School of Humanities and Languages

ARTS2285, The Holocaust: Origins, Implementation, Aftermath
Summer Session U1, 2014/15
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1. Course Staff and Contact Details

**Course Convenor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Dr Jan Lániček</td>
<td>02-9385-1497</td>
<td><a href="mailto:J.lanicek@unsw.edu.au">J.lanicek@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

**Consultation Time** Mo-Th, 3-4pm or by appointment

**Lecturer**

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr Jan Lániček</td>
<td>02-9385-1497</td>
<td><a href="mailto:J.lanicek@unsw.edu.au">J.lanicek@unsw.edu.au</a></td>
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</tbody>
</table>

**Consultation Time** Mo-Th, 3-4pm or by appointment

**Tutors**

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<th>Name</th>
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2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

The course introduces students to the history of the Nazi destruction of the European Jews during the Second World War and encourages an understanding of the phenomenon of genocide through an in-depth analysis of the origins and implementation of the Nazi anti-Jewish policies and the ways in which people responded to state-sponsored violence in the first half of the 20th Century. The course predominantly focuses on an intensive study of the Holocaust, and offers diverse perspectives on the groups of perpetrators, victims and bystanders. In the final part we will look at the developments after the end of the war, during the so-called Aftermath of the Holocaust. The course will also deal with other genocides committed by Nazi Germany during the Second World War (Slavs, religious minorities, disabled and homosexuals) and students will have the opportunity in their assessments to examine the Holocaust in relation to other acts of genocide and mass killing committed during the twentieth and twenty-first century (Armenian genocide, Cambodia, Yugoslavia and Rwanda).

**Course Aims**

1. To give students an understanding of the history of the Holocaust, including its antecedents, origins and the aftermath.
2. To give students an understanding of the human behavior in face of state-sponsored policies of mass violence against minorities.
3. To introduce students to the main groups of the so-called Holocaust actors: the perpetrators, victims and bystanders.
4. To develop students' critical reasoning skills, focusing on analysis of primary and secondary sources.
5. To improve students' abilities to conduct independent research.

**Student Learning**

1. At the conclusion of this course, students should be able:
<table>
<thead>
<tr>
<th>Outcomes</th>
<th></th>
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<tbody>
<tr>
<td>1. to develop a strong grasp of the origins, implementation and</td>
<td>to develop a strong grasp of the role of the international</td>
</tr>
<tr>
<td>aftermath to the Holocaust and other genocides perpetrated by Nazi</td>
<td>community in causing, preventing and prosecuting genocide, and</td>
</tr>
<tr>
<td>Germany between 1933 and 1945.</td>
<td>a sense of the global nature of the stories told.</td>
</tr>
<tr>
<td>2.</td>
<td>to gain insight into the ways in which divergent actors (</td>
</tr>
<tr>
<td></td>
<td>perpetrators, victims and bystanders) responded to the Nazi</td>
</tr>
<tr>
<td></td>
<td>organized mass violence before and during the Second World War.</td>
</tr>
<tr>
<td>3.</td>
<td>to communicate ideas to others in a clear and concise manner,</td>
</tr>
<tr>
<td></td>
<td>both orally and in written form, to approach intellectual</td>
</tr>
<tr>
<td></td>
<td>questions in a rigorous and academic manner, employing</td>
</tr>
<tr>
<td></td>
<td>analytical skills and independent and reflective thinking and</td>
</tr>
<tr>
<td></td>
<td>to critically assess scholarly material.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The ability to engage in independent and reflective learning.</td>
</tr>
<tr>
<td>2. Information literacy - the skills to appropriately locate, evaluate and use relevant information.</td>
</tr>
<tr>
<td>3. An appreciation of, and respect for, diversity.</td>
</tr>
<tr>
<td>4. The skills of effective communication.</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The purpose of lectures is to give the students an overview of the historical events and introduce them on major issues of Holocaust historiography. In tutorials students will be encouraged to engage critically with primary sources and contextualise them with the secondary readings available before the class. Students will be required to undertake independent research and to write an analytical essay. The knowledge gathered during the lectures and tutorials and the understanding of the discussed sources will be tested in the final in-class exam. In this way, they will be able to develop the above skills in the context of the specific learning offered by this course.

4. Teaching Strategies

Over the course of the semester I will email you important messages, reminders, or updates. Please make sure that you check your university email account regularly, or that you set it up to forward your email to another account. Essential reading for each day is set out in the lecture and tutorial program below. All the resources will be accessible on moodle. I expect all of you to be prepared to discuss the provided sources and to be able to contribute to our tutorial discussions. Further suggested readings are listed at the end of the course outline.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay plan</td>
<td>One page</td>
<td>5%</td>
<td></td>
<td></td>
<td>Peer reviewed in the tutorial on 8 December 2014 (pass/fail mark)</td>
</tr>
<tr>
<td>Major Essay</td>
<td>2,500 words</td>
<td>55%</td>
<td></td>
<td></td>
<td>16 January 2015, 4pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>2 hours</td>
<td>40%</td>
<td></td>
<td></td>
<td>19 December 2014</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Essay questions (select one). Also check Appendix 2 and 3 for the essay guidelines**

1) What was the role played by the Jewish Councils in Jewish communities during the war?
2) How did the Final Solution of the Jewish question develop in individual European countries? (select one country and discuss specificities)
3) What was the role played by the Nazi anti-Jewish propaganda in the „Final Solution“?
4) Was there a genocide or several genocides committed by the Nazis during the war? Discuss.
5) To what extent was the Holocaust determined by those who were not directly involved (bystanders)?
6) What do you understand as Jewish resistance to the Holocaust?
7) What are the problems concerning the Holocaust representation in film? (Select one or more films and discuss).
8) What can we learn from Allied responses to the Holocaust?
9) Characterize the immediate aftermath of the Holocaust.
10) The Holocaust was a unique event in human history. Discuss arguments in support and against this statement.
11) You can also choose your own essay question, but you have to submit it to Jan for approval.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

- The cut off time for all assignment submissions in the School is 4pm of the stated due date (16 January 2015).
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes at the School of Humanities and Languages, outside the outside the reception located at 258, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
In addition, a soft copy must be sent through Turnitin on Moodle by 4pm on the due date.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.

• The Course Authority advises their decision through the online extension tool.

• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the tutorials and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

### 8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

### 9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
### 10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 December 2014</td>
<td>History of anti-Judaism and anti-Semitism</td>
<td></td>
<td>Introduction to the course: From anti-Judaism to anti-Semitism</td>
<td>No reading.</td>
</tr>
<tr>
<td>4 December 2014</td>
<td>Visit to the Sydney Jewish Museum</td>
<td>Survivor talk</td>
<td>Sydney Jewish Museum</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Essay topics – discussion</td>
<td>Assessment 1 due: bring your essay plans to the tutorial.</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>15 December 2014</td>
<td>Other genocides committed by the Nazis</td>
<td>Slavs, homosexuals, Roma people, and religious sects.</td>
<td>Historians and the Final Solution: 'intentionalists' and 'functionalists'</td>
<td></td>
</tr>
<tr>
<td>16 December 2014</td>
<td>Bystanders</td>
<td>How did the World respond to the Holocaust during and after the war?</td>
<td>Bystanders: Germans, Poles and others.</td>
<td></td>
</tr>
<tr>
<td>17 December 2014</td>
<td>The Aftermath</td>
<td>The Jews in postwar Europe</td>
<td>Film representation of the Holocaust</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Holocaust as a genocide?</td>
<td>There is no required reading for this class. However, think about a Holocaust film you have seen recently and write down half a page about the main storyline and about the main issues (concerning historical representation, ethics of representation, and limits of representation) that have arisen from the film. Bring your notes to the tutorial.</td>
<td></td>
</tr>
<tr>
<td>19 December 2014</td>
<td>Exam</td>
<td></td>
<td>No tutorial</td>
<td></td>
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11. **Course Resources**

**Textbook Details** ARTS2285 Study kit – available on moodle.

For a comprehensive bibliography see appendix 1

**Recommended reading:** None of these books are compulsory, but I strongly encourage you to check these volumes as a background reading for the course. All these volumes are accessible in the University library (or online via the University library catalogue). The items can also be purchased in the University bookstore.


**Websites:**

- [www.holocaustchronicle.com](http://www.holocaustchronicle.com)
- [www.ushmm.org](http://www.ushmm.org)
- [www.yadvashem.org](http://www.yadvashem.org)
- [www.yivoencyclopaedia.com](http://www.yivoencyclopaedia.com)
- [http://www.calvin.edu/academic/cas/gpa/ww2era.htm](http://www.calvin.edu/academic/cas/gpa/ww2era.htm) (a very good source for Nazi propaganda)

In preparation for tutorials and for your written assignments, I strongly encourage you to consult holdings in the University library or in the Sydney Jewish museum. You can also consult online resources, but be extremely cautious to use only reliable websites. Please DO NOT use [www.wikipedia.org](http://www.wikipedia.org) unless absolutely necessary (you are NOT allowed to use [www.wikipedia.org](http://www.wikipedia.org) as a source in your essays). Although Wikipedia could often provide you with valuable information, the nature of a free encyclopaedia does not necessarily guarantee that only correct information is included. Rather try to check the above-mentioned websites in the first place.

12. **Course Evaluation and Development**

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. **Student Support**

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

[http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
APPENDIX 1: Suggested further reading

On the Holocaust:
Yitzhak Arad et al. (eds.) *Documents on the Holocaust* (Jerusalem: Yad Vashem, 1981).
Randolph L. Braham (ed.), *The Destruction of Romanian and Ukrainian Jews During the Antonescu era* (Boulder: Social Science Monographs; New York: 1997).
Christopher Browning, The origins of the Final Solution : the evolution of Nazi Jewish policy, September 1939-March 1942 (Lincoln: University of Nebraska Press, 2004).
Primo Levi, *If This is a Man* (New York: Orion, 1959)


**Good and recent overviews on the Holocaust:**


You should also stay abreast of current events reported in the media which bear on the issues of the course.

This will be of primary importance for class participation and discussion. Suggestions for available resources are:

**Newspapers**


**Television**

Foreign Correspondent (ABC)

Four Corners (ABC)

World News (SBS)

Dateline (SBS)

The Cutting Edge (SBS)
Relevant documentaries (ABC/SBS)

**Important websites**
- [www.ushmm.org](http://www.ushmm.org)
- [www.yadvashem.org](http://www.yadvashem.org)
- [www.yivoencyclopedia.org](http://www.yivoencyclopedia.org)
APPENDIX 2: Guidance on Essay preparation

In your essay you must demonstrate the ability to:

- Evaluate and critically analyse relevant material, including, if appropriate or required, relevant primary sources.
- Construct a coherent argument, analyse, and communicate the conclusions reached;
- Form a judgement on the historiographical, methodological and other debates central to the study of this period;

In particular this means:

1) The essay must address the question which is asked. Relevance is crucial.

2) The essay must have a central argument. Problems should be discussed and evidence weighed and evaluated. The essay should not simply narrate events or processes, or resort to pointless descriptions of facts. Outlining evidence is, of course, crucial, but the central task is to weigh and assess the evidence, and to construct an argument from that evidence which provides a solution to the problem posed by the question.

3) Sources vary in quality, and not all are equally relevant to your purpose. Wherever possible, produce your own interpretation and your own solution based on the evidence you have examined. Do not accept without question the views expressed or the interpretations given in secondary sources. Your task includes the assessment and critical analysis of work by other writers.

4) Your essay must be based on at least eight significant quality sources. You are allowed to use internet sources but they should form only a marginal part of your source base.

5) Always refer to the source of your information. You must give reference to the following material:

   - "to cite the authority for statements in text: specific facts or opinions as well as exact quotations";
   - "to make cross-references";
   - "to provide a place for material which the writer deems worthwhile to include but which would, in the writer's judgement interrupt the flow of thought if introduced into the text";

**DO NOT ONLY GIVE REFERENCES FOR DIRECT QUOTATIONS!**

6) When making a direct quotation, do it accurately. Quotations should always be material to your argument – i.e. you may quote from a primary source as a means of supplying evidence for a point that you wish to make. As a general rule, do not quote from authorities merely to sum up the argument. This should always be done in your own words, not in the words of another writer.

7) Plan your essay carefully. Bad organisation affects the clarity and argument of the paper. Write it in clear, grammatically correct prose. Sentences should be crisp and uncluttered.

8) Take the complete reference of the book you are using when taking notes. Remember to record the page numbers to which you are referring, so that the exact references may be given in your essay.

9) Make references in a conventionally accepted format. References should be made in the form of either numbered footnotes at the bottom of each page, or as endnotes at the end of your essay, but before your bibliography.

**YOU MUST INCLUDE FOOT/END NOTES AND A BIBLIOGRAPHY IN YOUR ESSAY.**

10) There are several conventional systems of referencing material. Use one consistently. Do not invent a system of your own, or switch between systems in the course of your essay.
APPENDIX 3: Grading criteria for essay

In First and Upper Level subjects marks will be awarded on the following scale:

High Distinction 85%+ An outstanding essay, excellent in every regard. A High Distinction essay shows real flair, originality and creativity in its analysis. Based on extensive research and reading, it engages with complex historiographical issues, demonstrates theoretical acumen and involves both the critical analysis of argument and innovative interpretation of evidence. This essay is a delight to read and the prose is of exceptionally high standard. A high distinction essay shows the potential to undertake post-graduate studies in History.

Distinction 75% - 84% An essay of a superior standard. Well written, closely argued and based on wide, thoughtful and critical reading, a distinction essay answers the question fully and shows an understanding of complex historiographical issues. At its best, it is elegantly expressed and pursues an argument with subtlety and imagination. Distinction students are encouraged to progress to Honours in History.

Credit 65% - 74% A credit essay is work of a high degree of competence. It answers the question well, demonstrating a sound grasp of subject matter, and arguing its case with clarity and confidence. It engages critically and creatively with the question, attempts to critique historical interpretations and positions itself with the relevant historiography. A credit essay demonstrates the potential to complete Honours work in History.

Pass 50% - 64% A pass essay is work of a satisfactory standard. It answers the question but does not do so fully or particularly well. It has a coherent argument and is grounded in the relevant reading but the research is not extensive and the argument fails to engage important historiographical issues. The prose is capable but could be much improved. A pass grade suggests that the student can (with application) complete a satisfactory pass degree; it does not qualify a student for admission to Honours. There is a world of difference between a bare and a high pass essay. The latter signals far more reading and a much deeper understanding of the question. With work, a high pass essay can achieve credit standard.

Fail Under 50% This is work of unacceptable standard for university study. It fails to answer the question and is based on inadequate reading. A failed essay usually has serious faults in terms of prose, presentation and structure.