1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessments Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Jan Lániček</td>
<td>Room</td>
<td>MB 364</td>
</tr>
<tr>
<td>Phone</td>
<td>02-93851497</td>
<td>Email</td>
<td><a href="mailto:J.Lanicek@unsw.edu.au">J.Lanicek@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

| Consultation Time        | Mondays 3-4pm, Wednesdays, 1-2pm. or by appointment |

<table>
<thead>
<tr>
<th>Lecturer</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr Jan Lániček</td>
<td>Room</td>
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</tr>
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</tr>
</tbody>
</table>

| Consultation Time        | Mondays 3-4pm, Wednesdays, 1-2pm. or by appointment |

<table>
<thead>
<tr>
<th>Tutors</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sophie Robinson</td>
<td>Room</td>
<td>211</td>
</tr>
<tr>
<td>Phone</td>
<td></td>
<td>Email</td>
<td><a href="mailto:sophie.robinson@unsw.edu.au">sophie.robinson@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

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. It 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 Outcomes

1. At the conclusion of this course, students should be able: to develop a strong grasp of the origins, implementation and aftermath to the Holocaust and other genocides perpetrated by Nazi Germany between 1933 and 1945.
### 2. Objectives

- to develop a strong grasp of the role of the international community in causing, preventing and prosecuting genocide, and a sense of the global nature of the stories told.

- to gain insight into the ways in which divergent actors (perpetrators, victims and bystanders) responded to the Nazi organized mass violence before and during the Second World War.

- to communicate ideas to others in a clear and concise manner, both orally and in written form, to approach intellectual questions in a rigorous and academic manner, employing analytical skills and independent and reflective thinking and to critically assess scholarly material.

### Graduate Attributes

1. The ability to engage in independent and reflective learning.

2. Information literacy - the skills to appropriately locate, evaluate and use relevant information.

3. An appreciation of, and respect for, diversity.

4. The skills of effective communication.
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>Tutorial Presentation</td>
<td>ca. 10 minutes</td>
<td>15%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>Various</td>
</tr>
<tr>
<td>Essay Plan</td>
<td>500 words plus bibliography</td>
<td>10%</td>
<td>1,2,3,4</td>
<td>1,2,4</td>
<td>31 March 2016</td>
</tr>
<tr>
<td>Major Essay</td>
<td>3,000 words</td>
<td>50%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>16 May 2016</td>
</tr>
<tr>
<td>Map Quiz</td>
<td>10 minutes</td>
<td>5%</td>
<td>1,3</td>
<td>2,4</td>
<td>23 May 2016</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 hour</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>30 May 2016</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/)

**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 must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au). You must use your zID login to submit your assignments in Moodle.

There are TWO “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay Plan</td>
<td>31 March 2016</td>
</tr>
<tr>
<td>Major Essay</td>
<td>16 May 2016</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.
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 classes/activities 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_Rules.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/. 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
# 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 (check moodle for the full tutorial schedule, topics and readings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 February 2016</td>
<td>Introduction to the course</td>
<td>History of anti-Judaism and anti-Semitism</td>
<td>Introduction to the course: From anti-Judaism to anti-Semitism</td>
<td>No reading.</td>
</tr>
<tr>
<td></td>
<td>The Nazi Party: Ideology and Anti-Semitic Propaganda</td>
<td>Including excerpts from Nazi propaganda films: <em>Jud Süss</em> and <em>Triumph of the Will</em></td>
<td>Nazi anti-Semitic Propaganda</td>
<td></td>
</tr>
<tr>
<td>7 March 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>On youtube.com  <em>Jud Süss, Triumph of the Will</em> or <em>The Eternal Jew</em></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>21 March 2016</td>
<td>Nazi Racial policies</td>
<td>Excerpts from <em>I Accuse!</em> (1941)</td>
<td>Lisa Silverman, <em>Holocaust Representations in History. An Introduction</em> (London: Bloomsbury, 2015), pp. 93-100, 103-110. 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>4 April 2016</td>
<td>Ghettos during World War 2</td>
<td>Including: <em>A Film Unfinished</em> – in-class film (excerpts)</td>
<td>Collaboration? Jewish Councils (<em>Judenraete</em>) and Police</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading / Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 18 April 2016 | Radicalization of the Jewish policies | Origins of the Final Solution  
The Einsatzgruppen |
<p>| 25 April 2016 | ANZAC Day                          | Public holiday                                                                      | Primary sources (moodle)                                             |
| 2 May 2016   | The Final Solution                 | Deportations to the camps                                                          | Historians and the Final Solution:                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
Primo Levi, *If this is a man* (New York: Orion, 1959), pp.15-34. |
<p>| 23 May 2016| The Aftermath                                    | Tony Kushner, ‘Britain, the United States and the Holocaust: In Search of a Historiography’, in Dan Stone (ed.), <em>The Historiography of the Holocaust</em> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>The Aftermath</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 May 2016</td>
<td>Exam, 9.30-10.30</td>
<td>No lecture</td>
</tr>
</tbody>
</table>


Primary sources (moodle)
### 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.org](http://www.yivoencyclopaedia.org)
- [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 R. Browning, Nazi Policy, Jewish Workers, German Killers (Cambridge: Cambridge University Press, 2000).
Christopher Browning, The origins of the Final Solution : the evolution of Nazi Jewish policy, September 1939-March 1942 (Lincoln: University of Nebraska Press, 2004).
Tadeusz Borowski, This Way for the Gas Ladies and Gentlemen (London: Penguin, 1980).


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
www.yadvashem.org
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.