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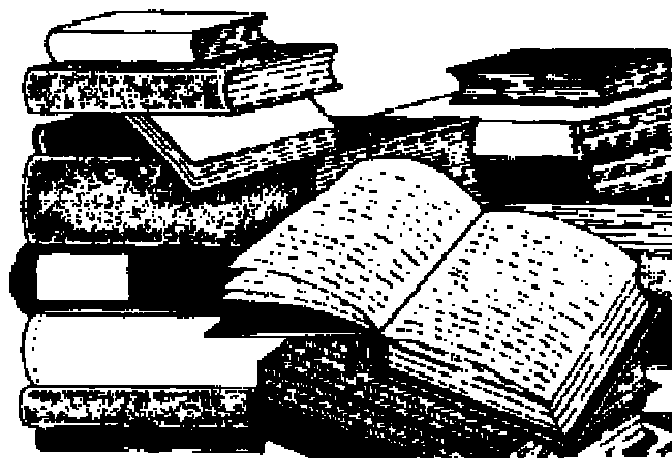
College of Arts, Education and Humanities

School of History, Welsh History and Archaeology
(SHWHA)

GUIDANCE NOTES FOR

MA AND POSTGRADUATE DIPLOMA STUDENTS

2011–12



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PLEASE ALSO REFER TO

UNIVERSITY OF WALES, BANGOR

**POSTGRADUATE DIPLOMA/MASTER'S COURSES: A STUDENT
GUIDE (BU Academic Registry)**

Downloadable from:

<http://www.bangor.ac.uk/ar/main/publications/home.htm>

The on-line regulations should be checked rather than the hard copy handbooks, as these inevitably become out of date as circumstances change.

1. Introduction

Welcome to what is a very detailed booklet on the various activities undertaken within the School of History, Welsh History and Archaeology. The booklet gives you a considerable amount of information on what we try to do, the ethos of the School and its research interests. It is aimed particularly at MA students, but also contains information relevant to postgraduate students preparing theses for research degrees (MPhil, PhD).

Prof. Huw Pryce
MA Programme Co-ordinator
Email: his015@bangor.ac.uk

2. Academic Year

In reality, the postgraduate year is nothing like that of an undergraduate. However, the MA teaching year in Bangor is divided into two semesters, as it is for undergraduates. Each semester has a twelve week teaching period and a three week assessment period during which there is no formal teaching — but you will have deadlines for written work. Following successful completion of the taught MA programme (in June, at the same time as the BA examination board) full-time students progress to their MA dissertations.

The university Christmas vacation and Easter break are also free of formal MA teaching; but it should be understood that students are expected to use part of these holidays for academic work, including: further reading, reviewing and organising notes and researching and writing essays or dissertations. Indeed, this is inevitable. To do well you should read beyond the material discussed in classes, so essays presented at the end of semester 1 and semester 2 will need to be researched, in part during the vacations.

MA dissertations have to be completed by the end of September and it is particularly important that students who wish to begin research for a PhD thesis the following academic year complete their work promptly. Hence the summer is the time when you will be very busy indeed. To achieve the swift completion of the dissertation it is necessary to start planning the project well before the end of the 'taught' element. This aim is supported by the module 'Initiating a Research Project'. Obviously, supervisors may be away during vacations. They will keep in touch – and when they are in Bangor you should expect to see them – but you will need to be organised about this and not present draft chapters to your supervisor at the last minute!

Semester dates 2011–2012

SEMESTER 1

Teaching period (1–12) 26 September 2011 – 16 December 2011

(Reading week) 7 November 2011 – 11 November 2011

Christmas vacation 17 December 2011 – 8 January 2012

Assessment period 9 January 2012 – 20 January 2012

SEMESTER 2

Teaching period (1–9) 23 January 2012 – 23 March 2012

Easter vacation 24 March 2012 – 15 April 2012

Teaching period (10–11) 16 April 2012 – 27 April 2012

Reading week (12) 30 April 2012 – 4 May 2012

Assessment period 7 May 2012 – 1 June 2012

SUMMER SESSION 4 June 2012 – 30 September 2012

Deadlines for MA Assessed Work

Semester 1 5 pm Wednesday 18 January 2012 (Essays)

Semester 2 5 pm Wednesday 16 May 2012 (Essays)

5 pm Wednesday 16 May 2012 (Initiating a Research Project: dissertation proposal and critical bibliography)

Dissertation Deadlines

Full-time Students 2011/12 30 September 2012

Part-time Students 2010–12 30 September 2012

Part-time Students 2011–13 30 September 2013

3. The School of History, Welsh History and Archaeology

3.1. Academic Staff and their Research Interests.

Dr Kristján Ahronson, *Lecturer in Archaeology*

Dr Ahronson joined the School in 2006 from the University of Oxford. He gained his PhD from the University of Edinburgh and is a specialist in the later prehistoric and early historic archaeology of Atlantic Europe and North America, with fundamental interests in human-environmental interactions. More specifically, his writing and teaching explore archaeological theory and method, Atlantic archaeology, palaeoecology, the history of archaeology (especially in the nineteenth century), and Celtic studies. His books include *Viking-Age Communities* (2007) and *Into the Ocean* (in review). Over the Autumn of 2010-11, he was Visiting Professor in Celtic Archaeology at the University of Toronto.

Professor Tony Claydon, *Professor of Early Modern History; Acting Head of the College of Arts, Education and Humanities*

Professor Claydon is a specialist on the history of the 1690s in England, and is author of *William III and the Godly Revolution* (1996), *William III: Profiles in Power* (2002) and the entry on William III for the *Oxford Dictionary of National Biography*. He has a developing interest in religion and national identity in early modern England — as witnessed in his co-editing *Protestantism and National Identity: Britain and Ireland, 1650-1850* (1998), and his monograph *Europe and the Making of England, 1660–1760* (2007).

Dr Andrew Edwards, *Lecturer in History (Modern including Wales)*.

Dr Edwards joined the staff of the Department in 2004 after working as research assistant on a major ESRC funded project on the history of Welsh devolution. He was a BA, MA and PhD student at Bangor. His research interests include Welsh nationalist politics, devolution, political change in Wales after 1945 and oral history. Recent publications include *Labour's Crisis: Plaid Cymru, the Conservative Party and the Challenge of Labour's Dominance in North-West Wales, 1959–79* (University of Wales Press, 2011) and (with Tanner & Carlin), 'The Conservative government's Welsh language policies in the 1980s and 1990s', *The Historical Journal*, 54, 2 (2011), 529–51. He currently supervises five PhD students in the school, working on various aspects of Welsh social, cultural and political history.

Professor Nancy Edwards, *Professor of Medieval Archaeology*

Professor Edwards's research focuses on the early medieval period (c. AD 400-1200), particularly on the art and ecclesiastical archaeology of Wales and Ireland. She has published widely in these areas, including many articles on Welsh and Irish early medieval sculpture and aspects of church archaeology. She is author of *The Archaeology of Early Medieval Ireland* (1990), co-editor of *The Early Church in Wales and the West* (1992), and editor of *Landscape and Settlement in Medieval Wales* (1997) and *The Archaeology of the Medieval Celtic Churches* (2009). She is just completing a major research project to produce a *Corpus of Early Medieval Inscribed Stones and Stone Sculpture of Wales*. Her

volume on south-west Wales was published in 2007 and that on north Wales will be published in 2012/13. She is also leading Project Eliseg, a combined Bangor/Chester University excavation at the site of the ninth-century cross near Valle Crucis Abbey, Llangollen. She held a British Academy Research Leave Fellowship in 2006–8, a Visiting Fellowship at All Souls College Oxford in 2007 and an Arts and Humanities Research Council Research Fellowship in 2010–11.

Dr Dinah Evans, Lecturer in Modern History

Dr Evans joined the School in 2008 as a temporary lecturer after gaining a PhD in History from Bangor University. She specialises in modern British history and teaches on courses that focus on twentieth-century history as well as on contemporary political and social history. Current research is centred on modern urban and social history.

Dr Mark Hagger, Lecturer in Medieval History (on sabbatical leave 2011/12)

Dr Hagger's research focuses on Normandy and its institutions, the Anglo-Norman aristocracy and British and French chronicles and charters from the eleventh to thirteenth centuries. His publications include *The Fortunes of a Norman Family: the de Verduns in England, Ireland and Wales 1066-1316* (2001), and his short biography of William the Conqueror is forthcoming. He was appointed at Bangor in 2007 following a PhD in St Andrews and further research in Oxford on a project to edit the charters and writs of Henry I.

Dr Sue Johns, Lecturer in Medieval History (on research leave 2010–11)

Dr Johns took up her post at Bangor in 2007, having previously taught at the universities of Huddersfield and Sheffield. She is particularly interested in medieval gender history, power and conquest. Publications include *Noblewomen, Aristocracy and Power in the Twelfth-Century Anglo-Norman Realm* (2003). She has recently completed a book on Nest of Deheubarth (University of Wales Press, forthcoming), which discusses gendered perspectives on power and politics, imperialism and nationalism, and she is also involved in a major AHRC research project in collaboration with Aberystwyth University to digitise the seals held in the National Library of Wales.

Professor PD Raimund Karl, Professor of Archaeology and Heritage, Head of School

Professor Karl's research focuses on the Iron Age in central and western Europe (c. 800BC-AD100), particularly on the interpretive archaeology of settlement and social structure in 'Celtic' Europe. He has published widely in these areas, including a monograph on *Latènezeitliche Siedlungen in Niederösterreich* (1996) and many articles on various problems of interpreting the archaeology of the European Iron Age. He has recently published two monographs, *Überlegungen zum Verkehr in der eisenzeitlichen Keltiké* and *Altkeltische Sozialstrukturen*. He is the chief editor of the monograph series 'Wiener Keltologische Schriften' and co-edited the proceedings of the international conference 'Horse and Chariot in the Iron Age' (Vienna 2000 [2003]). His current research projects include *Modelling, Interpretation and Alternate Representations: Visualization technology, Heritage Buildings & Coastal Threats* funded by the AHRC & EPSRC.

Dr Ekaterina Emelyantseva Koller, *External Lecturer in Modern History*

Ekaterina Emelyantseva Koller currently researches on emotions and military history in late Soviet Union, in particular on emotionality on Soviet nuclear submarines in the 1960-1990s. Her publications also cover Sports and Leisure in late Tsarist Russia and Religious nonconformists in late 18th-early 19th century Russia and Poland, including: (Guest editor) *The Sacred Before the Camera*. Special issue of *Jahrbücher für Geschichte Osteuropas* 2 (2009); *Vertraut und fremd zugleich. Jüdisch-christliche Nachbarschaften in Warschau – Lengnau – Lemberg* (together with Alexandra Binnenkade and Svjatoslav Pacholkiv) (= *Jüdische Moderne* 8), Cologne 2009; *Einführung in die Osteuropäische Geschichte* (together with Arié Malz and Daniel Ursprung), Stuttgart/Zurich 2008.

Prof. Dr Christian Koller, *Senior Lecturer in Modern History* (on sabbatical leave, Semester 2, 2011/12)

Dr Koller researches on nationalism and racism in Europe, strikes in the labour history of Austria and Switzerland, the history of colonial armies, the history of European sport and memorial cultures. Publications include “*Von Wilden aller Rassen niedergemetzelt*”: *Die Diskussion um die Verwendung von Kolonialtruppen in Europa zwischen Rassismus, Kolonial- und Militärpolitik (1914-1930)* (2001), *Goal! Kultur-und Sozialgeschichte des modernen Fussballs* (2002), *Fremdherrschaft: Ein politischer Kampfbegriff im Zeitalter des Nationalismus* (2005), *Streikkultur: Performanzen und Diskurse des Arbeitskampfes im schweizerisch-österreichischen Vergleich (1860-1950)* (2009), and *Rassismus* (2009) as well as four edited volumes and numerous articles. He is currently writing a transcultural history of the French Foreign Legion. Dr Koller was appointed at Bangor in 2007.

Dr Kate Olson, *Lecturer in Medieval and Early Modern History (including Wales)*

Dr Olson researches the religious, social, cultural, political, and intellectual history of medieval and early modern Britain and Europe, with a particular focus on Wales and the Marches. She joined the School in 2008 as a British Academy Postdoctoral Fellow after holding a Sir John Rhÿs Studentship at Oxford, and obtained her PhD from Harvard University; she was appointed to a lectureship from 2011. Her current research project examines ‘Local Contexts of Change: Popular Religion, Community, and the Development of Confessional Identity in Wales, c.1500–1640’. Her publications include ‘A reluctant medievalist’ (with H. Pryce) in G. H. Jenkins and G. E. Jones (eds.), *Degrees of Influence: A Memorial Volume for Glanmor Williams* (2008), and “‘Ar ffordd Pedr a Phawl’”: Welsh pilgrimage and travel to Rome, c.1200–1530’, *Welsh History Review*, 24, 2 (2008), and her book on popular religion, Reformation, and culture in Wales and the Marches (c.1415–1603) is forthcoming from Oxford University Press.

Nia M. W. Powell, *Lecturer in Welsh History (Early Modern)*

Ms Powell specialises in early modern Welsh history. She is currently completing an electronic edition of late 16th- and early 17th-century gaol files for Denbighshire, records kept in the Great Sessions archive at the National Library of Wales. Ms Powell has recently completed directing a major ESRC research project, in partnership with The National Archives: Public Record Office, on ‘Central Government Taxation Records relating to Wales, 1293-1688’. She is particularly interested in the cultural and economic history of early modern

Wales, and her publications on Welsh towns and other aspects of this period include 'Do numbers count? Towns in early modern Wales', *Urban History*, 32.1 (2005); 'Urban population in early modern Wales revisited', *Welsh History Review*, 23.3 (2007); 'On the margins of existence? Upland prosperity in early modern Wales', *Studia Celtica*, 41 (2007).

Professor Huw Pryce, Professor of Welsh History

Professor Pryce has published extensively on the history of medieval Wales and now works mainly on aspects of modern Welsh historiography and cultural history. His publications include *Native Law and the Church in Medieval Wales* (1993), and the edited collections *Yr Arglwydd Rhys* (with N. A. Jones, 1996), *Literacy in Medieval Celtic Societies* (1998), and *Power and Identity in the Middle Ages: Essays in Memory of Rees Davies* (with J. Watts, 2007). His edition of documents, *The Acts of Welsh Rulers, 1120-1283* (2005), resulted from a major research project funded by the Leverhulme Trust and the Arts and Humanities Research Board (now Council) (AHRC). He was awarded AHRC Research Leave in 2009/10, when he completed *J. E. Lloyd and the Creation of Welsh History: Renewing a Nation's Past* (2011), an intellectual biography of the pioneering historian of early and medieval Wales, and a former Professor of History at Bangor. Professor Pryce is co-editor of the *Welsh History Review*.

Dr Lowri Ann Rees, Lecturer in History (Modern including Wales)

Dr Rees joined the School as Lecturer in Modern and Contemporary History in September 2010, having studied at Aberystwyth University and completed a Ph.D. thesis focusing on the landed gentry of south-west Wales. Dr Rees specializes in the eighteenth and nineteenth centuries, and her research interests focus on rural society, the landed elite, the *nouveaux riches* and their attempts at upward social mobility.

Dr Gary Robinson, Lecturer in Archaeology (Later Prehistory)

Dr Robinson joined the staff in 2005 and specialises in the Neolithic and Bronze Ages. He is particularly interested in landscape archaeology and the archaeology of seascapes in western Britain. His publications include *The Prehistoric Island Landscapes of the Isles of Scilly* (2007) and 'Journeys through the prehistoric seascape of Scilly' in V. Cummings and R. Johnston (eds.). *Prehistoric Journeys*. He is currently involved in two major fieldwork projects: the Southern Kintyre Project: Interactions across the Irish Sea and the *Tirwedd Dyffryn Aber* landscape project in Gwynedd.

Dr Alexander Sedlmaier, Senior Lecturer in American and European History

Dr Sedlmaier's research interests include cultural exchange between Germany and the United States, the history of anarchism, and consumerism in the twentieth century. His publications include *Deutschlandbilder und Deutschlandpolitik: Studien zur Wilson-Administration, 1913-1921* (2003); 'The Consuming Visions of Late Nineteenth and early Twentieth century anarchists: Actualising political violence transnationally', *European Review of History/Revue Européenne d'Histoire* 14,3 (2007); and (with Stephan Malinowski) "'1968" as a Catalyst of Consumer Society', *Cultural and Social History* 7 (2011). Dr Sedlmaier was appointed at Bangor in 2007.

Dr Peter Shapely, Senior Lecturer in History (Modern) (on sabbatical leave, Semester 2, 2011/12)

Dr Shapely is an expert on the histories of British philanthropy, social policy and urban politics. His publications include *Charity and Power in Victorian Manchester* (1999); *The Politics of Housing: Power, Consumers and Urban Culture* (2007), the fruit of a major Leverhulme-funded study of Manchester's housing policy; and (with A. Borsay) the edited collection, *Reconfiguring the Recipient: Historical Perspectives on the Negotiation of Medicine, Charity and Mutual Aid* (2007). He has also published in the major journals *Twentieth Century British History* (with Duncan Tanner), *Urban History* and *Social History*.

Dr Kate Waddington, Lecturer in Archaeology

Dr Waddington joined the School in 2009 and she specializes in later prehistory, specifically the later Bronze Age and earlier Iron Age of Britain. Her research interests focus on the Late Bronze Age–Early Iron Age midden sites of southern Britain, the later prehistoric settlement and material culture practices of southern Britain and northwest Wales, and material culture theory. Her publications include 'The poetics of scale: miniature axes from Whitchurch' (*JIA* 2007), '*Changing perspectives on the first millennium BC*' (edited with O. Davis and N. Sharples, 2008), and 'The politics of the everyday: exploring 'midden' space in Late Bronze Age Wiltshire' (in M. Maltby and J. Morris (eds) 2010). She is also currently involved in two major fieldwork projects: the Late Bronze Age and Early Iron Age midden site of Whitchurch in Warwickshire (with N. Sharples, Cardiff University) and the Late Bronze Age–Iron Age double ringwork enclosure of Meillionydd, Llŷn Peninsula (with R. Karl, Bangor University).

Directory of Academic and Administrative Staff

The School's address is: School of History, Welsh History and Archaeology, Bangor University, Bangor, Gwynedd, LL57 2DG. The number for the School office is: 01248 382144.

Academic Staff	Subject	Email and Phone
Dr Kristján Ahronson	Archaeology	k.ahronson@bangor.ac.uk (38)3251
Prof. Tony Claydon	History	t.claydon@bangor.ac.uk (38)3759
Dr Andrew Edwards	History/Welsh History	a.c.edwards@bangor.ac.uk (38)2839
Prof. Nancy Edwards	Archaeology	n.edwards@bangor.ac.uk (38)2154
Dr Dinah Evans	History	his801@bangor.ac.uk (38)3691
Dr Mark Hagger	History	m.hagger@bangor.ac.uk (38)2781
Dr Sue Johns	History	s.m.johns@bangor.ac.uk (38)2149
Prof. Raimund Karl	Archaeology & Heritage	r.karl@bangor.ac.uk (38)2247
Dr Ekaterina E. Koller	History	e.emeliantseva@bangor.ac.uk

Dr Christian Koller	History	c.koller@bangor.ac.uk (38)2150
Dr Kate Olson	History/Welsh History	k.olson@bangor.ac.uk (38)2143
Dr Karen Pollock	Archaeology	his204@bangor.ac.uk (38)3691
Nia M. W. Powell	Welsh History	n.m.w.powell@bangor.ac.uk (38)2249
Prof. Huw Pryce	Welsh History	a.h.pryce@bangor.ac.uk (38)2151
Dr Lowri Ann Rees	History/Welsh History	l.a.rees@bangor.ac.uk (38)2248
Dr Gary Robinson	Archaeology	g.robinson@bangor.ac.uk (38)2156
Dr Alexander Sedlmaier	History	a.sedlmaier@bangor.ac.uk (38)3604
Dr Peter Shapely	History	p.shapely@bangor.ac.uk (38)2148
Dr Kate Waddington	Archaeology	k.waddington@bangor.ac.uk (38)3623

Administrative staff

Mrs Tracy Pritchard Williams	SHWHA Administrator	t.williams@bangor.ac.uk (38)2144
Ms Sara Evans	SHWHA Clerical assistant (p/t)	s.c.a.evans@bangor.ac.uk (38)2237

Head of School and Chair of the Board of Studies: Prof. Raimund Karl

Director of Graduate Studies: Dr Sue Johns (TBC)

Senior Tutor: Dr Lowri Ann Rees

MA Programme Co-ordinator for MAs in History, Welsh History and Archaeology: Prof. Huw Pryce

Themes and Issues in History: Prof. Huw Pryce

Documents and Sources in Medieval/Early Modern History: Prof. Huw Pryce

Documents and Sources in Modern History: Dr Alexander Sedlmaier

Initiating a Research Project: Prof. Huw Pryce

Celtic Archaeology MA modules: see pp. 19–20 below.

3.2. School of History, Welsh History and Archaeology (SHWHA) Office

The general office can be found on the ground floor of the Main Arts Building, Bay 2, room 224.4. It is the administrative hub of the School, and is staffed by Tracy Pritchard Williams, the administrator, who deals with the 'ordinary' enquiries relating to students taking the MA degrees in Celtic Archaeology, History, and Welsh History. She is assisted by Sara Evans, a part-time administrator responsible for photocopying, sorting out copier/printer problems, student filing, ordering/purchasing,

notice boards, library orders, inter library loans and chasing students via email / letter who fail to attend seminars or other compulsory meetings. The general office's functions are multifarious. Perhaps the most important functions of the office are: to direct you to staff rooms, give you access to photocopying facilities, give out inter-library loan documents and to explain how you will be contacted by staff. You will have a pigeon hole within the School, and post will go there. Assessed essays are handed in here (but see below for dissertations).

3.3. College of Arts and Humanities Office

The College also has a Research and Postgraduate Administrator, Dr Suan Lee. E.mail (s.lee@bangor.ac.uk); phone (38)2287. Her office is in the CAH administrative area, Room 203b, second floor Main Arts. Dr Lee administers general CAH facilities, keeps your admission papers and other records, and deals with materials relating to any scholarships or grants which students receive. She is responsible for the administration of training, student conferences etc. She is the main authority on submission regulations, including the submission of MA and PhD theses. She helps to link students in History to those in other sections of the School, and disseminates information on College-wide events.

3.4. How to Contact Staff.

Staff consultation times for School staff are posted by the general office and on staff doors. The easiest and most efficient way to contact staff and arrange mutually convenient meeting times is via **e-mail**. (Staff e-mail addresses and telephone numbers are given in section 2.2 above.) All staff members have **pigeon holes** within the School (Bay 1), for written communications, although all assessed written work (other than dissertations) should be handed to Tracy Pritchard Williams. **In an emergency** staff are willing to have postgraduate students knock on their door at almost any time. Specific **academic enquiries** should be referred to the relevant course tutor/convenor. More general **problems** (academic or personal) should be referred to the Director of Graduate Studies or the Senior Tutor.

3.5. How Staff Will Contact You.

Staff will normally contact you by **e-mail**. It is therefore essential that you check your university e-mail regularly.

SHWHA Postgraduate **pigeon holes** are situated underneath those of the staff in the SHWHA general office. There is a single pigeonhole for postgraduates studying for MAs. You must consult your pigeon hole regularly, as it is an important way for staff to contact you and return any work. **The School is not responsible if you do not receive vital information because you did not check your e-mail and pigeon hole.**

The university computer-based **Intranet** site is an **electronic notice-board** and should be checked regularly. Details regarding **outside lectures and research seminars** are given under the 'events' section or on the **SHWHA website** (or may be e-mailed to you directly). There is also a **History and Welsh History postgraduate notice-board on the Intranet** where information for the department's postgraduate students may be posted.

The **College of Arts and Humanities website** also has useful research and postgraduate web pages, which provide a single reference point for all the research activities across the College. They also provide information on funding sources etc. Information includes a link to '**The Graduate Junction**' is a new website providing Masters, Doctoral and Postdoctoral researchers working in any field all over the world with an easy way of making contact and communicate with other researchers who share their research interests no matter which department, institution or country they work in..

The main School **notice-boards** are in the corridor on the ground floor of Main Arts. These should not be ignored as the notice-boards also display important general information and details of **outside lectures and research seminars**.

Sometimes the School may need to write **letters** to your address in Bangor, or your address at home (if different). On occasion they may need to **telephone** you. When staff do this it is often urgent. It is therefore vital that postgraduate students keep the office informed of their address and telephone (landline and mobile) and let Tracy Pritchard Williams know if any of these details change. **If you are ill**, or are to be away from Bangor for any length of time, you *must* let Tracy Pritchard Williams know so that staff will be able to contact you. *Always* let the relevant member of staff know if you are ill or have some other compelling reason to miss a class.

3.6. Staff-student Committees and Postgraduate Representation

The Staff-student Committee (convened by Dr Lowri Ann Rees) exists to provide a channel of communication between the School staff and students, and allow students to raise any concerns they may have about courses, supervision, assessment or any other aspect of the running of the School. The committee meets regularly, and consists of representatives from the staff, a postgraduate representative, an undergraduate from each year, and a representative of those students studying through the medium of Welsh. Postgraduate and undergraduate student representatives are elected annually — keep an eye of the notice-boards for details of these elections.

In addition to the Staff-student Committee, students also have representatives on the School Board of Studies — our governing body. Two student members of the Staff-student Committee (one usually a postgraduate) are selected to attend this Board, and take a full part in almost all its discussions and decision making.

3.7. Student Support and Supervision.

Student support on individual modules is provided by individual tutors and the module convenor and support for the dissertation by the dissertation supervisor. Pastoral care for postgraduate students in History is the responsibility of the Director of Graduate Studies, the Senior Tutor (Dr Lowri Ann Rees) – and ultimately the Head of School (Professor Raimund Karl) is also available for consultation.

You should never be afraid to approach the individual tutors or the module convenor about your academic work, or the Director of Graduate Studies with any more general concern about your work or well-being. Over the years staff have dealt with a wide variety of problems and you will generally find them understanding, sympathetic, and

unshockable. Problems which are not dealt with tend to worsen, and it is always best to seek help at the earliest opportunity. In particular you should inform the office and the Director of Graduate Studies if you are sick for more than a few days, are falling behind with your studies for any reason; or if you have personal or medical problems which you think may affect your studies. If, for any reason, you feel that you cannot approach your course tutors or the Director of Graduate Studies, contact the Senior Tutor.

Further support is also provided by Dr Suan Lee in the College of Arts and Humanities office.

3.8. Student Grievances, Feedback and Criticism.

Students wishing to discuss any specific **problems or grievances** that may arise during the teaching should approach the following, in ascending order: the individual module tutor; the module convenor; the Director of Graduate Studies; the Head of School. Only when these channels have been exhausted should you embark upon the university's formal procedure — as outlined in the 'rights and guidelines' section of the Bangor Portfolio.

Comments on courses and constructive criticism of them are welcomed, as they help those concerned to judge the effectiveness of the form or content of the teaching. There are several modes of supplying feedback and raising queries. At the end of a module students have the opportunity to complete an anonymous feedback form. This forms a principal element in the department's feedback mechanism. There is also a system of annual PhD student monitoring, which includes students returning forms on the nature of their supervision. If you receive funding from an external body, they too will want an annual return – or in some cases, a monthly return! If you receive College studentship, you may be asked to comment on which College events you have attended.

4. Research Seminars

4.1 Research seminars

Series of research seminars and occasional lectures are held regularly throughout semesters 1 and 2. Some, such as the History Research Seminar, are held by the School; other seminar programmes are run by the research institutes and IMEMS, and there are other CAH inter-departmental seminars, such as that in Medieval Studies. In archaeology there are also seminar programmes engaging with Celtic material and one run jointly with environmental sciences. There are also occasional public University lectures where eminent scholars are invited to talk about their research.

You are very strongly encouraged to take advantage of as many of these seminar programmes as possible, since this is your opportunity to hear professional scholars and academics talk about their research, to gain ideas from their experience and to contribute to the discussion afterwards.

For MA students in History and Welsh History it is compulsory to attend the History seminars on Wednesdays at 5pm. The seminar is followed by an informal

social event giving an opportunity to socialise and meet the speaker. **Those studying Celtic Archaeology must attend Archaeology seminars.**

Information about research seminars may be posted in the events section of the University intranet, or on the School website under events, or information may be sent to your email address. Notices are usually also posted on the relevant notice-board.

4.2. Postgraduate Seminars

There will also be research seminars organized by the School's postgraduate students, also on Wednesdays at 5pm, and these are good places to try out new ideas. You will be encouraged and supported in efforts to develop these seminars, which provide an opportunity for research students to speak about their research and to discuss it with a broader audience than their supervisors. They are vital for honing your research thinking and in giving you confidence to participate in academic life. All other postgraduate students in the School are strongly encouraged to attend

4.3 Conferences

Academic conferences are also a regular feature of our research activity. There are conferences run by members of the school of History, Welsh History and Archaeology every year and details will be made available on the School website. Students often attend these – and are actively encouraged to present papers, especially as they progress through PhD theses. PhD students will also receive encouragement to present papers in conferences elsewhere, for example the annual Medieval conference at Leeds in July and the Harvard Celtic Colloquium. In addition postgraduate conferences are increasingly a feature of postgraduate life and again you will be actively encouraged to participate in such events, both in Bangor and elsewhere.

5. The MA Degree and Postgraduate Diploma

For the award of an MA degree students should demonstrate an ability to work effectively within their chosen subject area and must produce a dissertation that shows evidence of a candidate's ability to investigate critically a specific field of study rooted in primary source material (historical or archaeological), an adequate knowledge and discussion of the literature and sources in that field, and good presentation and style. The same can be said for the award of a Postgraduate Diploma, with the exception of the dissertation element.

The structure of all programmes accords with Bangor University's generic enabling regulations for Postgraduate Master's degrees and Diplomas (modular schemes) by taught course and dissertation. The initial point of enquiry in relation to regulations should be Dr Suan Lee.

5.1 Registration.

Registration is an important and compulsory formality. It is the student's responsibility to ensure that the official record of registration with the university is correctly entered before the start of the course. In exceptional cases, the School will support a student's change of registration (for example, from full-time to part-time study) after

the start of the course. Advice on this should be sought at the earliest opportunity from the Director of Graduate Studies or MA course convenor. Formal requests for such changes can be made through the CAH postgraduate administrator, Dr Suan Lee.

All students are expected to attend both the CAH's and the School's **postgraduate induction meetings** at the beginning of the session.

Your **choice of modules** should be discussed with the MA Programme Co-ordinator (Professor Huw Pryce) **before registration**. Before registering with the University, you should register your selection with the History, Welsh History and Archaeology administrator on the form that she will provide.

5.2 Programme of Studies.

Taught **MA Degree Courses** at Bangor are of one year's duration for full-time students or of two years' duration for part-time students. Each MA degree course comprises a formally taught programme worth 120 credits as well as a period dedicated for the researching and writing of a dissertation, worth a further 60 credits.

Full-time students must complete all the taught courses for their chosen MA degree during semesters 1 and 2. Successful students will then continue immediately to the MA dissertation, which must be submitted by 30 September at the end of that academic year. **Part-time students** must complete all the taught courses for their chosen MA degree by the end of semester 2, year 2 of their registration *at the latest*. Part-time students, having successfully proceeded to the MA dissertation, will begin this during year 2 of their registration and must complete it *at the very latest* by 30 September in the second year.

Diploma courses are of nine months duration (2 semesters) (full-time) and eighteen months duration (4 semesters) (part-time), and comprise the successful completion of the taught programme of any one of the taught MA courses. Coursework and essay requirements and essay deadlines for the diploma will be the same as those for the MA. The Diploma is not of a lesser standard than the MA degree, just shorter, since it does not include the dissertation, and the same high standard of work is expected.

The following **MA and Diploma programmes** are available:

1. Celtic Archaeology
2. History
3. Welsh History

Details of individual programmes are given in sections 6–8

5.3 Teaching and Learning.

In general emphasis will be placed on directed reading and research, the preparation of seminars and tutorials and seminar/tutorial discussions and the supervised preparation of written assignments comprising assessed essays and the MA dissertation.

Seminars/tutorials may take a variety of forms. These may include one-to-one discussions with the appropriate member of staff, following directed reading; group

discussions of a specific subject, text, approach or issue following directed preparation; the preparation and delivery of a seminar paper with appropriate visual material (e.g. Powerpoint) to be followed by class discussion; and work with a partner or as part of a group to prepare a topic for discussion in class.

6. MA and Diploma in Celtic Archaeology

This programme aims to deepen knowledge of archaeology beyond undergraduate level, with particular emphasis on Celtic archaeology. It provides the opportunity for students to specialise in a particular academic area, so as to gain a close understanding of the archaeological debates around it. The programme acquaints students with relevant archaeological theoretical issues and methods of interpretation and the use of evidence. It also provides the student with the necessary research skills to produce an original piece of work on a chosen topic

6.1 Structure and Curriculum.

An MA will be awarded on successful completion of all 180 credits.

A Diploma will be awarded on the successful completion of the first 120 credits (1-4 below).

1. ONE *Special Option* module (40 credits) chosen from the following:
 - The Prehistoric Archaeology of the Irish Sea Zone HPA-4004
 - Celtic Societies in Europe HPA-4001
 - The Archaeology of the Early Medieval Celtic Churches HPA-4002
2. *Theory and Interpretation in Celtic Archaeology* (40 credits) HPA-4003
3. *Initiating a Research Project* (20 credits) HPH-4008
4. *Skills Option* module(s) (20 credits)
5. *MA Dissertation* (60 credits)

Semester 1 and 2 teaching (full-time) comprises:

1. Special Option
2. Theory and Interpretation in Celtic Archaeology
3. Initiating a Research Project
4. Skills module(s)

6.2 Description of Modules.

A. The **Special Option** (40 credits) modules explore a specialist area of relevance to Celtic archaeology — and may provide a starting point and context for dissertation projects.

Students must choose **ONE** of the following:

Either:

The Prehistoric Archaeology of the Irish Sea Zone HPA-4004

The later prehistoric archaeological record of Ireland and Western Britain share many common traits (e.g. the presence of megaliths) that suggest it might be considered as a legitimate area of analysis. This module will draw from this rich prehistoric record in order to consider the competing interpretations of interaction and isolation across the Irish sea and along the western seaboard.

(Convener: Dr Gary Robinson)

Or:

The Archaeology of Celtic Societies in Europe HPA-4001

This module will allow student to analyse the evidence for Celtic societies in the late Bronze Age to Roman period, including detailed study of relevant sites and artefacts. It will introduce students to changing ideas and current theories and debates about the interpretation of the evidence and encourage them to engage in discussion of these. It will also demonstrate how archaeological evidence can be used alongside linguistic and written (historical) evidence and the significance of later literary sources and anthropological comparison as explanatory tools.

(Convener: Prof. Raimund Karl)

Or:

The Archaeology of the Early Medieval Celtic Churches HPA-4002

This module investigates the early medieval churches in Wales, Ireland, Scotland, the Isle of Man and south-west Britain c. AD400-1100. Although concentrating on the archaeological evidence, primary documentary sources will be used where appropriate. The rich archaeological remains, including cemeteries, churches, monasteries, sculpture, ecclesiastical metalwork and relics will be analysed with reference to what they reveal about the development of Christianity in these islands; burial rites and commemoration; the evolution of a hierarchy of Christian sites; the development of ecclesiastical landscapes; secular and ecclesiastical patronage; and the rise of saints' cults.

(Convener: Prof. Nancy Edwards)

B. The **compulsory Theory and Interpretation in Celtic Archaeology** module HPA-4003 (40 credits) will introduce students to a range of theories, interpretations and key debates relevant to the study of Celtic Archaeology. It will encourage an understanding of current ideas and debates through in-depth and critical discussion. The historiographical context of approaches will also be examined. Discussions will be grounded, where appropriate, in specific examples, and students will be encouraged to apply the ideas and critiques to a variety of case studies. As a consequence, students will develop skills in critical thinking and the ability to participate in debates on issues of theory and interpretation.

(Convener: Prof. Raimund Karl)

C. The **Initiating a Research Project** module HPH-4008 (20 credits, compulsory) explains how to begin a research project and ultimately produce a substantive and original research piece. Students will be taught how to formulate a research question, design a methodology to answer this, and use 'finding aids' to compile a critical bibliography of primary and secondary sources, and to write a research proposal which for those wishing to complete the full MA will lay the foundations for their dissertation.

(Convener: Prof. Huw Pryce)

Elective Skills Option modules (to the value of 20 credits) can be chosen from others available within the School of History and Welsh History, or from those available elsewhere in the University, for example a language or IT module. Details of many of these modules are given in the 'Postgraduate Transferable Skills Gazette' available to download from the University intranet,

www.bangor.ac.uk/ar/main/publications/home.htm#hand

Find using 'quick search' button. The module(s) selected must be approved by the MA Programme Co-ordinator (Prof. Huw Pryce).

The **MA Dissertation** (60 credits) is discussed in **section 11** of this guide.

6.3 **Assessment.**

Module	Assessment
<i>Special Option:</i>	2 x c. 4,500 word assessed essays.
<i>Theory and Interpretation:</i>	2 x c. 4,500 word assessed essays.
<i>Initiating a Research Project:</i>	1 x critical literature search and bibliography (8 credits) 1 x c. 2,500 word research proposal (8 credits) 1 x oral presentation (4 credits)
<i>MA Dissertation</i>	1 x c. 20,000 word dissertation

The assessment of **Skills Options** can vary depending on the nature of the course and the department to which it is affiliated. Some modules may be assessed with an examination, others by the completion of an assignment. You should take care to check when and how assessment of your *Skills* module occurs.

Submission dates for coursework are given in section 1 of this guide

7. MA and Diploma in History

This programme aims to provide a detailed knowledge and understanding of a specific academic area through rigorous research training. Students will become acquainted with relevant historical theoretical issues and methods of interpretation and the use of evidence. It also provides the student with the necessary research skills to carry out an original piece of historical research in the chosen area of study.

7.1 Structure and Curriculum.

An MA will be awarded on successful completion of all 180 credits.

A Diploma will be awarded on the successful completion of the first 120 credits (1-4 below).

1. ONE *Special Option* module (40 credits) chosen from the following:
 - Women and Power in the High Middle Ages HPH-4017
 - National Identities in Britain and Ireland 1660-1800 HPH-4001
 - An Open Elite? Nineteenth-Century England and Wales HPH-4021
 - Consumerism and Anti-Consumerism in the Cold War HPH-4016
2. *Themes and Issues in History: Interpretations, Approaches and Debates* (20 credits)
3. ONE *Documents and Sources* module (20 credits) chosen from the following:
 - Documents and Sources in Medieval and Early Modern History HPH-4006
 - Documents and Sources in Modern History HPH-4007
4. *Initiating a Research Project* (20 credits) HPH-4008
5. *Skills Option* module(s) (20 credits)
6. *MA Dissertation* (60 credits)

Semester 1 and 2 teaching comprises:

1. Special Option
2. Documents and Sources
3. Themes and Issues in History
4. Initiating a Research Project
5. Skills module(s)

Mid June until end September: research and writing of dissertation

7.2. Description of Modules.

A. The **Special Option** (40 credits) modules explore a specialist area of historical interest — and may provide a starting point and context for dissertation projects. Students will be introduced to changing ideas and current theories and debates about the interpretation of the evidence in their chosen area, allowing them to engage in informed discussion of these.

Students must choose **ONE** of the following:

Either:

Women and Power in the High Middle Ages HPH-4017

This module aims to introduce students to the history of women and power in Britain and North-Western Europe during the twelfth and early thirteenth

centuries. It will focus on the ways that women were portrayed in the sources as compared to men and will take account of broader political developments within twelfth-century Britain, including social, political, political and cultural changes. A variety of sources will be used including charters, narratives, chronicles, poetry and legal texts to facilitate a close analysis of the differing perspectives offered by differing sources. It will consider these themes in a European perspective by giving attention to Anglo-Norman, Angevin and French evidence and historiographies of women, gender and power. This will be set into a critical assessment of the historiography Britain of the period. The course will challenge students to critically engage with theories and debates about the interpretation of evidence to facilitate a critical comparative approach. It will consider the role of women in twelfth-century society, contemporary political developments, and the image of women in the sources in order to facilitate a discussion of the ways that sources were constructed to produce a particular view of women and power.

(Convener: Dr Sue Johns)

Or:

National Identities in Britain and Ireland, 1660-1800 HPH-4001

This module aims to introduce students to the concepts of national identity and nationalism which have been debated by scholars in recent years and to parallel discussions about British and English identity, the 'British' problem, and empire in the period. Once these concepts and debates have been mastered, the course aims to apply them to particular moments and themes in the construction of the United Kingdom and its empire, 1660-1800. The course will ask if the constitutional union was accompanied by the emergence of a common identity, whether any such identity was based on religion, law culture or race; whether this identity could be described as a modern nationalism; and how it might have affected Britain's imperial expansion. Throughout, students will study these issues through contemporary texts.

(Convener: Prof. Tony Claydon)

Or:

An Open Elite? Nineteenth-Century England and Wales HPH-4021

The landed interest was a powerful element in society, they owned land, were invariably wealthy, and commanded respect from their social inferiors, therefore it is no wonder that ambitious individuals from the middle classes were anxious to join this rank in society. However, debate is ongoing regarding the degree and success rate of upward social mobility. During the course of this module, students will consider the identity of these newly wealthy individuals and examine the methods they employed in their attempts at climbing the social ladder, such as indulging in the growing consumer culture of the century, which links with the theme of conspicuous consumption. Attitudes towards the nouveau riche will be discussed, namely the attitudes of the class they were attempting to join, and in conclusion students will engage with the debate on the openness of society.

(Convener: Dr Lowri Ann Rees)

Or:

Consumerism and Anti-Consumerism in the Cold War HPH-4016

This module aims to gain an understanding of the social, cultural, economic and political processes underlying the development of distinct and competing regimes of consumption in the Cold War context. 'To consume', 'consumption', and 'consumer society' proved ambivalent and contested concepts in the ideological competition between the systems and their ways of providing for the needs of the people. The module will examine the history of consumerism and anti-consumerism in East and Western Europe, in the United States and in the Soviet Union from 1949–1990, including the role material distribution played in legitimating political rule as well as critiques of established regimes of consumption. Examples will include propaganda campaigns such as the one waged by the East German government accusing the United States of dropping potato beetles in 1950; the famous 'kitchen debate' between Richard Nixon and Nikita Khrushchev in 1959; the Berlin Wall as the separation between two regimes of consumption; the concept of 'auto-destructive art' developed by Gustav Metzger in the 1960s to bring issues of material need and consumption back into critical thinking; the series of 'ghetto' riots in the United States between 1964 and 1968 and their perception in the Cold War context; the cases of department store arson in Frankfurt in 1968; the internal collapse of communist regimes of consumption in the late 1980s.

(Convener: Dr Alexander Sedlmaier)

B. The aim of the **Documents and Sources** module (20 credits) is to examine the wide range of evidence that historians use to reconstruct the past, and the problems and opportunities of interpretation which these create. Students *must* take the option associated with the period of their Special Option module, this will be:

Either:

Documents and Sources in Medieval and Early Modern History HPH-4006

Or:

Documents and Sources in Modern History HPH-4007

C. The **Themes and Issues in History** module HPH-4005 (20 credits) covers leading issues in historical theory and interpretation, such as class, gender, imperialism, nationality etc. Students will be able to focus on different topics according to their area and period of specialisation.

D. The **Initiating a Research Project** module HPH-4008 (20 credits, compulsory) explains how to begin a research project and ultimately produce a substantive and original research piece. Students will be taught how to formulate a research question, design a methodology to answer this, and use 'finding aids' to conduct and write up a critical literature search of primary and secondary sources, and to write a research proposal which for those wishing to complete the full MA will lay the foundations for their dissertation.

E. **Elective Skills Option** modules (to the value of 20 credits) can be chosen from others available within the Department of History and Welsh History, or from those available elsewhere in the University, for example a language or IT module. Details of

many of these modules are given in the 'Postgraduate Transferable Skills Gazette' available to download from the University intranet www.bangor.ac.uk/ar/main/publications/home.htm#hand.

Find using 'quick search' button. The module(s) selected must be approved by the MA Programme Co-ordinator (Prof. Huw Pryce).

F. The **MA Dissertation** (60 credits) is discussed in section **11** of this guide.

7.3 Assessment

Module	Assessment
<i>Special Option:</i>	2 x c. 4,500 word assessed essays.
<i>Documents and Sources:</i>	1 x c. 4,500 word assessed essays.
<i>Themes and Issues in History:</i>	1 x c. 4,500 word assessed essays.
<i>Initiating a Research Project:</i>	1 x critical literature search and bibliography (8 credits)
	1 x c. 2,500 word research proposal (8 credits)
	1 x oral presentation (4 credits)
<i>MA Dissertation</i>	1 x c. 20,000 word dissertation

The assessment of **Skills Options** can vary depending on the nature of the course and the department to which it is affiliated. Some modules may be assessed with an examination, others by the completion of an assignment. You should take care to check when and how assessment of your *Skills* module occurs.

Submission dates for coursework are given in sections 1 of this guide

8. MA and Diploma in Welsh History

This programme aims to provide a detailed knowledge and understanding of a specific academic area of the history of Wales through rigorous research training. Students will become acquainted with relevant historical theoretical issues and methods of interpretation and the use of evidence. It also provides the student with the necessary research skills to carry out an original piece of historical research in the chosen area of study.

8.1. Structure and Curriculum.

An MA will be awarded on successful completion of all 180 credits.

A Diploma will be awarded on the successful completion of the first 120 credits (1-4 below).

1. ONE *Special Option* module (40 credits) chosen from the following:
 - The Age of Llywelyn ap Iorwerth HPW/HPC-4000
 - State, Society and Culture in Tudor Wales HPW/HPC-4001
 - Plaid Cymru a Gwleidyddiaeth Cymru HPC-4005
2. *Themes and Issues in History* HPH-4005 (20 credits)
3. ONE *Documents and Sources* module (20 credits) chosen from the following:
 - Documents and Sources in Medieval and Early Modern History HPH-4006
 - Documents and Sources in Modern History HPH-4007
4. *Initiating a Research Project* (20 credits) HPH-4008
5. *Skills Option* module(s) (20 credits)
6. *MA Dissertation* (60 credits)

Semester 1 and 2 teaching (full-time) comprises:

1. Special Option
2. Themes and Issues in History
3. Documents and Sources
4. Initiating a Research Project
5. Skills module

8.2. Description of Modules and Assessment.

1. The **Special Option** (40 credits) modules explore a specialist area of Welsh history — and may provide a starting point and context for dissertation projects. Students will be introduced to changing ideas and current theories and debates about the interpretation of the evidence in their chosen area, allowing them to engage in informed discussion of these. It may be possible to study these modules through the medium of Welsh.

Students must choose **ONE** of the following:

Either:

The Age of Llywelyn ap Iorwerth English: HPW-4000; Welsh: HPC-4000

This module will allow students to analyse a range of evidence for the history of Wales during the age of Llywelyn ab Iorwerth (c. 1170-1240), focusing not only on Llywelyn himself but also on broader political, ecclesiastical, social and cultural developments in Wales during his lifetime. A variety of sources will be

used in order to investigate Llywelyn's career as a prince of Gwynedd, in both a Welsh and a European context. Students will be shown how documentary and narrative sources can be used alongside literary work and legal texts produced by the native learned classes and encouraged critically to evaluate the ways in which different genres of evidence offer different perspectives.

(Convener: Professor Huw Pryce)

Or:

State, Society and Culture in Tudor Wales English: HPW-4001 Welsh: HPC-4001

This module will investigate the changing patterns of wealth and cultural conceptualism in Wales during the Tudor period, a period which saw Wales emerge to become a more integral part of an Anglo-British community than it had been in the medieval period. A comparative assessment will be made of the degree to which economic and political influences governed the pursuit and development of cultural interests. In doing this, developments in Wales will be examined against an European background. Students will be introduced to primary historical evidence, providing practical experience of using manuscript sources, printed and secondary sources alongside other relevant material.

(Convener: Nia Powell)

Or:

Plaid Cymru a Gwleidyddiaeth Cymru HPC-4005 [available only through the medium of Welsh]

Bydd y modiwl yn archwilio cenedlaetholdeb diwylliannol a gwleidyddol yng Nghymru ers 1918. Trwy ganolbwyntio'n bennaf ar Blaid Cymru, bydd y cwrs yn olrhain ac yn ailgloriannu'r prif ddigwyddiadau a phynciau yn hanes y blaid, o'i sefydlu yn 1925 hyd at ei lle a'i swyddogaeth yng Nghymru ers datganoli. Ymhlith y themâu a drafodir fydd: pwyslais diwylliannol y blaid cyn 1945; y newid o grŵp pwyso i rym gwleidyddol nerthol yn y 1960au a 70au; torri trwodd yn etholiadol yng nghanol y 1960au; ymgyrchoedd dros ddatganoli (yn arbennig yn nau refferendwm 1979 a 1997) a'u heffaith ar y blaid; llwyddiannau etholiadol cyfnewidiol ers 1997.

(Cynullydd: Dr Andrew Edwards)

2. The aim of the **Documents and Sources** module (20 credits) is to examine the wide range of evidence that historians use to reconstruct the past, and the problems and opportunities of interpretation which these create. Students *must* take the option associated with the period of their Special Option module, this will be:

Either:

Documents and Sources in Medieval and Early Modern History HPH-4006

Or:

Documents and Sources in Modern History HPH-4007

3. The **Themes and Issues in History** module HPH-4005 (20 credits) covers leading issues in historical theory and interpretation, such as class, gender, nationality, state formation etc. Students will be able to choose different menus of topics according to their area and period of specialisation.

4. The **Initiating a Research Project** module HPH-4008 (20 credits, compulsory) explains how to begin a research project and ultimately produce a substantive and original research piece. Students will be taught how to formulate a research question, design a methodology to answer this, and use 'finding aids' to conduct and write up a critical literature search of primary and secondary sources, and to write a research proposal which for those wishing to complete the full MA will lay the foundations for their dissertation.

5. **Elective Skills Option** modules (to the value of 20 credits) can be chosen from others available within the Department of History and Welsh History, or from those available elsewhere in the University, for example a language or IT module. Details of many of these modules are given in the 'Postgraduate Transferable Skills Gazette' available to download from the University intranet www.bangor.ac.uk/ar/main/publications/home.htm#hand. Find using 'quick search' button. The module(s) selected must be approved by the MA Programme Co-ordinator (Prof. Huw Pryce).

The **MA Dissertation** (60 credits) is discussed in section 11 of this guide.

8.3 Assessment.

Module	Assessment
<i>Special Option:</i>	2 x c. 4,500 word assessed essays.
<i>Documents and Sources:</i>	1 x c. 4,500 word assessed essays.
<i>Themes and Issues in History:</i>	1 x c. 4,500 word assessed essays.
<i>Initiating a Research Project:</i>	1 x critical literature search and bibliography (8 credits) 1 x c. 2,500 word research proposal (8 credits) 1 x oral presentation (4 credits)
<i>MA Dissertation</i>	1 x c. 20,000 word dissertation

The assessment of **Skills Options** can vary depending on the nature of the course and the department to which it is affiliated. Some modules may be assessed with an examination, others by the completion of an assignment. You should take care to check when and how assessment of your *Skills* module occurs.

Submission dates for coursework are given in sections 1 of this guide.

9. Written Coursework and Marking Scales

Please note that some of what follows in this section covers the regulations for dealing with problems. On the whole these do not arise. However, where they do, it is extremely important that there should be clear guidelines for all to follow.

9.1 Requirement.

For all of the MA programmes students are required to submit assessed essays, each of which should be c.4,500 words long, and in any case not exceed 5,000 words. This **includes** references, footnotes/endnotes and quotations, but **excludes** bibliographies, translations into English of quotations also given in another language, plate/figure captions, statistical appendices. Essays greatly in excess of the required length, or deemed too short, are unacceptable and will be penalised by the removal of marks at the discretion of the examiners.

As part of *Initiating a Research Project* students are required to submit to submit

1. A research proposal (c 2,500 words and in any case not exceeding 3,000 words) (40%).
2. The critical Literature Search (c 2,500 words) should discuss primary and secondary sources as appropriate and are relevant to the proposed dissertation topic with a bibliography correctly set out. The worth of each item should be critically appraised (40%).
3. Students are also required to give an oral presentation (20 mins) about their proposed dissertation project (20%).

9.2 Preparation of Essays.

Tutors will discuss possible topics and sources for essays. For some modules essay questions are provided. For others students should discuss possible topics with their tutors. It is very important that students think about the subjects which they might write an essay on, depending on their interests. A workshop on presentation may also be held in the first semester, if necessary. Students are **expected** to discuss essay topics with tutors at least once, around the middle of the semester in which the essay is to be written. Students may wish to use this meeting to show and discuss an outline plan but full essay drafts may not be submitted in advance for comment. There may be further one to one consultation, where this is built into the module teaching and learning strategy. If you have a problem please consult your tutor. Students need to be aware that the essay is the work of the student alone: any feedback represents the opinion of the advisor, not 'instructions on how to pass'.

9.3 Submission Arrangements.

(i) Deadlines

Deadlines for submission of essays are found in this handbook and written work **must** be submitted by these deadlines. It is your responsibility to ensure you know when the deadlines are, which and how many assignment are to be handed in on the deadlines, and that you are not confused between different deadlines.

(ii) Submission of paper copies

One copy of each essay, research proposal and critical literature search must be placed in the box outside the School general office (Tracy Pritchard Williams's room) by the due date. They must **not** be delivered to the option convenor or any other tutor. Assessed work must be accompanied by the appropriate cover sheet (available from the relevant office) and will be date stamped on receipt. Essays should also be accompanied by a copy of the 'TurnitinUK' 'receipt' which you have got through the process of electronic submission (see below). Assessed written work is marked anonymously (the name is covered up on the coversheet before it reaches the examiners). You should not undermine this safeguard by including your name on the pages of the work itself.

(iii) Electronic submission of essays

The School also requires you to submit essays electronically (via Blackboard) as well as submitting a hard copy. It is important that you make sure that both the electronic and the hard-copy versions of your degree essays are identical. The electronic copy must be submitted via Blackboard as a 'TurnitinUK' assignment. 'TurnitinUK' is the name of the software used by the University to check for plagiarism. The electronic copy must be in an acceptable format, for example a Word document. If you have submitted your e-version correctly, you will get a receipt from Blackboard.

9.4 Extensions.

Extensions for deadlines can only be granted by the Director of Graduate Studies, and only with good cause, for example illness (medical certificates are essential), bereavement. Further information on procedure is available in the general office and forms to apply for an extension may also be obtained from there. Applications for extensions must be received before the deadline for the essay. Programme convenors and individual tutors are not authorised to grant extensions to deadlines, and you should not ask them to do so. Neither the general office, nor the examination board, will recognise supposed agreements between tutors and students regarding the handing in of work after deadlines. (See also section 12 below.)

9.5 Marking Scales, Distinction and Merit grades

(For full details of the University's regulations on marks and grades see 'Regulations for Taught Postgraduate Programmes. *Regulation 02: 2010 Version 01. Effective from 1 September 2010*, which may be downloaded from the Academic Registry's website – follow links from 'Regulations' on homepage.)

Mark Scale. All MA and Diploma written work is marked according to the following categorical marking scheme.

<u>Distinction</u>	<u>Merit</u>	<u>Pass</u>	<u>Fail</u>
A* 95	B+ 68	C+ 58	E 37
A+ 87	B 65	C 55	F 33
A 80	B- 62	C- 52	F1 20
A- 74		D+ 48	F2 5
		D 45	F3 0
		D- 42	

MA with Distinction In order to gain an MA with Distinction, a candidate should achieve an average mark of not less than 70%, having achieved an overall average of not less than 65% in the taught modules (but excluding the *Skills Option* module) and not less than 70% in the dissertation.

A postgraduate **Diploma with Distinction** may be awarded to a student who has achieved an average of 70% or above in the taught part of the programme (i.e. the first 120 credits of the programme, excluding the *Skills Option* module).

MA with Merit In order to gain an MA with Merit, a candidate should receive an average mark of not less than 60% in the taught modules (but excluding the *Skills Option* module) and not less than 60% in the dissertation.

The other grades attainable are MA with a Pass or Fail! In order to pass the **Diploma** a candidate must first achieve an overall pass-mark of 40% (100 credits). *Skills Options* (20 credits) should be successfully completed at 40% but **do not** count towards the final mark. Normally students who complete the first 120 credits successfully to attain a postgraduate Diploma will be allowed to progress to an MA dissertation. However under certain circumstances a student may be advised not to progress. A pass mark of 40% must be achieved for the **MA dissertation**.

9.6 General Criteria for Assessment within the School

Members of staff are often asked what they are looking for when awarding different marks to assessed work. This can be a difficult question to answer as many essays, exam answers or dissertations have strengths in some areas (say coverage of material, and scope of reading) but weaknesses in others (for instance in the clarity of the argument). There is, **therefore, no single route to any particular grade**; work may receive the same mark for rather different reasons. To avoid any problems in deciding a grade, two internal and one external examiner from another university are involved in marking work that counts towards your degree. Internal examiners mark work independently, then meet to reconcile any differences before they then send the work and marks to the external examiner. In this way, the combined opinions of several people smooth out any divergences in grading, and arrive at an agreed mark for all work.

Coursework should normally be based on relevant primary sources (including documents (printed or unprinted) and in archaeology, site reports, artefact studies or other material evidence). They should demonstrate a clear understanding of the topic, an ability to use a methodology appropriate to the discipline (or to interdisciplinary work). Students should also demonstrate knowledge of the relevant secondary literature and, where appropriate, an awareness of any theoretical and interpretative problems. Students must show competence in the scholarly presentation of written work.

Essays should be typed in 12pt and double spaced on A4-size paper, using one side only. Every attention should be given to correctness of references, accuracy of conventions and clarity of layout. For ease of reading, it is asked that you use a

standard, simple font such as 'Times New Roman' or 'Arial', rather than the more elaborately decorative ones available. Where illustrations (scanned images, photocopies, own illustrations) are included (particularly important for archaeology essays) they must be fully and clearly captioned and referenced.

Some of the most important of strengths and weaknesses of the various marking bands are given below. You should pay close attention to these.

9.7 Marking Bands

Since 2010/11 MAs have been assessed using Bangor University's Categorical Marking scheme.

See further *Rules and Procedures and Code of Practice for the Assessment of Students on Undergraduate and Taught Postgraduate Programmes: Code of Practice 02: 2010 Version 01. Effective 1 September 2010* (esp. 1.3), which may be downloaded from the Academic Registry's website – follow links from 'Regulations' on homepage.

Distinction

Work at this level shows very high potential for doctoral study and dissertations are likely to be publishable.

Mark 95

Reading: Work shows clear and consistent evidence of exhaustive, relevant and in-depth reading and research, including extensive use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate. More unusual and original sources may be included.

Content: Work covers all the aspects of a field in exceptional depth with excellent examples.

Argument: Work advances an exceptionally *original*, coherent, relevant, sustained and well-structured argument placed in its broader context throughout, and is of publishable standard.

Analysis: Work consistently employs sophisticated, telling and original evidence to back its points and demonstrates a clear, sophisticated and acute critical understanding of different interpretations and wide-ranging awareness and understanding of historiography and/or archaeological debate and conceptual approaches. It can also show a mastery of theory and deploy hypotheses subtly and imaginatively. The analysis is of a publishable standard.

Presentation: Work is very well written in a scholarly way and impeccably presented.

Scholarly apparatus: Work contains impeccable references and bibliography.

Mark 87

Reading: Work shows clear and consistent evidence of very wide-ranging, relevant and in depth reading and research, including extensive use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate. More unusual and original sources may be included.

Content: Work covers all the aspects of a field in depth with excellent examples.

Argument: Work advances an *original*, coherent, relevant, sustained and very well-structured argument well placed in its broader context throughout.

Analysis: Work consistently employs sophisticated, telling and original evidence to back its points and demonstrates a clear, sophisticated and acute critical understanding of different interpretations and wide-ranging awareness and understanding of historiography and/or archaeological debate and conceptual approaches. It can also show a mastery of theory and deploy hypotheses subtly and imaginatively.

Presentation: Work is well written in a scholarly way and is correctly presented.

Scholarly apparatus: Work contains impeccable references and bibliography.

Mark 80

Reading: Work shows clear and consistent evidence of wide-ranging, relevant and in depth reading and research, including extensive use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate. Some more unusual sources may be included.

Content: Work covers all the aspects of a field in depth with telling examples.

Argument: Work advances a coherent, relevant, sustained, and well-structured argument *with significant elements of originality* and is consistently well placed in its broader context.

Analysis: Work consistently employs evidence to back its points and demonstrates a clear, sophisticated and acute critical understanding of different interpretations and awareness and understanding of historiography and/or archaeological debate and conceptual approaches.

Presentation: Work is well written in a scholarly way and is correctly presented.

Scholarly apparatus: Work contains references and bibliography of a very high standard.

Mark 74

Reading: Work shows clear evidence of wide-ranging, relevant and in-depth reading and research, including extensive use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate.

Content: Work covers all the aspects of a field in depth with telling examples.

Argument: Work advances a coherent, relevant, sustained, and well-structured argument *with clear elements of originality* and is well placed in its broader context.

Analysis: Work consistently employs evidence to back its points and demonstrates a clear, sophisticated and detailed understanding of different interpretations and awareness and understanding of historiography and/or archaeological debate and conceptual approaches.

Presentation: Work is well written in a scholarly way and is correctly presented.

Scholarly apparatus: Work contains a high standard of references and bibliography

Merit

Work at this level shows good potential for doctoral study

Mark 68

Reading: Work consistently shows clear evidence of wide-ranging and relevant reading and research, including extensive use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate.

Content: Work covers all the aspects of a field in depth with telling examples, but there may be some slight weaknesses.

Argument: Work consistently advances a coherent, relevant and well-structured argument which is placed in its broader context.

Analysis: Work consistently employs evidence to back its points and demonstrates a clear understanding of different interpretations and awareness of historiography and/or archaeological debate.

Presentation: Work is consistently well written and correctly presented.

Scholarly apparatus: Work contains appropriate references and bibliography

Mark 65

Reading: Work shows clear evidence of wide-ranging and relevant reading and research, including extensive use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate.

Content: Work covers all the aspects of a field in depth with telling examples, but there may be some minor weaknesses.

Argument: Work advances a coherent, relevant and well-structured argument which is placed in its broader context.

Analysis: Work consistently employs evidence to back its points and demonstrates a clear understanding of different interpretations and awareness of historiography and/or archaeological debate.

Presentation: Work is well written and correctly presented.

Scholarly apparatus: Work contains appropriate references and bibliography

Mark 62

Reading: Work shows clear evidence of solid and relevant reading and research, including sufficient use of primary sources (archaeological or historical), journal articles and specialist monographs and other material as appropriate.

Content: Work covers all the important aspects of a field in sufficient depth, but there may be some minor weaknesses or material left out.

Argument: Work advances a coherent, relevant and well-structured argument which is placed in its broader context, though there may be some weaker areas.

Analysis: Work consistently employs evidence to back its points and demonstrates understanding of different interpretations and awareness of historiography and/or archaeological debate.

Presentation: Work is on the whole well written and correctly presented.

Scholarly apparatus: Work contains appropriate references and bibliography.

Pass

Mark 58

Reading: Work shows evidence of solid reading but may show insufficient evidence of in-depth research, e.g. use of primary sources, journal articles and specialist monographs.

Content: Work covers most of the important aspects of a field - but in some places may not do so in sufficient depth.

Argument: Work advances a coherent and largely relevant argument - but there may be weaknesses in structure, relevance and logic. There may be weaknesses in placing the argument sufficiently in context.

Analysis: Work employs evidence to back its points - but sometimes fails to do so or fails to deploy a sufficient range of evidence to demonstrate the strength of its case. Work is aware that the past can be interpreted in different ways - but may fail to get to the heart of the central scholarly debate; or may fail fully to understand a key point of controversy.

Presentation: Work is reasonably well written and presented.

Scholarly apparatus: Work contains appropriate references and bibliography – but these may be slightly erratic and/or partially insufficient.

Mark 55

Reading: Work shows evidence of solid reading but shows insufficient evidence of in-depth research, e.g. use of primary sources, journal articles and specialist monographs.

Content: Work covers most of the important aspects of a field - but may not do so in sufficient depth, or may miss a significant area.

Argument: Work advances a coherent and sometimes relevant argument - but there may be weaknesses in structure, relevance and logic. There are weaknesses in placing the argument sufficiently in context.

Analysis: Work employs evidence to back its points - but sometimes fails to do so or fails to deploy a sufficient range of evidence to demonstrate the strength of its case. Work is aware that the past can be interpreted in different ways - but may fail to get to the heart of the central scholarly debate; or may fail fully to understand a key point of controversy. These failures may extend to a lack of sufficiently detailed evidence, or to failure to discuss important subtleties or ambiguities in the evidence, or to a lack of awareness of the current state of historical or archaeological debate.

Presentation: Work is reasonably well written and presented - but makes some mistakes.

Scholarly apparatus: Work contains appropriate references and bibliography - but these may be slightly erratic and/or partially insufficient.

Marks 52

Reading: Work shows some evidence of solid reading but shows insufficient evidence of in-depth research, e.g. use of primary sources, journal articles and specialist monographs.

Content: Work covers most of the important aspects of a field - but does not do so in depth, or and misses one or more significant areas.

Argument: Work advances a coherent and partially relevant argument - but there are weaknesses in structure, relevance and logic. There are weaknesses in placing the argument sufficiently in context.

Analysis: Work employs a limited range of evidence to back its points - but sometimes fails to do so or fails to deploy a sufficient range of evidence to demonstrate the strength of its case. Work is aware that the past can be interpreted in different ways - but may fail to get to the heart of the central scholarly debate; or may fail fully to understand a key point of controversy. These failures extend to a lack of sufficiently detailed evidence, or to failure to discuss important subtleties or ambiguities in the evidence, or to a lack of awareness of the current state of historical or archaeological debate.

Presentation: Work is adequately written and presented - but makes some mistakes.

Scholarly apparatus: Work contains appropriate references and bibliography - but makes some mistakes in presentation, or appropriate use.

Mark 48

Reading: Work shows evidence of an acceptable minimum of reading - but this is based largely on textbooks and other general secondary literature with insufficient use of specialized studies and primary sources, either historical or archaeological.

Content: Work covers parts of the necessary ground - but fails to discuss one or a few vital aspects of a topic.

Argument: Work deploys relevant material - but partly fails to combine it into a coherent whole, or sustains a clear argument only for the greater part of the piece.

Analysis: Work shows limited ability to deploy evidence to back some individual points - but sometimes fails to do so; or shows difficulty weighing evidence or historical – or archaeological – authority (for instance by choosing unreliable, atypical or inappropriate evidence or authorities). Work may show some awareness that the past can be interpreted in different ways - but without devoting sustained discussion to this.

Presentation: Work is for the most part correctly presented but has sections where there are serious difficulties in presentation, writing style, grammar and paragraph construction. (See help for dyslexic students)

Scholarly apparatus: Work often uses references and bibliography where needed - but occasionally misunderstands their appropriate use.

Mark 45

Reading: Work shows evidence of an acceptable minimum of reading - but this is based largely on textbooks and other general secondary literature with insufficient use of specialized studies and primary sources, either historical or archaeological.

Content: Work covers parts of the necessary ground - but fails to discuss some large and vital aspects of a topic.

Argument: Work deploys some relevant material - but partly fails to combine it into a coherent whole or sustains a clear argument for only some parts of the piece.

Analysis: Work shows limited ability to deploy evidence to back some individual points - but often fails to do so; or shows difficulty weighing evidence or historical – or archaeological – authority (for instance by choosing unreliable, atypical or inappropriate evidence or authorities). Work shows some awareness that the past can be interpreted in different ways - but the differences will not receive sustained discussion or analysis.

Presentation: Work is often correctly presented but has sections where there are serious difficulties in presentation, writing style, grammar or paragraph construction. (See help for dyslexic students) Essays may be short weight.

Scholarly apparatus: Work uses references and bibliography where needed - but sometimes misunderstands their appropriate use; or makes serious mistakes in their presentation.

Mark 42

Reading: Work shows evidence of an acceptable minimum of reading - but this is based largely on textbooks and other general secondary literature with insufficient use of specialized studies and primary sources, either historical or archaeological.

Content: Work covers parts of the necessary ground - but fails to discuss some large and vital aspects of a topic.

Argument: Work deploys potentially relevant material - but fails to structure it coherently or sustain a clear and perceptible argument. The argument is set in context in only a limited way.

Analysis: Work occasionally shows limited ability to deploy evidence to back some individual points - but often fails to do so; or shows difficulty weighing evidence or historical – or archaeological – authority (for instance by choosing unreliable, atypical or inappropriate evidence or authorities). Work may show some awareness that the past can be interpreted in different ways - but the differences will not receive sustained discussion or analysis.

Presentation: Work is in part correctly presented but there are serious difficulties in presentation, writing style, grammar or paragraph construction. (See help for dyslexic students) Essays may be short weight.

Scholarly apparatus: Work often uses references and bibliography where needed - but sometimes misunderstands their appropriate use; or makes serious mistakes in their presentation.

Fail

Mark 37

Reading: Work may show evidence of reading—but this is largely cursory

Content: Work discusses a limited number of the basic aspects of a topic, but leaves many out; or shows largely a limited knowledge of those it discusses; or is short weight; or makes major mistakes about the pattern of events.

Argument: Work is mostly badly organized; or has a largely unclear argument; or makes an argument which is quite irrelevant to the task in hand.

Analysis: Work deploys only a limited amount of evidence and tends more to express opinion without much support from historical fact (or archaeological evidence); or misuses evidence; or indicates only a limited sense that evidence can be interpreted in different ways.

Presentation: Work makes some serious mistakes in presentation or writing style or in coherence; or makes some serious errors in grammar, spelling, or paragraph construction (but see guidelines on dyslexia below).

Scholarly apparatus: Work prone to misuse references and bibliography, or inconsistent in recognizing when these are essential.

Mark 33

Reading: Work may show some evidence of reading, although this is cursory

Content: Work attempts to discuss a few of the basic aspects of a topic, but leaves many out; or shows a limited knowledge of those it discusses; or is clearly short; or makes gross mistakes about the pattern of events.

Argument: Work badly organized; or has an unclear argument; or makes an argument which contains substantial irrelevance to the task in hand.

Analysis: Work deploys little evidence, but rather tends primarily to express opinion without supporting this with historical fact (or archaeological evidence); or often misuses evidence; or shows little or no sense that evidence can be interpreted in different ways.

Presentation: Work makes many serious mistakes in presentation or writing style or coherence; or makes many serious errors in grammar, spelling, or paragraph construction (but see guidelines on dyslexia below).

Scholarly apparatus: Work may fail to use references and bibliography when these are essential.

Mark 20

Reading: Work suggests minimal evidence of reading, although this appears very cursory

Content: Work may discuss a couple of the basic aspects of a topic but leaves the rest out; or shows a very limited knowledge of those it discusses; or is very short; or makes very gross mistakes about the pattern of events.

Argument: Work very badly organized; or has a very unclear argument; or makes an argument which is quite substantially irrelevant to the task in hand.

Analysis: Work deploys minimal evidence, but rather tends willfully to express opinion without supporting this with historical fact (or archaeological evidence); or largely misuses evidence; or shows no sense that evidence can be interpreted in different ways.

Presentation: Work is overrun by serious mistakes in presentation or writing style or is incoherent; or lacks much sense of grammar, spelling, or paragraph construction (but see guidelines on dyslexia below).

Scholarly apparatus: Work largely fails to use references and bibliography when these are essential.

Mark 5

Reading: Work barely alludes to evidence of reading.

Content: Work hints at discussing one of the basic aspects of a topic, but leaves the rest out; or shows only an entirely limited knowledge of those it discusses; or is exceedingly short; or makes exceedingly gross mistakes about the pattern of events.

Argument: Work entirely disorganized; or has an incoherent argument; or makes an argument which is almost entirely irrelevant to the task in hand.

Analysis: Work deploys no evidence, but tends to assert opinion while ignoring any historical fact (or archaeological evidence); grossly misuses evidence; or shows no sense at all that evidence can be interpreted in different ways.

Presentation: Work is devoid of accuracy in presentation or writing style or is incoherent; or shows no sense of grammar, spelling, or paragraph construction (but see the guidelines on dyslexia below).

Scholarly apparatus: Work uses the minimum of references and bibliography, if at all, when these are essential.

Mark 0

Work will receive a zero mark if it is not submitted; if it is submitted after its deadline; if it is judged to have been produced by cheating (for example if it is guilty of plagiarism or duplication, or was written with the aid of illegal help in examinations); or if it is judged to be totally irrelevant to the task in hand (e.g. an essay wholly on the Second World War in answer to a question about the First World War); or is entirely devoid of the Pass criteria.

9.9 Return of Essay Results

Assessed work is double-marked internally as soon as possible after submission and it is then passed on to the external examiner. Internal examiners' reports are then returned to candidates. These may indicate the mark band into which the essay falls (see 7.7 above), but not the precise mark, as this may be subject to change by the external examiner. At this stage, all students should make an appointment with their tutor who will offer general advice on overall performance and matters of detail.

9.10 Failing Essays.

If an essay is given a mark of 37 or below, it is deemed to have failed. External examiners are **always** involved in the assessment of failing written work. In certain circumstances work may be resubmitted, but can only obtain a maximum of 40%. For details see 'Regulations for Taught Postgraduate Programmes. *Regulation 02: 2010 Version 01. Effective from 1 September 2010*', which may be downloaded from the Academic Registry's website – follow links from 'Regulations' on homepage.

10. MA Dissertations

While this section outlines the requirements for an MA dissertation and all attention has been paid to accuracy for a definitive account of the University's procedural regulations and guidelines students should contact the Academic Registry — which issues a number of guides on PDF including, '**Postgraduate Diploma/Master's Courses: A Student Guide**'. Guidance will also be found in the University's regulations on marks and grades are given in '**Regulations for Taught Postgraduate Programmes. Regulation 02: 2010 Version 01. Effective from 1 September 2010**'. These may be downloaded from the Academic Registry's website.

10.1 Requirement.

All students wishing to complete an MA degree are required to write a dissertation, under individual supervision, of not less than 15,000 and not more than 20,000 words. The word limit **includes** references/footnotes/endnotes, tables and quotations, but **excludes** abstract, bibliography, translations into English of quotations also given in another language, plate/figure captions, edited texts (where these form an integral part of the dissertation), and appendices of less than 2,500 words: permission from the dissertation supervisor must be sought for appendices to dissertation in excess of this. Tables may be included within the bulk of the text, or as appendices, as appropriate to the particular piece of work. Illustrations may appear in the text or at the end. A word count should appear on the cover sheet and dissertations in excess of the required length are unacceptable and will be penalised by the removal of marks at the discretion of the examiners. Diploma students are **not** required to complete a dissertation.

10.2 Developing a Topic

Students are reminded of the three criteria for a successful dissertation, namely: the ability to research using primary material, a good knowledge of relevant secondary material, and the application of that fresh information to a research question. Good presentation, i.e. clarity of expression and application of appropriate scholarly conventions, is also required. Students studying full-time will develop their ideas for a dissertation in consultation with appropriate tutors during the second semester and a supervisor will be appointed. Students studying part-time will develop their ideas for a dissertation in consultation with appropriate tutors during the first semester of the second year and a supervisor appointed. Topics will normally arise from the Special Option course, although this is not essential. Students will be helped to refine ideas for their dissertation through the module *Initiating a Research Project* HPH-2008, which

includes the presentation of their proposal in the form of a seminar with the chance to modify it before final presentation of the written proposal. Students who are thinking of continuing to an MPhil or a PhD may wish to use the MA dissertation as a pilot study for a PhD project.

Students will be helped to think of ambitious topics. MA dissertations can be publishable in some form if successfully completed. A dissertation can display your talents at their best: it can also cruelly exaggerate your shortcomings, so you should treat it seriously and understand that your supervisor cannot protect you from the result of your own neglect or misjudgement. A dissertation is not a book, nor a number of essays rolled into one. It is a carefully circumscribed study whose dimensions must match the space available. It must hang together as a whole and be neither too big nor too small, and be practical from the point of view of access to both primary and secondary material.

10.3 Supervision

The allocation of dissertation supervisors is made on the basis of the topic chosen wherever possible. Students will have discussed their proposed project with their supervisors as part of *Initiating a Research Project* (see course handbook for details) but are required to see their supervisors in June to initiate their research project in earnest. At this time a schedule of meetings should be discussed that will carry through the entire dissertation period. Supervisors should be expected to read draft chapters, but should not be to read draft text within three weeks of submission, unless clear prior approval has been obtained. At this stage you should not expect supervisors to make detailed corrections and any systematic problems should have been spotted and pointed out in early drafts. Moreover, you cannot expect your supervisor to make detailed corrections of your written style: they will be reading your work for clarity and content and it is up to you to ensure that your presentation is of a worthy scholarly standard. A good idea is to ask a friend or fellow student to read through your work looking for typos etc.

10.4 Submission Dates.

Full-time students: 30 September of the academic year for which they are registered.
Part-time students: 30 September of the 2nd academic year of their registration.

10.5 Submission Arrangements and Presentation.

For details of submission arrangements, including presentation, see 'Master's Course: a student guide' and Dr Suan Lee.

Students must submit **two bound copies** of their dissertation to the general office by the due date. For details of how dissertations should be bound see Dr Suan Lee. They must **not** be delivered to the option convenor or any other tutor. Dissertations must be bound in such a way that they can be opened fully, for ease of reading, and so that individual pages cannot be removed or replaced. The title of the dissertation and name of the author should be given in an abbreviated form on the spine. The temporary binding of dissertations is permissible but must be replaced with a hard cover or in a paperback binding with a plastic overlay after successful examination and before deposit in the University Library and the National Library of Wales (if on a subject connected with Wales).

In addition to the conventions of **presentation** noted in section 10.6 above, each dissertation must be accompanied by a written statement by the student that s/he is formally submitting it in partial fulfilment of the course requirements and an abstract not exceeding 300 words inserted after the title page. Every candidate in submitting a dissertation must certify that it has not already been accepted in substance for any degree and is not being concurrently submitted in candidature for any other degree

10.6 Extensions.

Extensions are granted only in exceptional circumstances, normally compassionate or medical. Failure to time one's research is not normally a reason for an extension, and students experiencing any kind of difficulty are urged to discuss the matter with their supervisor at the earliest possible time. Applications for extensions must be made on the appropriate form (available in the School's general office) and supported by the student's supervisor. (See also section 12 below)

10.7 Assessment.

For mark scale and weighting see 9.5 above.

10.8 Criteria for Assessment.

The dissertation is expected to demonstrate candidates' command of a subject related to their programme of study, their ability to research, organise and interpret both primary and secondary sources, their intellectual independence and their ability to present their work in a scholarly way. Examiners will pay attention to the clarity of layout and accuracy of conventions, especially in references to primary and secondary authorities (see style sheet below).

10.9 The Examination of Dissertations

This is normally done by two internal examiners (not the supervisor) and the external examiner. The external examiner writes a formal report submitted to the Bangor University registry. The dissertation will be awarded a mark. The dissertation may be passed, or passed with merit or passed with distinction.

Pass subject to corrections. This is where the examiners decide that a candidate has achieved the level required to attain an MA, but that corrections to spelling and presentation need to be made. A deadline of one month for resubmission is set for the completion of the corrections, which are checked by one of the internal examiners. If the corrections have been made satisfactorily, a recommendation will be made that the degree be awarded.

Referral. The examiners may refer a dissertation which does not meet the required standard to be awarded an MA. A dissertation which has failed to satisfy the examiners may be re-presented once only, not more than 12 months from the date on which he/she is officially informed by the University of his/her result. The original supervisor will normally supervise the resubmission of the dissertation in the context of the advice given in the examiners' reports.

10.10 Re-examination of Referred Work.

Referred work must be re-submitted to the general office by the due date **in duplicate**. It will be marked again by the internal and external examiners. Re-submitted work will be failed without option of further referral if it is judged to have been insufficiently improved.

10.11 Appeals.

Any student who wishes to appeal against the result of his or her assessment should contact Dr Patsy Thomas, Senior Assistant Registrar, Academic Office, Bangor University, Gwynedd LL57 2DG (email: aos040@bangor.ac.uk), to request a copy of Bangor University's 'Verification and Appeals Procedure' (also available via the Academic Registry website – follow the link from its homepage to Regulations, and then to Procedures). The notice of intention to appeal must be made within 14 days of the announcement of the result of the assessment.

10.12 Communication of Results.

The University will formally communicate results to candidates.

11. Academic Misconduct

11.1 Types of cheating

Students are warned against all forms of cheating in assessments. You are responsible for ensuring that your work does not contravene the University's rules on academic misconduct. At the very least, cheating will result in severe penalties on marks (usually the piece of work will receive zero), and it may well result in disciplinary action by the College of Arts and Humanities (including expulsion or withholding your degree). Bangor University defines cheating (or 'academic dishonesty') as any attempt by a student, or any attempt by an individual to aid a student, to gain an unfair advantage in any assessment by deception or fraudulent means. You should particularly avoid:

(i) Plagiarism

Plagiarism is defined as the copying of another person's, especially another scholar's or another student's, work without acknowledgment, and it is a serious academic offence. To commit the offence you may have repeated as your own sentences found in books or in another student's work; adopted a particularly apt phrase as your own; paraphrased someone else's argument as your own; or even presented someone else's line of thinking in the development of an argument as your own. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from another. You may use other people's words and thoughts but you must acknowledge them. If you are paraphrasing you must state clearly in the text where your ideas came from. For example, you might say: 'In his book *England under the Tudors* Professor Elton made the valuable suggestion that ...'. If you copy a passage, even if it comprises only a few words, the copied passage must be enclosed in quotation marks, and a reference must be given in footnotes or endnotes. To avoid getting too close to other historians' work by accident, it is a good idea to plan and write your essays with the original books or journals firmly shut.

(ii) Duplication

Duplication is defined as submitting material for assessment which has already been submitted for assessment elsewhere. This 'elsewhere' might be as part of the assessment for another qualification (for example a degree at another university); for another course on your degree (for example, using a degree essay as the core of a

dissertation); or for another part of the same course (for example, handing in two degree essays which have long sections in common for a single module). Duplication does not require the material submitted to be identical. So long as the two pieces of work cover substantially the same ground and deploy very similar argument and evidence, they will be judged to be duplicates.

(iii) False declarations

You will make a false declaration if, for example, you claim false extenuating circumstances to gain mitigation for handing work in late, or declare work to be your own when it is not.

(iv) Commissioning work

This is defined as asking or paying another person to complete a piece of work for you, and then submitting it as your own.

(v) Internet cheating

This is defined as downloading essays from the Internet which have been written by somebody else, and then submitting them as your own - either in their original unaltered form, or simply paraphrased.

(vi) Copying and collusion

Copying is defined as copying, or closely paraphrasing, another student's work and submitting it for assessment. Collusion is defined as working so closely with another student on an assessed task that the work handed in by the two students is effectively the same. Of course, you may discuss essays and dissertations with other students before you write them but, if you do this, you must be careful to ensure that after the discussion you do further reading on your own, formulate your own individual argument, and express it in your own words. If you do this, you will avoid falling into the trap of getting too close to another student's work. You can also avoid problems by remembering that sharing notes can lead to very similar work, and that this can look like collusion (if you do share notes, analyse the notes for yourself, and formulate your own argument based on them); and also by refusing to show your work to others once it is in its final, or near final, form.

(vii) Misconduct in examinations

This includes use of crib notes, copying from another student, sitting an exam on behalf of another student, asking some to sit an exam for you, leaving the examination room to look at pre-hidden notes, taking stationary from an examination room when you are not allowed to do so, and using this exam stationary to write pre-prepared answers for subsequent exams.

(viii) As well as avoiding the practices above, students should pay close attention to the university's statements on cheating, which are posted in the School and throughout the college just before and during the assessment periods.

11.2 Plagiarism detection

(i) As noted above, an electronic copy of all degree essays, and other assessed work if appropriate, must be submitted via Blackboard as a 'TurnitinUK' assignment. 'TurnitinUK' is the name of the software used by the University to check for plagiarism.

The electronic copy must be in an acceptable format, for example a Word document. If you have submitted your e-version correctly, you will get a receipt and a copy of this should be attached to the paper copy you submit.

(ii) Students who appear to have cheated will be invited to an interview. There, they will be given the opportunity to clear themselves or, if unable to do so, will be informed of the penalty to be imposed.

12. Medical, Personal and Mechanical Problems

If you have **medical or personal problems** which might affect the quality of your coursework, essays or dissertation, lead to work being submitted late, or affect your performance in examinations — it is important that you let the Director of Graduate Studies know as early as possible, so that genuine difficulties can be taken into account. Health and personal problems may be taken into consideration by the examination board. Students should note that it is impossible for the School to accept medical or personal problems as grounds for leniency unless they are supported by evidence. In medical cases this will typically necessitate a medical certificate, which must not only note the existence of a problem, but must also state that the problem directly and seriously affected academic performance. This should be filed in the General Office. Non-medical problems should be reported to the Director of Graduate Studies. It is the student's responsibility to fill in forms for extensions and provide evidence of the problems before the deadlines for assessed essays or dissertations. Do not leave applications to the last minute except where there is a genuine emergency.

In the case of assessed written work and dissertations, you should note that individual tutors are not authorised to grant extensions to deadlines, and you should not ask them to do so. Neither the general office, nor the examination board, will recognise supposed agreements between tutors and students regarding the handing in of work after deadlines.

Unfortunately, stress caused simply by the pressures of producing assessed work cannot be considered grounds for leniency. Your ability to cope with the pressures of postgraduate work and assessment is part of what the School is charged with assessing. Similarly, the School cannot take into consideration those problems that are a normal part of student life—unless unusually serious. These may include: financial worries; everyday tensions with housemates, partners or relations; or difficulties in scheduling work around other commitments. The School also expects students to cope with minor, or short-term, medical problems. In particular, short episodes of illness more than a short period before an assessment deadline will not be considered as grounds for mitigation (students will be expected to make up the time lost). In cases where medical problems occurred in the last few days before deadlines, the School will not accept this as reason for several pieces of work to be handed in late (the reason being that, if most of the work had not been completed before any last minute medical problem, it would have been impossible for the student to finish it in time in any event.)

Computer failure, even if it results in late submission of assessed work, will only be considered in exceptional circumstances. It is your responsibility to back up all your work. It is also a good idea to keep a further copy of your work on disc in a place other than where your computer is and to back up the material frequently. It is also important to print your work out frequently in hard copy, so that any computer failure does not set you back more than a few hours. If you cannot do this following a computer disaster, the School will simply take this as evidence that you had not, in fact, done the research or formulated an answer and essay-plan beforehand, and will be unsympathetic.

13. Resources for Study

13.1. School and College of Arts, Education and Humanities Resources.

Teaching will take place in the School of History, Welsh History and Archaeology (SHWHA). The School of History, Welsh History and Archaeology can be found on the Ground floor of the Main Arts Building. (Confusingly, it is titled the ground floor as if you are coming into the building from the main entrance. However, should you enter via the floor on the front terrace it will then be two floors above.) The School has photocopiers which postgraduate students may use. There is a workroom for CAH postgraduate students in the Main Arts building near the coffee bar. The College of Arts and Humanities (second floor, Main Arts) has microfilm and microfiche readers, a microfiche and microfilm reader/printer. Computers for postgraduate use are available in the SHWHA and in CAH's postgraduate room. There is also a wide range of archaeological survey and excavation equipment which may be used by postgraduate students in pursuance of their degree research but under strict guidelines. You are expected to attend and participate in a range of research and postgraduate seminars and conferences, a vibrant part of postgraduate life (see section 4).

13.2 Career development seminars

The College of Arts and Humanities encourages those students thinking of moving on from MA studies to PhDs, and PhD students thinking of an academic career, to think about how they will achieve this in a very competitive environment. It is most helpful in providing seminars which give inside, expert, academic information on how to do this. Often those organising the seminars are our most successful young staff and research leaders.

13.3. Student Societies

The History Society is run entirely by students and all members of the department are encouraged to join in. It arranges lectures on a range of topics by outside speakers, and social events through the year. You can contact the History Society through its own pigeon hole. Its officers are advertised on notice-boards. It also has a website linked to that of the Department.

The Archaeology Society is also student run. It arranges talks (the programme is on the Society website which is linked to that of the Department), social events and fieldtrips for students reading (or just interested in) archaeology. It also works to provide opportunities for fieldwork experience outside the degree structure. Again its

officers are advertised on notice-boards, and it can be contacted through its pigeon hole.

13.4. Library and Archive Resources

The Main Arts library should be the primary support service for historians and archaeologists, and it pays to explore what it can offer. Frequently used books and articles are held in a special 'rota' or short-loan collection. These may be confined to the library or available for short loan periods. The majority of history and archaeology books are housed in the Lloyd room on the lower ground floor of the library. The Welsh Library is located in the Shankland room on the first floor and contains many books in Welsh, but also has much material on the history, culture and politics of Wales in English as well as an extensive rare book collection. Books on aspects of social, economic, constitutional, religious and cultural history can be found in the Richards room on the first floor of the library, along with much material on the social sciences which are relevant (and not simply for students taking the MA Researching Wales). The Richards room also houses a number of books on art history. Reference books are located in the Shankland room and there is a **dedicated postgraduate reading room** in the library at the far end of the Richards room.

Periodicals are held on movable shelving in the basement of the library. Pre 1975 journals held in the library, but which are not Welsh journals, need to be requested at the issue desk. Welsh journals are also held in the basement but shelved separately from the rest and complete runs are available on the open shelves. There is also increasingly access to electronic journals (including Welsh journals) via the library catalogue.

Many other works which may be relevant to you may be housed elsewhere in the library, and you should take your time to familiarise yourself with the layout of the library and the shelf holdings. Students who have studied at Bangor often believe that they know its resources. In fact, the resources for postgraduate study are far more extensive. The library has collections of official records; a large microfilm and CD collection; many Welsh newspapers, extensive repositories of material stored away from the main library building; and many other resources.

The university **Archives and Special Collections** are located next to the library and access is via a separate door at the bottom of New Arts. This repository contains a great deal of material for research projects. This includes manuscripts such as estate papers, archives of landed families, political papers, literary papers and much more. Examples would include letters of the Plaid Cymru activist and author Kate Roberts, the socialist pioneer David Thomas, the huge archives of the Penrhyn and Mostyn families. There is also a large oral history collection. This is the largest collection of archives in Wales after the National Library of Wales. The university also has a large rare book collection. Books in this collection may be ordered at the main library issue desk but have to be read in Archives and Special Collections.

Inter-library loan facilities are available to postgraduate students as necessary. In order to make an inter-library loan order, you will need a sticker obtainable from the SHWHA office. Inter-library loans are expensive for SHWHA, so if you need a considerable amount of material not available in Bangor, you should arrange to visit a

copyright library – in Wales the National Library of Wales in Aberystwyth, for example – where such material may be available.

Archaeology has been taught at Bangor since 1960. Library holdings reflect the research and teaching interests of staff over the period. Thus, the library is particularly strong in areas of Welsh and Celtic interest and many of these are held in the Welsh Library. The library also has complete runs of all the major journals concerned with Britain, Ireland, Scotland and Wales. Many others are available via the library catalogue as electronic journals. **Ordnance Survey maps** (both current and earlier editions) may be accessed on line via Digimap (to use this, go to the Library Services homepage and follow the link from Resources to Multidisciplinary Resources Online; the first time, you will need to register and then wait up to 48 hours for this to be activated before being able to access the website using your University username and password).

The School of History, Welsh History and Archaeology houses one of the best collections of **Labour party and socialist records** outside London. This includes annual reports, minutes of central party organisations, Fabian Society papers, Independent Labour Party material, records of constituency Labour parties (within and outside Wales), journals and newspapers.

13.5. Web-based Resources.

The importance of web-based resources is growing rapidly as more and more information is put on the Web, though it is important that information on the Web is critically appraised. Students will be expected to know how to use search engines such as Google and to familiarise themselves with the on-line resources and search facilities of major repositories outside Bangor that hold historical and/or archaeological merit. History, Welsh History and Archaeology are becoming increasingly web-based research disciplines and it is possible to access a wide range of rapidly expanding material on-line. For example, the British Library; National Archives: Public Record Office; National Library of Wales; National Register of Archives; the Archaeological Data Service (AHDS), Royal Historical Society Bibliography and numerous other libraries, museums, research centres and other organisations within the UK and abroad all have web-sites. The University also subscribes to a number of web-based resources, including 'Early English Books Online' and the *British and Irish Archaeological Bibliography*. Many of these sites include images of documents, manuscripts, maps, illustrations and photographs and are therefore a vital resource for students. Some links are provided on the University History Homepage: <http://www.bangor.ac.uk/history/currstud/links.htm>

13.6 Computer Services

Computers are available for student use in the New Arts Building (first floor) and the Computing Laboratory attached to the Science Library on Deiniol Road. The Arts and Science Libraries also have computer facilities and there are an increasing number of computer points located in the halls of residence. The School has a small computer room on the second floor which features extensive archaeological software.

Support for students experiencing difficulties with computer equipment or software can be found in the Information Services Department in the Science Library on Deiniol Road.

Details of relevant resources held in the library on CD-ROM can be found by asking at the main desk of the Main Arts Library.

13.7. Bangor and the Wider University Community

The city of Bangor is situated on the Menai Strait in one of the most attractive parts of Britain and in a region rich in historical and archaeological sites. There is a vibrant student community and the University, College of Arts and Humanities and the School are large enough to provide a stimulating academic and intellectual environment. A University Postgraduate Society has recently been re-established.

There are many student-run **societies and clubs** in the University, the majority of which set up recruitment stalls in the Student Union during Freshers' Week.

The University's **Intranet** pages are an important source of contact for students, giving notices of events and providing links with all the major departments. The Intranet also provides links to the web-sites of a number of the University's student societies and clubs. There are also debate pages which provide an important source of contact with other students, although the content of some of these is often somewhat inane!

14. The University's Bilingual Policy

The School of History, Welsh History and Archaeology is committed to the university's bilingual policy, and to its own provision of teaching in both of the institution's languages. *Canolfan Bedwyr* provides support for all who wish to improve their oral and written Welsh and students may wish to use their elective training module to improve their Welsh.

Welsh-speaking students are reminded that they may submit written work in Welsh, even on courses where lectures and seminars are staged in English. There may be opportunities for postgraduate students to be taught certain modules, for example Special Option courses, in Welsh History through the medium of Welsh but this will depend on staff time and the availability of Welsh-speaking staff.

Administrative staff in the School of History, Welsh History and Archaeology are Welsh-speaking.

Further information on the provision for Welsh at Bangor University may be found in the Welsh Language part of the Equality Policy Statement available on the University website.