end of the sentence, or after the use of someone's name (e.g. Smith (1999, chapter 5) has written extensively on this topic).

This is strongly recommended for Archaeology. Never combine the Harvard system with footnotes. Occasional endnotes may be added to include tangential material only but these should be kept to a minimum and should also include in-text citations.

THESE TWO SYSTEMS ARE **NOT** INTERCHANGEABLE AND IN ANY ONE PIECE OF WORK STUDENTS MUST CONSISTENTLY UTILISE ONLY ONE SYSTEM. IT IS NOT ACCEPTABLE TO USE 'TRADITIONAL' REFERENCING AND A 'HARVARD' STYLE BIBLIOGRAPHY, OR VICE VERSA.

Students often fail to provide sufficient references: the reference is intended to answer the question 'Where did that come from?' posed by a reader who is reasonably well-informed, so while general facts which could be found in most textbooks, or have been already established in earlier parts of the dissertation need not be referenced, specific and specialised statements – including information derived from primary material – need to be referenced.

If the examples below do not cover an issue which arises in your work, see how it is treated in any up-to-date serious British historical, heritage or archaeological work, or consult your supervisor.

STANDARD HUMANITIES SYSTEM (FOR HISTORY)

References are given as footnotes (or endnotes) and numbered in the text. NB. The reference number always appears after the punctuation in the text. For example:

Lhuyd noted that the monument was 'erected on a small mount'¹⁵ and Pennant records that the base was still lying on the top of this.¹⁶

The **first time** you give a reference to a specific work, you should give it the full unabbreviated form (see below). **Subsequently** you can give an abbreviated reference. If the same source is used as in the previous reference use:

Ibid, p.54. (Ibid= 'the same place')

Pages or page extents should always be given unless you are referring to the whole work.

Examples of References for Footnotes and Endnotes

1a) Primary Unpublished Sources

Unabbreviated form

J. Chamberlain, 'Tariffs and the Conservative party', 15 June 1905.

Birmingham University Library, Birmingham (BUL), Chamberlain MS. 126/49, fol. 25r-27v.

P. Snowden to Ramsay MacDonald, 16 April 1927. The National Archives, Kew (TNA), TNA 30/69/1136.

National Library of Wales, Aberystwyth (NLW), Peniarth MS.127, fol.34v.

J.N. Smith, 'On liberty', 25 April 1698, Bodleian Library, Oxford (BLO), MS. Bodley 123, fols 65v-69r.

Abbreviated form

Chamberlain, 'Tariffs and the Conservative party', BUL, MS. 126/49, fol.17.

Snowden to MacDonald, 16 April 1927. TNA, 30/69/1136.

NLW, Peniarth MS. 127, fol.34v.

Smith, 'On liberty', BLO, MS. Bodley 123, fol. 65r.

1b) Primary Published Sources

Unabbreviated form

Geoffrey Chaucer, *The Riverside Chaucer*, ed. L. D. Benson, 3rd edn (Oxford, 1987), p. 7.

G. J. Aungier, ed., *Croniques de London* (Camden Society, original series, 28, 1844,) pp.22-26.

C. D. Ross and M. Devine eds., *The Cartulary of Cirencester Abbey* (London, 1964–77), 2: 8.

T. Benn diary, 14 August 1976, in R. Winstone, ed., *The Benn Diaries* (London, 1995), p. 38.

S. Pankhurst, 'The rights of women', in J. Marcus, ed., *Suffrage Papers* (London, 1986), pp. 23–34.

The Guardian, 17 October 1997.

Abbreviated form

Chaucer, *Riverside Chaucer*, pp. 71–5.

Aungier, ed., *Croniques de London*, p. 25.

Ross and Devine, eds., *Cartulary of Cirencester Abbey*, 3: 22-4.

Benn diary, 19 August 1976, *Benn diaries*, p. 47.

Pankhurst, 'Rights of women', p.37.

NOTE: If you refer to a primary source quoted in a book or article but which you have not yourself read in original form. For example:

The Times, 12 October 1874, quoted in C.J. Bartlett, 'After Palmerston: Britain and the Iberian Peninsula, 1865-76', *HER*, CIX (1994), p. 74.

OR:

Erasmus Saunders, *A View of the State of Religion in the Diocese of St. David's, 1721* (reprinted Cardiff, 1949), p.241, quoted in Glanmor Williams, *Wales and its Religion* (Cardiff, 1991), p.30.

NOTE: You should not claim to have read anything more than is actually the case.

2 Secondary Sources

1a) Books

Unabbreviated form

J. H. Baker, *An Introduction to English Legal History*, 3rd edn. (London, 1990), pp. 345–6.

Roger Turvey, *The Welsh Princes, 1063–1283* (London, 2002), p. 93.

J.E. Lloyd, *A History of Wales from the Earliest Times to the Edwardian Conquest* (London, 1911), vol.2, pp.204-205.

Abbreviated form

Baker, *Introduction*, p. 9.

Turvey, *Welsh Princes*, p.56.

Lloyd, *History of Wales*, 2, pp.204-205.

1b) Articles in journals

Unabbreviated form

C. J. Bartlett, 'After Palmerston: Britain and the Iberian Peninsula, 1865-76', *English Historical Review* CIX (1994), pp.74-88.

Abbreviated form

Bartlett, 'After Palmerston', p.76.

1c) Articles/chapters in edited books

Unabbreviated form

A. Davidson, 'Parish Churches', in J. Beverley Smith and L. Beverley Smith, eds. *History of Merioneth*, vol. 2 (Cardiff, 2001), pp. 326–85.

J. Turner, 'Some Pollen Evidence for the Environment of North Britain, 1000BC to AD1000', in J. C. Chapman and H. C. Mytum, eds., *Settlement in North Britain, 1000BC-AD1000* British Archaeological Reports 118 (London, 1983), pp.3-28.

Abbreviated form

Davidson, 'Parish Churches', p. 328.

Turner, 'Pollen Evidence', pp. 3–28.

1d) Websites and material taken from these

Include author (if appropriate), title, web address, date accessed.

Dictionary of Old English: Corpus. <http://ets.umdl.umich.edu/o/oec>, [Last accessed 1 Jan 2008]

M. D. Evans, 'Vaughan, Robert Powell (1591/2–1667)', in *Oxford Dictionary of National Biography: Online Edition*, eds. H C G Matthew and B Harrison (2004), <<http://www.oxforddnb.com/view/article/28141>>, [Last accessed 9 Nov 2007]

References for the Bibliography

This should follow the appropriate conventions and be structured and set out exactly as follows:

1. Primary material

First unpublished, then published sources; be sure to title each category:

- a. Primary sources (unpublished) listed by location of deposit
- b. Primary sources (published) in alphabetical order

2. Secondary material

Must be structured alphabetically by the last name of the author.

Types of sources include:

- a. Books
- b. Chapters and articles in books
- c. Articles in journals or periodicals
- d. Websites

Examples of Referencing for Bibliography

1a) Primary Sources: Unpublished

Name the archive/s you have drawn upon in alphabetical order

Birmingham, University Library (BUL)
MS.126/49

Kew, The National Archives (TNA)
C 67/22

Oxford, Bodleian Library (BLO)
MS. Bodley 123
MS. Bodley 165

1b) Primary Sources: Published

Information should be arranged in the following order with punctuation as shown in the examples below.

Chaucer, Geoffrey. *The Riverside Chaucer*, ed. L. D. Benson. 3rd edn. (Oxford, 1987)

Giraldus Cambrensis. *Expugnatio Hibernica: The Conquest of Ireland*, A. B. Scott and F. X. Martin, eds. (Dublin, 1978)

Aungier, G. J. ed. *Croniques de London* (Camden Society, original series, 28, 1844)

Ross, C. D. and Devine, M., eds. *The Cartulary of Cirencester Abbey*, 3 vols. (London, 1964–77)

2. Secondary sources

Items should be listed in **one alphabetical sequence, whether book or article** – by author.

1 a) Style for Books

Baker, J. H. *An Introduction to English Legal History*. 3rd edn. (London, 1990)

Morgan, P. *War and Society in Medieval Cheshire, 1277–1403* (Chetham Society, 3rd series 34. 1987)

Lloyd, J. E. *A History of Wales from the Earliest Times to the Edwardian Conquest*, 2 vols. (London, 1911)

1b) Style for Chapters and articles in Books

Turner, J. 'Some Pollen Evidence for the Environment of North Britain, 1000BC to AD1000'. *Settlement in North Britain, 1000BC-AD1000*. Ed. J. C. Chapman and H. C. Mytum. British Archaeological Reports 118 (1983), pp. 3–28.

1c) Style for articles in journals/periodicals

Crossley, F. H. and Ridgeway, M. H., 'Screens, Lofts and Stalls Situated in Wales and Monmouthshire'. *Archaeologia Cambrensis* 98 (1945), pp.153–98.

1d) Style for websites

Include author (if appropriate), title, web address, date accessed.

Dictionary of Old English: Corpus. <http://ets.umdl.umich.edu/o/oec>,
[Last accessed 1 Jan 2008]

Evans, M. D. 'Vaughan, Robert Powell (1591/2–1667)', in *Oxford Dictionary of National Biography: Online Edition*, eds. H C G Matthew and B Harrison (2004), <<http://www.oxforddnb.com/view/article/28141>>, [Last accessed 9 Nov 2007]

THE HARVARD SYSTEM (Archaeology)

References

These should be **integrated into the text** (author, date, page(s)), for example:

'The new Beaker typology for Buteshire (Clarke 1970, 132-4) has been achieved by the new technique devised by Clarke (1970, 3-20) and by others in different fields (Hensel 1969, 513; Kendall 1971, 220-5).'

If the whole article is referred to, rather than a specific point, leave out the page references and write (Kendall 1971).

Material which is tangential to the text may be included as endnotes and numbered in the text at the end of sentences, usually after the full stop (for example.¹) but such notes should be kept to an absolute minimum.

Illustrations that place in your text must also be referenced in your text (see Figure 1; or (Figures 5-7). Your illustrations must have accompanying figure captions (see above) and these must reference the original image, citing the figure number, as opposed to the page number (Smith 1999, figure 15).

Bibliography

This should be arranged **alphabetically** in the following form integrating books and articles:

Style for Books (including published primary sources)

Bachelard, G. 1958 [1994 edition]. *The poetics of space: the classic look at how we experience intimate places*. Boston: Beacon Press.

Clarke, D.L. 1970. *Beaker pottery of Great Britain and Ireland*, Cambridge: Cambridge University Press.

Latour, B. and Weibel, P. 2002 (eds), *Iconoclasm: beyond the image wars in science, religion and art*. London: The MIT Press.

Style for Articles in Journals

Copley, M.S., Berstan, R., Dudd, S.N., Aillaud, S., Mukherjee, A.J., Straker, V., Payne, S. and Evershed, R.P. 2005. Processing of milk products in pottery vessels through British prehistory. *Antiquity* 79, 895-908.

Carver, M. 2004. An Iona of the east: the early-medieval monastery at Portmahomack. *Medieval Archaeology* 48, 1-30.

Hensel, W. 1969. The origins of western and eastern Slav towns. *World Archaeology* 1, 51-83.

Liddell, D. 1933. Excavations at Meon Hill. *Proceedings of the Hampshire Field Club* 12, 127-62.

(If you want to use abbreviations for journal titles (which is not always recommended), you should follow those used by the British and Irish Archaeological Bibliography, see <http://www.biab.ac.uk/volume11.asp>)

Style for Articles in Edited Books

Burgess, C. 1985. Population, climate and upland settlement. In D. Spratt and C. Burgess (eds), *Upland settlement in Britain: the second millennium and after*, 195-229. Oxford: British Archaeological Reports (British Series 143).

Corbey, R. 2002. Image-breaking on the Christian frontier. In B. Latour and P. Weibel (eds), *Iconoclasm: beyond the image wars in science, religion and art*, 69-71. London: The MIT Press.

Engelke, M. 2005. Sticky subjects and sticky objects: the substance of African Christian Healing. In D. Miller (ed.), *Materiality*, 118-139. Durham: Duke University Press.

Gingell, C.J., Lawson, A.J. and Mortimer, C. 2000. Copper alloy objects. In A.J. Lawson, *Potterne 1982-5: animal husbandry in later prehistoric Wiltshire*, 186-98. Salisbury: English Heritage. Wessex Archaeology Report No. 17.

Style for Websites

Dictionary of Old English: Corpus. <http://ets.umdl.umich.edu/o/oec>, [accessed 1 Jan 2008].

Evans, M.D. 2004. Vaughan, Robert Powell (1591/2–1667). In *Oxford Dictionary of National Biography: Online Edition* (eds H.C.G. Matthew and B. Harrison), <http://www.oxforddnb.com/view/article/28141>, [accessed 9 Nov 2007].

Or, you can organise your websites in to numerical order in your bibliography and reference as such in your text (www1):

www1, www.web-address.com [accessed 14 January 2011]

www2, www.another-address.co.uk [accessed 29 December 2010].

If you have primary unpublished sources, show as in Standard Humanities system, for example:

Harris, O.J.T. 2006. Identity, emotion and memory in Neolithic Dorset. Cardiff University: unpublished Ph. D. thesis.

Roseveare, M.J. 2008. *Magnetic survey, Brilles, Warwickshire*. Hereford: Archaeo-physica Ltd (unpublished summary report for the Portable Antiquity Scheme).

Wessex Archaeology 2004a. *Westbury proposed eastern by-pass, Wiltshire: stage 3 additional archaeological evaluation*. Wiltshire: The Trust for Wessex Archaeology Ltd (Unpublished client report 57070.02).

ILLUSTRATIONS

Photographs

Photographs can be an enormous help to many pieces of work. They are especially important for archaeology dissertations. They can illustrate particular points and often cut down on descriptive passages of prose. However, do not just include pictures at random. They must be there to aid understanding of the text and they must be cited in the text (Figure 4).

If you have a scanner it is now easy to **scan** in relevant pictures from written material. You can also download appropriate **images from the internet** providing that you do not infringe copyright restrictions. Image quality is important so make sure you use the appropriate image settings (e.g. 400dpi, colour or greyscale, save as tiff or jpg).

If you are visiting a **library or archives repository**, they will sometimes give you permission to take digital images of manuscripts for private research purposes. If so this can save an enormous amount of time since you can spend a day taking photographs and then print them off and read them at a later date. When doing **archaeological** or other **fieldwork** it is always useful to carry a camera and to use it as an *aide memoire*.

Archaeological and Heritage projects may require you to take photographs of either sites or artefacts. Most of you will own a digital camera, the more pixels the better, and it helps to have one with an adjustable lens. A digital SLR is not necessary but provides the best results. Always try to take outdoor photographs in good weather and with the light in the best direction to illuminate the archaeological features. A linear scale may well be necessary and you can borrow a ranging pole from the School equipment. When taking artefacts inside it is important they are laid on a suitable surface e.g. coloured card. It is usually necessary to include a linear scale. Hints on taking archaeological photographs may be found in: Dorrell, P.G.1989. *Photography in Archaeology and Conservation* (Cambridge), though the technology discussed is clearly out of date.

It may be helpful to include photographs ordered from museums (e.g. artefacts) or archives (manuscripts). However these can prove expensive, so only order what is absolutely necessary.

Presentation When placing images either in the text of your dissertation or grouped at the end, be careful to make the image of sufficient size to enable what you want to show to be easily visible. **Number** your illustrations and refer to them in the right place in the text (see above). The **caption** should always state what you are showing and indicate the **origin** of the photograph and any copyright permission (including the web address where applicable). You can print pages with photographs out either on photographic paper or ordinary paper, but it is important to use a good quality printer or otherwise your images will be unclear.

Line-drawings and Maps

Plans of sites and/or illustrations of artefacts and maps are likely to play a significant role in archaeological (and also heritage and some history) dissertations and it is important that they should be both accurate and neatly executed. Archaeologists will already have received some training in the *Interpreting Archaeology* module in Year 2.

When you are recording **in the field** you may well need to do plans and sketches of archaeological sites, which can be drawn up later, see Hawker, J. M. 2001. *A Manual of Archaeological Field Drawing*, Hertford. Drawings of **artefacts** should normally be done manually rather than on the computer but can then be scanned into the computer if you so wish. Original manual drawings should be done on thick tracing paper. Initial drawings may be in pencil but final drawings should be in black ink. Always remember to add a scale and north point (to plans) and to take care with labelling the drawings. You can stick typescript onto manual drawings using invisible tape if you do not use a computer illustrating package. It is important that manual drawings are not reproduced at the same scale they are drawn or else they will look messy. **The optimum size for the drawing before reduction onto an A4 sheet should be 30x42cm.** This will give good margins round the outside. Manual drawings can then be reduced on a good-quality photocopier. Remember that drawings should be as carefully designed as the text and that all comparable objects or site-plans should be presented at uniform or compatible scales. Other hints may be found in L. and R.A. Adkins, 1989. *Archaeological Illustration*, Cambridge.

Maps, including both location maps and distribution maps, can be done on the computer. The necessary software is available on all Bangor University networked computers. Alternatively you can buy the necessary software from IT at a nominal price. Areas of Ordnance Survey maps, including historic maps, can be downloaded from **Digimap** via Library e.resources (see resources below). You can also make your own maps using Digimap and you can download the map data you need using Adobe Acrobat and drop it into Adobe Illustator. You can also make use of GIS software to create distribution maps. Remember that scales and north points are important.

SELECTED RESOURCES FOR RESEARCH ON LINE

Obviously this is only an introductory list, but should help you to find useful on-line resources with high academic content. You will need to **consult your dissertation supervisor on more specific sources relevant to your dissertation topic.**

General

Internet Tutorials for both Archaeologists and Historians

These important interactive tutorials can help you with all aspects of researching on line for your dissertation. <http://www.vts.intute.ac.uk/>

Bangor University Library

Arts and Humanities databases on line

<http://www.bangor.ac.uk/library/resources/resources.php.en?menu=5&catid=2906&subid=0>

Bibliography of British and Irish History [Important for secondary sources]

Bangor University E-resource: <http://www.brepolis.net>

British and Irish Archaeological Bibliography (BIAB) [Important for secondary sources] <http://www.biab.ac.uk/>

INTUTE Humanities Hub

This website provides a guide to all sorts of on-line materials for both Archaeology and History, all periods, and British, continental and overseas topics; it includes primary and secondary sources; data sets; journals etc.

<http://www.intute.ac.uk/humanities/>

AHDS Arts and Humanities Data Service

<http://ahds.ac.uk/>

This site has links to the **Archaeology Data Service (ADS)** and the **History Data Service (HDS)**; (also Oxford Text Archive; Performing Arts Data Service; Visual Arts Data Service). ADS is an invaluable collection of databases on all aspects of archaeology and includes some on line journals, such as *Medieval Archaeology*. HDS has a similar range of historical material and includes the **UK Data Archive (UKDA)** <http://www.data-archive.ac.uk/> which includes government surveys

Ordnance Survey Map Data (Digimap)

Digimap is an invaluable on line map resource for both modern and historic maps going back to the 1st edition of the ordnance survey. You can download maps and compile your own maps. Link from

http://www.bangor.ac.uk/library/eresources/General_reference.php (you will need register individually with Digimap, instructions given on homepage)

The British Library (London)

<http://www.bl.uk> – catalogues to collections etc.

Llyfrgell Genedlaethol Cymru – National Library of Wales (Aberystwyth)

<http://www.llgc.org.uk/index.php?id=2> - catalogues to collections etc.

Also **Digital Mirror** (sound recordings, Welsh Dictionary of National Biography, manuscripts etc. <http://www.llgc.org.uk/index.php?id=122>)

Oxford Dictionary of National Biography (ODNB)

Access via the Bangor University Library Catalogue. Biographies of almost any well known historical figure in Britain (and Ireland until 1922).

Casglu'r Tlysau / Gathering the Jewels

Gathering the Jewels features over 30,000 images of objects, books, letters, aerial photographs and other items from museums, archives and libraries throughout Wales.

<http://www.gtj.org.uk/#>

Project Gutenberg

Large collection of electronic books (mainly out of copyright items)

http://www.gutenberg.org/wiki/Main_Page

Google Book Search

Large collection of electronic books (mainly out of copyright items). Those still in copyright are extracts only.

<http://books.google.com/googlebooks/library.html>

Historical Resources

Archives Hub

<http://www.archiveshub.ac.uk> This is a gateway to descriptions of archives in UK universities and colleges and includes extensive manuscript catalogue references to British places, persons and historical subjects]

The National Archives (London)

<http://www.nationalarchives.gov.uk/>

The National Archives at Kew contain government records (MSS) from the middle ages to the present day. This website of government records includes all manner of useful data on e.g. digitised census records, social history, military history, palaeography, reading Latin documents etc. A link from The National Archives site is **Archives for All** (exploring communities through archive collections).

<http://www.nationalarchives.gov.uk/partnerprojects/a4a/projects/default.htm>

Also see **NDAD** (The National Digital Archive of Datasets)

<http://ndad.ulcc.ac.uk/>

Archives Network Wales / Rhwydwaith Archifau Cymru

<http://www.archivesnetworkwales.info>

The Archives Network Wales website contains standardised descriptions of the extent, type and scope of collections of documents held by Record Offices, universities and other bodies in Wales. It also provides links to further information and access details for the repositories. It is an index to sources rather than a source itself

Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/modsbooknew.html>

Provides some useful links to other online resources from the Reformation onwards. Also Links to **Ancient History Sourcebook** and **Medieval Sourcebook** and others as well.

UK Official Publications

<http://www.ukop.co.uk>

Catalogue of all government publications since 1980.

Government Services in Wales

<http://www.wales.gov.uk> <http://www.cymru.gov.uk>

National Assembly; Welsh Office etc.

Scottish Parliament

<http://www.scottish.parliament.uk/>

The South Wales Coalfield Collection [UW Swansea]

<http://www.swan.ac.uk/swcc/>

St Deiniol's Library [Gladstone's Library]

Hawarden, Flintshire, CH5 3DF

<http://st-deiniols.chester.ac.uk/>

The Online Medieval & Classical Library

Digitised primary sources <http://sunsite.berkeley.edu/OMACL/>

[other relevant Web links through this]

EEBO (Early English Books Online) website accessible via 'Resources' section of Bangor Library website. <http://eebo.chadwyck.com>

Useful for any early modern dissertation topic using printed sources

Reproduces almost all books and pamphlets printed in England or in English from the late C15th to 1700.

Luminarium Anthology of English Literature

<http://www.luminarium.org/>

Tudor History, Renaissance and Reformation resources

ECCO (Eighteenth Century Collections Online)

- website accessible via 'Resources' section of Bangor Library website.
Useful for any eighteenth century topic using printed sources.

Reproduces almost all books and pamphlets printed in England or in English between 1700 and 1800.

The World War One Document Archive

http://wwi.lib.byu.edu/index.php/Main_Page

Archive of primary documents

The First World War Digital Poetry Archive

<http://www.oucs.ox.ac.uk/ww1lit/collection>

Archive of poets and other writers

People's Collection Wales

<http://www.peoplescollectionwales.co.uk/>

Archive of primary source documents and information for Welsh history.

British Association for American Studies

<http://www.baas.ac.uk/resources/resources.asp>

Excellent starting point to a broad range of topics on American history

American Studies, University of Keele

<http://www.keele.ac.uk/depts/as/links/index.htm>

Excellent starting point to a broad range of topics on American history

The Library of Congress: American Memory

Lots of links to web resources in history over a vast range of subjects

<http://memory.loc.gov/ammem/index.html>

Central and Eastern European Online Library

<http://www.ceeol.com> modern and contemporary history resources

Archaeology Online Resources

Comisiwn Brenhinol Henebion Cymru/Royal Commission on the Ancient and Historical Monuments of Wales (Aberystwyth)

<http://www.rcahmw.gov.uk/> Includes National Monuments Record for Wales and Coflein on-line database.

English Heritage

<http://www.english-heritage.org.uk/>

Follow the links on the homepage to Learning and Resources

Royal Commission on the Ancient and Historical Monuments of Scotland

(RCAHMS) <http://www.rcahms.gov.uk/> Includes the Canmore database and other very useful databases for Scottish archaeology

SOME OTHER RESOURCES

Microfiche & Microfilm Collections at BU

Library includes:

Thomason Tracts

Parliamentary Papers [of the nineteenth and early twentieth centuries]

The Times newspaper

... and much more,

In the School:

Labour Party records, including NEC Minutes, Annual Reports, Constituency party, Fabian Society and associated Socialist group records.

BOOKS ON RESEARCH & STUDY SKILLS

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ⁱ Example of an end-note: This proposition is also explored by Shanks and Tilley (1987, 75-80).