



INSTITUTE OF  
HISTORICAL  
RESEARCH

SCHOOL OF  
ADVANCED STUDY  
UNIVERSITY  
OF LONDON

# MA in Garden and Landscape History

Student Handbook  
2019-20

[history.sas.ac.uk](http://history.sas.ac.uk)

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# Welcome from the Dean

I would like to welcome you to the School of Advanced Study, whether you are joining us for the first time, or returning for further research. The School is a unique institution in UK Higher Education, uniting nine Research Institutes of international repute, seven of them with significant library resources; we believe that we offer an outstanding multidisciplinary environment for advanced learning and research in the humanities and social sciences, and we greatly value the contribution that all our students make to this environment.

We are glad that you have decided to bring your talents to the School and to participate in the vital and exciting enterprise of pursuing and disseminating knowledge. The purpose of this handbook is to give you full information about what is available, what to expect, how to get it, and what to do if problems arise. While your home Institute will be responsible for most aspects of your studies, the School and its Registry play an overarching role in ensuring that you progress smoothly through your course or research, and that from the time of your registration to the awarding of your degree your academic and personal interests are safeguarded. We hope that you will find this handbook useful (and would welcome suggestions for ways in which it might be improved), and that it will help to guarantee that your period of study at the School is as rewarding an experience as you, and we, would wish.

**Professor Rick Rylance**  
**Dean**

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# Introduction

This handbook is designed to provide an introduction to the administrative and regulatory requirements, academic support and welfare provision for students at the School of Advanced Study and Institute of Historical Research (IHR).

## Key Sources of Information

Other than this guide, students should also read through the following regulations, policies and procedures which apply to your registration (or continuing registration) at the School:

Document	Location of Document
University of London Statutes, Ordinances and Regulations	<a href="https://london.ac.uk/about-us/how-university-run/central-university-administration/statutes-ordinances-and-regulations">https://london.ac.uk/about-us/how-university-run/central-university-administration/statutes-ordinances-and-regulations</a>
Quality Assurance Framework	<a href="https://www.sas.ac.uk/sites/default/files/files/Policies/Quality%20Assurance%20Framework%20for%20Postgraduate%20Teaching.pdf">https://www.sas.ac.uk/sites/default/files/files/Policies/Quality%20Assurance%20Framework%20for%20Postgraduate%20Teaching.pdf</a>
Programme Specifications	<a href="https://www.sas.ac.uk/graduate-study/our-courses">https://www.sas.ac.uk/graduate-study/our-courses</a>
Programme Regulations	<a href="http://www.london.ac.uk/regs">http://www.london.ac.uk/regs</a>
University of London Student Complaints and Academic Appeals Procedure	<a href="https://london.ac.uk/current-students/complaints-and-appeals-procedure">https://london.ac.uk/current-students/complaints-and-appeals-procedure</a>
University of London Ordinance 17: Code of Student Discipline	<a href="https://london.ac.uk/sites/default/files/governance/Ordinance-17-Code-of-Student-Discipline_0.pdf">https://london.ac.uk/sites/default/files/governance/Ordinance-17-Code-of-Student-Discipline_0.pdf</a>
Intellectual Property Policy – Part E of the policy applies to students	<a href="https://london.ac.uk/sites/default/files/governance/intellectualpropertypolicy.pdf">https://london.ac.uk/sites/default/files/governance/intellectualpropertypolicy.pdf</a>
Data Protection Policy	<a href="https://london.ac.uk/about-us/how-university-run/policies/data-protection-policy">https://london.ac.uk/about-us/how-university-run/policies/data-protection-policy</a>
Fees Schedule	<a href="https://www.sas.ac.uk/graduate-study/fees-and-funding/tuition-fees">https://www.sas.ac.uk/graduate-study/fees-and-funding/tuition-fees</a>
Admissions Policy	<a href="https://www.sas.ac.uk/sites/default/files/files/Policies/SAS%20Admissions%20Policy.pdf">https://www.sas.ac.uk/sites/default/files/files/Policies/SAS%20Admissions%20Policy.pdf</a>
Terms and Conditions	<a href="https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf">https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf</a>

University of London Statutes, Ordinances and Regulations	<a href="https://london.ac.uk/about-us/how-university-run/central-university-administration/statutes-ordinances-and-regulations">https://london.ac.uk/about-us/how-university-run/central-university-administration/statutes-ordinances-and-regulations</a>
Quality Assurance Framework	<a href="https://www.sas.ac.uk/sites/default/files/files/Policies/Quality%20Assurance%20Framework%20for%20Postgraduate%20Teaching.pdf">https://www.sas.ac.uk/sites/default/files/files/Policies/Quality%20Assurance%20Framework%20for%20Postgraduate%20Teaching.pdf</a>
Terms and Conditions	<a href="https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf">https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf</a>
Accessing Wifi	<a href="http://www.senatehouselibrary.ac.uk/using-the-library/help/connect-wifi">http://www.senatehouselibrary.ac.uk/using-the-library/help/connect-wifi</a>
Accessing eResources	<a href="https://www.history.ac.uk/sites/history.ac.uk/files/sas_e-resources_guide.pdf">https://www.history.ac.uk/sites/history.ac.uk/files/sas_e-resources_guide.pdf</a>

## Key Contacts for Students

### Institute of Historical Research

University of London  
 Senate House, Malet Street  
 London WC1E 7HU  
 Tel: +44 (0)20 7862 8740  
 Web: [www.history.ac.uk](http://www.history.ac.uk)

### Registry

General enquiries:	<a href="mailto:sas.registry@sas.ac.uk">sas.registry@sas.ac.uk</a>
Admissions enquiries:	<a href="mailto:admissions@sas.ac.uk">admissions@sas.ac.uk</a>
Tuition fee and payment enquiries:	<a href="mailto:sas.fees@sas.ac.uk">sas.fees@sas.ac.uk</a>
Research degrees examination and thesis submission:	<a href="mailto:research.degrees@sas.ac.uk">research.degrees@sas.ac.uk</a>

### Registry Staff

- Kalinda Hughes, Head of Registry Services  
 Email: [kalinda.hughes@sas.ac.uk](mailto:kalinda.hughes@sas.ac.uk)  
 Phone: +44 (0)207862 8873
- Vacant Role, Admissions Officer  
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- Ivan Leonidov, SAS Programme Coordinator (Institute of Advanced Legal Studies)  
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 Phone: +44 (0)20 7862 8663
- Christine Weir, SAS Programme Coordinator (IMLR, ILAS, Heythrop)  
 Email: [christine.weir@sas.ac.uk](mailto:christine.weir@sas.ac.uk)  
 Phone: +44 (0)20 7862 8823

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- Vacant Role, Registry Fees Officer  
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Phone: +44 (0)20 7862 8869
  - Elena Aliferi, SAS Programme Coordinator (IHR, The Warburg Institute)  
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Phone: +44 (0)20 7862 8834
  - Solange La Rose, SAS Programme Coordinator (IES, ICwS, ICLS)  
Email: [solange.larose@sas.ac.uk](mailto:solange.larose@sas.ac.uk)  
Phone: +44 (0)20 7862 8312

### **Registry Office Location**

School of Advanced Study, University of London  
Ground Floor, Senate House,  
South Block, Malet Street, London WC1E 7HU  
Opening Hours: 9.30 – 4.30pm

## The School of Advanced Study (SAS)

**Website:** [www.sas.ac.uk](http://www.sas.ac.uk)

The School (or SAS) unites nine specialist humanities and social science research institutes at the centre of the University of London (Institutes of Advanced Legal Studies, Classical Studies, Commonwealth Studies, English Studies, Historical Research, Latin American Studies, Modern Languages Research, Philosophy and the Warburg Institute). Located in Bloomsbury, the School has strong links with the Colleges of the University and with the wider national and international research community in each of its disciplines. The School and Institutes run a varied programme of seminars, conferences, lectures, workshops, and research training events. Library resources take the form of the collections of the Institute libraries and Senate House Library.

The School has a unique atmosphere of both specialised scholarly study and interdisciplinary collegiality. There are approximately 300 masters and research students in the School who, with staff and researchers, form a friendly and lively academic community.



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# The Institute of Historical Research (IHR)

**Website:** [www.history.ac.uk](http://www.history.ac.uk)

Founded in 1921 by A. F. Pollard, the Institute of Historical Research is the University of London's centre for postgraduate study in history. It contains an open-shelf reference library, publishes works of reference and administers a number of research projects. It runs a wide-ranging programme of research seminars, courses and conferences which are open to students. It administers research fellowships for students whose doctorates are nearing completion, in addition to other prizes and awards.

## Who's Who in the IHR

### **Director's Office**

**Professor of History and IHR Director:** Professor Jo Fox (Jo.Fox@sas.ac.uk)

**Institute Manager:** Dr Conor Wyer (Tel: 0207 862 8758, email: Conor.Wyer@sas.ac.uk)

**Events & Operations Officer:** Ms Gemma Dormer (Tel: 020 7862 8732, email: gemma.dormer@sas.ac.uk)

**Fellowships & Publications Officer:** Vanessa Rockel (Tel: 020 7862 8747, email: vaness.rockel@sas.ac.uk)

**Head of IHR Centenary Campaign:** Annette Bullen (Tel: 020 7862 8798, email: annette.bullen@sas.ac.uk)

**Development Office Administrator:** Mark Lawmon (Tel: 020 7862 8791, email: [Mark.Lawmon@sas.ac.uk](mailto:Mark.Lawmon@sas.ac.uk))

**Senior Administrative Officer:** Olwen Myhill (Tel: 020 7862 8790, email: [Olwen.Myhill@sas.ac.uk](mailto:Olwen.Myhill@sas.ac.uk))

**Administrative & Project Support Officer:** Rebecca Read (Tel: 020 7862 8776, email: [Rebecca.Read@sas.ac.uk](mailto:Rebecca.Read@sas.ac.uk))

**Receptionists:** Muneer Hussain & Glen Jacques (Tel: 020 7862 8740, email: IHR.reception@sas.ac.uk)

### **IHR Wohl Library**

The first point of contact for all library queries is the Library Office (Tel: 020 7862 8760, email: [IHR.Library@sas.ac.uk](mailto:IHR.Library@sas.ac.uk)). The Wohl Library Office is located in the Wohl Reading Room, Floor 1.

**IHR Librarian:** Matthew Shaw

**IHR Archivist:** Zoë Karens

**Reader Experience and Technical Services Librarian:** Kate Wilcox

**Collections/Periodicals Librarian:** Mette Lund Newlyn

**Collections Librarian:** Michael Townsend

### **IHR Digital & Publications**

**Director of IHR Digital & Publications & Senior Lecturer in British History:** Dr Philip Carter (Tel: 020 7862 8828, email: [Philip.Carter@sas.ac.uk](mailto:Philip.Carter@sas.ac.uk))

**Head of Publications and Executive Editor, Historical Research:** Dr Julie Spraggon (Tel: 020 7862 8788, email: [Julie.Spraggon@sas.ac.uk](mailto:Julie.Spraggon@sas.ac.uk))

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**Senior Web Developer & Technical Lead:** Kunika Kono (Tel: 020 7862 8774, email: [Kunika.Kono@sas.ac.uk](mailto:Kunika.Kono@sas.ac.uk))

**Editor, Bibliography of British and Irish History (BBIH):** Simon Baker (Tel: 020 7862 8782, email: [Simon.Baker@sas.ac.uk](mailto:Simon.Baker@sas.ac.uk))

**Editorial Assistant, BBIH and IHR Publications:** Sara Charles ([Sara.Charles@sas.ac.uk](mailto:Sara.Charles@sas.ac.uk))

**Head of Digital Projects and Editor, British History Online:** Jonathan Blaney (Tel: 020 7862 8786, email: [Jonathan.Blaney@sas.ac.uk](mailto:Jonathan.Blaney@sas.ac.uk))

**Academic and Public Engagement Officer:** Dr Hannah Elias (Tel: 020 7862 8844, email: [Hannah.Elias@sas.ac.uk](mailto:Hannah.Elias@sas.ac.uk))

### **Centre for the History of People, Place and Community**

**Professor of History & Director of the Centre:** Professor Catherine Clarke (email: [Catherine.Clarke@sas.ac.uk](mailto:Catherine.Clarke@sas.ac.uk))

**Lecturer in Medieval History & Director of Studies and Research Training:** Dr Simon Trafford ([Simon.Trafford@sas.ac.uk](mailto:Simon.Trafford@sas.ac.uk))

**Project Manager, Layers of London:** Seif El Rashidi (Tel: 020 7862 8705, email: [Seif.Elrashidi@sas.ac.uk](mailto:Seif.Elrashidi@sas.ac.uk))

**Public Engagement Officer, Layers of London:** Amy Todd (Tel: 020 7862 8765, [Amy.Todd@sas.ac.uk](mailto:Amy.Todd@sas.ac.uk))

**GIS Officer, Layers of London:** Lewis Calvert (email: [Lewis.Calvert@sas.ac.uk](mailto:Lewis.Calvert@sas.ac.uk))

**Volunteer Co-ordinator, Layers of London:** Liam Cunningham (Tel: 020 7862 8794, [liam.cunningham@sas.ac.uk](mailto:liam.cunningham@sas.ac.uk))

**Research Officer, British and Irish Furniture Makers Online:** Dr Laurie Lindey (Tel: 020 7862 8698, email: [Laurie.Lindey@sas.ac.uk](mailto:Laurie.Lindey@sas.ac.uk))

**Lecturer in Medieval History & VCH Editor:** Dr Adam Chapman (Tel: 020 7862 8799, email: [Adam.Chapman@sas.ac.uk](mailto:Adam.Chapman@sas.ac.uk))

**Lecturer in Landscape Studies & VCH Architectural Editor:** Matthew Bristow (Tel: 020 7664 4899, email: [Matthew.Bristow@sas.ac.uk](mailto:Matthew.Bristow@sas.ac.uk))

**Managing Editor: CHPPC:** Jessica Davies Porter (Tel: 020 7862 8779, email: [jessica.davies-porter@sas.ac.uk](mailto:jessica.davies-porter@sas.ac.uk))

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# MA in Garden and Landscape History

## Course Director



Dr Barbara Simms

Lecturer in Contemporary Garden History

[Barbara.Simms@sas.ac.uk](mailto:Barbara.Simms@sas.ac.uk)

## Director of Studies

Dr Simon Trafford, [Simon.Trafford@sas.ac.uk](mailto:Simon.Trafford@sas.ac.uk)

## SAS Programme Coordinator

Elena Aliferi, [Elena.Aliferi@sas.ac.uk](mailto:Elena.Aliferi@sas.ac.uk)

## Course Tutors

Jonathan Blaney, Head of Digital Projects and Editor, British History Online, [jonathan.blaney@sas.ac.uk](mailto:jonathan.blaney@sas.ac.uk)

Dr Jane Bradney, Garden Historian, [cjbradney@aol.com](mailto:cjbradney@aol.com)

Dr Matthew Bristow, VCH Architectural Editor, [matthew.bristow@sas.ac.uk](mailto:matthew.bristow@sas.ac.uk)

Dr David Jacques, Garden Historian, [dlj@sugnall.co.uk](mailto:dlj@sugnall.co.uk)

Dr Sally Jeffery, Garden and Architectural Historian, [sally.jeffery2@gmail.com](mailto:sally.jeffery2@gmail.com)

Dr Alan Powers, Leader of Historical Studies, London School of Architecture, [pasquito@aol.com](mailto:pasquito@aol.com)

Tim Richardson, Garden Historian, [tim@space19.demon.co.uk](mailto:tim@space19.demon.co.uk)

Michael Symes, Garden Historian, [michaelsymes@btinternet.com](mailto:michaelsymes@btinternet.com)

Dr Simon Trafford, IHR Research Training Officer, [Simon.Trafford@sas.ac.uk](mailto:Simon.Trafford@sas.ac.uk)

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# MA Programme Details

## Course Description

The MA in Garden and Landscape History introduces students to key historical approaches, sources and methods relevant to the study of gardens and landscapes throughout history. They will learn how to acquire knowledge from a range of sources, including history, horticulture, architecture and garden archaeology, in order to develop an appreciation of the study of garden history as a cultural discipline. Students will be able to appreciate differences in garden-making over time and in different countries, from the sixteenth century to the present day in Britain, Europe and America. The emphasis will be on design and management, ownership and the culture from which these examples have evolved. This degree will also provide an academically rigorous environment in which students will learn a range of academic research and writing skills. Students will be encouraged to attend and take part in the IHR seminars on the History of Gardens and Landscapes, which are held on some Thursdays at 6pm. Students may also attend any of the IHR's short training courses free of charge. For available courses see the IHR website: <http://www.history.ac.uk/research-training>.

## Course Structure

The course is run on a full-time (one year) or a part-time (two years) basis. For all students, core teaching (Modules 1 and 2) takes place on Wednesdays from 10am to 4pm during the autumn and spring terms of the first year. The summer term will be dedicated to dissertation research and writing (Module 3). Full-time students also attend 7 additional sessions for dissertation preparation on Wednesdays 4-5.30pm at the end of the autumn term and the beginning of the spring term. Part-time students attend two additional days for dissertation preparation on Wednesdays 10am-4pm during the first part of the summer term and complete dissertation research and writing during their second year.

Students must complete Modules 1, 2 and 3 to be awarded the full MA. However, there are options available for flexible study:

- Module 1 can be undertaken as a standalone unit leading to a Certificate in Garden and Landscape History;
- Modules 1 and 2 can be taken leading to a Diploma in Garden and Landscape History.

## Assessment

Assessment will be by coursework (66%) and dissertation (34%), broken down as follows:

### Module 1

- One 5000-word research report (40 credits)
- One 2000-word essay (20 credits)

### Module 2

- One 5000-word essay related to option 1/2 OR option 3/4 (25 credits)
- One PowerPoint presentation (digital copy only) and 500-word handout related to option 1/2 OR 3/4 (10 credits)
- One 2500-word dissertation proposal (25 credits)

### Module 3

- Dissertation of 15,000 words (60 credits)

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To complete the degree, students must achieve at least **50% in each assessed element of the course** (i.e. each separate piece of assessed coursework and dissertation). If a piece of assessed work is marked below 50% it may be resubmitted once at the next coursework deadline.

Candidates will not be permitted to proceed to submission of the dissertation unless they have satisfied the examiners in the five pieces of assessed work.

Dates of submission of all the course essays are given in the course timetable (pages 12-14). The deadlines for essay and dissertation submission are part of the regulations for the degree, and failure to meet them will be penalized – this means that marks will be deducted from the work when it is handed in.

Deadlines are not negotiable **except** by prior discussion and in the event of illness or other serious problem (see page 36, below).

## Classification of the Degree

**Distinction:** an average mark of 70% or above, including 70% or above for the dissertation

**Merit:** an average mark of 60–69%, including 60–69% or above for the dissertation (**please note** that for continuing students who registered before 2017-18, Merit remains at an average mark of 65-69%, including 65-69% for the dissertation)

**Pass:** an average mark of 50–59%, including marks of 50% or above for all assessed work AND the dissertation (for continuing students who registered before 2017-18, Pass remains at an average mark of 50-64%)

For marking criteria, see pages 38-41, below.

## Course Timetable 2019–20

All classes for core modules take place on Wednesdays, morning sessions 10am–12.30pm and afternoon sessions 1.30pm–4pm. Precise timings and arrangements for visits will be announced in advance. Individual tutorials with the course director and supervisions for dissertations will be held by arrangement with the relevant tutors.

### **Autumn Term** (30 September 2019- 6 December 2019)

- 26 September     **International Students' Welcome:**  
14:00, Room 243, Senate House  
**All international students should attend.** (see separate [timetable](#))
- 27 September     **School of Advanced Study Registration and Enrolment**  
IHR students 11:00 to 12:00 – Wolfson Suite, Lower Ground Floor, Institute of Historical Research, North Block, Senate House, Malet Street  
**All new students are required to attend.** (see separate [timetable](#)).  
**IHR Student Induction:** lunch available from 12:00 in the IHR Common Room. Introduction to the IHR 12:30 in Room N301, 3<sup>rd</sup> floor, IHR, followed by tour of the IHR.  
**SAS Student Welcome and Induction** will take place from 14:00-18:00 in Wolfson Suite, Lower Ground Floor, Institute of Historical Research, North Block, Senate House, Malet Street  
**All new students are required to attend.** (see separate [timetable](#)).
- 1 October         **Dean's Welcome:** 17:00, Second floor lobby, Senate House, South Block

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2 October	<b>Classes commence for Module 1 (Theory and Practice in Garden and Landscape History)</b>
10 October	<b>IHR students and Fellows reception:</b> 16:00-18:00, IHR Common Room
17 October	<b>Group meeting for Year 2 (part-time) dissertation students:</b> 14:00-17:00
30 October	<b>SUBMISSION DEADLINE for unassessed essay (17:00)</b>
6 November	<b>Dissertation preparation sessions commence (FULL-TIME STUDENTS)</b> (6, 20, 27 November 16:00-17:30)
4 December	<b>SUBMISSION DEADLINE for assignment 1 (2000-word essay on a conceptual issue) (17:00)</b> Final class of term
23 December	IHR closed for Christmas/New Year; reopens 2 January

**Spring Term** (6 January 2020- 20 March 2020)

8 January 2020	<b>Classes commence for Module 2 (Culture and Politics of Gardens) Options 1 and 2</b> <b>Dissertation preparation sessions continue (FULL-TIME STUDENTS)</b> (15, 22, 29 January, 5 February 16:00-17:30)
10-14 February	<b>Reading Week</b> (Year 1 students)
13 February	<b>Group meeting for Year 2 (part-time) dissertation students:</b> 14:00-17:00
19 February	<b>Classes commence for Module 2 Options 3 and 4</b>
18 March	<b>SUBMISSION DEADLINE for assignment 2 (5000-word garden research report) (17:00)</b> Final class of term
9 April -14 April	IHR closed for Easter

**Summer Term** (20 April 2020- 10 July 2020)

During this term full-time students will focus on dissertation research and writing for submission by 4 September 2020. Three group meetings will be held (May, June, July 2020) to discuss progress, research questions and dissertation writing, and students will attend 6 x 1hr sessions with their dissertation supervisor.

During the summer term part-time students will also begin preparatory dissertation research for submission 3 September 2021. Three group meetings (November, February, May 2020/21) will be held and students will attend 6 x 1hr sessions with their dissertation supervisor. Additional optional sessions may be arranged to address student requirements and requests.

8 April	<b>SUBMISSION DEADLINE for dissertation proposal (2500 words) (FULL-TIME STUDENTS) (17:00)</b>
22 April	<b>Dissertation preparation session (YR 1 PART-TIME STUDENTS):</b> 10:00-16:00
6 May	<b>SUBMISSION DEADLINE for assignments 3 and 4 (5000-WORD ESSAY FOR OPTION and PPT/ 500-WORD HANDOUT) (17:00)</b>
13 May	<b>Dissertation preparation session (YR 1 PART-TIME STUDENTS):</b> 10:00-16:00

14 May	<b>Group meeting for Year 1 (full-time) dissertation students:</b> 10:00-13:00
	<b>Group meeting for Year 2 (part-time) dissertation students:</b> 14:00-17:00
17 June	<b>Group meeting for Year 1 (full-time) dissertation students:</b> 10:00-13:00
24 June	<b>SUBMISSION DEADLINE for dissertation proposal (2500 words) (PART-TIME STUDENTS) (17:00)</b>
15 July	<b>Group meeting for Year 1 (full-time) dissertation students:</b> 10:00-13:00
4 September	<b>DISSERTATION DEADLINE (17:00) 4 September 2020 (full-time students), 3 September 2021 (part-time students)</b>

## Course Details

### Module 1: Theory and Practice in Garden and Landscape History

The first term will showcase the huge variety of resources available to study garden and landscape history from archaeology, architecture, cartography, horticulture, manuscripts, paintings and other works of art from the seventeenth century to the present day. A key aspect of Module 1 is the opportunity to consider in detail theoretical concepts underpinning garden history and their practical application in the present day. Students will be expected to make themselves familiar with the timeline of garden design history by studying the recommended texts and to prepare for each session by advance reading (provided on the VLE) to enable full participation in discussion.

#### **Autumn Term**

<b>Week</b>	<b>Date</b>	<b>AM (10-12.30)</b>	<b>Tutor</b>	<b>PM (1.30-4)</b>	<b>Tutor</b>
Week 1	2 October	Introduction to the course	Barbara Simms	What is garden history?	Barbara Simms
Week 2	9 October	Conservation theory	David Jacques	Conservation in practice (visit to Chiswick House and Gardens)	David Jacques
Week 3	16 October	Visual resources for early garden history (visit to the Society of Antiquaries)	Sally Jeffery	Italian Renaissance philosophy and garden design	Sally Jeffery
Week 4	23 October	Picturesque theory	Michael Symes	Politics and gardens	Tim Richardson

Week 5	30 October	Researching a garden (brief for assignment 2) (10-12)	Barbara Simms	Visit to The National Archives, Kew (2-4)	Barbara Simms
Week 6	6 November	Internet sources training day	Simon Trafford	Internet sources training day	Simon Trafford
Week 7	13 November	Arts & Crafts philosophy and garden design	Barbara Simms	Researching contemporary garden designers (visit to the Garden Museum C20 Archive)	Barbara Simms
Week 8	20 November	Questionnaires and interview schedules	Barbara Simms	Maps and space	Matthew Bristow
Week 9	27 November	Historical data (joint session with MRes students 10.30-12)	Jonathan Blaney	New research session (speakers tba)	Barbara Simms
Week 10	4 December	Researching a garden (update on student projects)	Barbara Simms	New research session (speaker tba 1.30-3)	Barbara Simms
				Module 1 review and discussion of Module 2 (3-4)	Barbara Simms

## Module Assessment

One 1500-word essay on a conceptual issue, e.g. picturesque theory, sustainability, conservation theory

One 5000-word report on a garden's history to assess the student's report writing ability and application of research skills

Following the visit to Chiswick House and Gardens students will be required to prepare a 1500-word **unassessed** essay on an aspect of its conservation to assess their academic writing skills. Individual tutorials will then be arranged with the course director for discussion and advice for future written assignments.



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## Select Bibliography

Titles in bold are either overviews of garden design history or seminal works on themes, both of which will provide useful background for the course. Students will be advised of specific readings in advance of sessions.

**Edwards, Ambra, *The Story of the English Garden* (London: Pavilion Books, 2018)**

**Harney, Marion (ed.), *Gardens & Landscapes in Historic Building Conservation* (Chichester: Wiley Blackwell, 2014)**

Hobhouse, Penelope, *Plants in Garden History* (London: Pavilion, 1992, and later editions)

Hobhouse, Penelope, *The Story of Gardening* (London: Dorling Kindersley, 2002)

**Hunt, John Dixon, *Garden and Grove: The Italian Renaissance Garden in the English Imagination* (London: Dent, 1986)**

**Hunt, John Dixon, *Greater Perfections. The Practice of Garden Theory* (London: Thames & Hudson, 2000)**

Kingsbury, Noël, and Tim Richardson (eds), *Vista: the culture and politics of gardens* (London: Frances Lincoln, 2005)

**Lambert, David, Peter Goodchild and Judith Roberts, *Parks and Gardens: A researcher's guide to sources for designed landscapes* (Brighton: Landscape Design Trust with English Heritage, 3rd edn, 2006)**

Leslie, Michael, and John Dixon Hunt (eds), *A Cultural History of Gardens* (London: Bloomsbury Academic, 2015-16), vol. 3: *A Cultural History of Gardens in the Renaissance*; vol. 4: *A Cultural History of Gardens in the Age of Enlightenment*; vol. 5: *A Cultural History of Gardens in the Age of Empire*; vol. 6: *A Cultural History of Gardens in the Modern Age*.

McKay, George, *Radical Gardening: politics, idealism & rebellion in the garden* (London: Frances Lincoln, 2011)

**Mosser, Monique and Georges Teyssot (eds), *The History of Garden Design: The Western Tradition from the Renaissance to the Present Day* (London: Thames & Hudson, 1991)**

Richardson, Tim, *The Arcadian Friends: Inventing the English landscape garden* (London: Bantam, 2007)

**Symes, Michael, *A Glossary of Garden History* (Princes Risborough: Shire, 2006)**

Symes, Michael, *The Picturesque and the Later Georgian Garden* (Bristol: Redcliffe Press, 2012)

**Taylor, Patrick, *The Oxford Companion to the Garden* (Oxford: Oxford University Press, 2006)**

**Thacker, Christopher, *The Genius of Gardening. The History of Gardens in Britain and Ireland* (London: Weidenfeld & Nicolson, 1994)**

Treib, Marc (ed.), *Meaning in Landscape Architecture & Gardens* (Abingdon: Routledge, 2011)

**Turner, Tom, *Garden History: Philosophy and Design 2000 BC – 2000 AD* (London: Spon Press, 2005)**

**Watkins, John and Tom Wright, *The Management & Maintenance of Historic Parks, Gardens & Landscapes* (London: Frances Lincoln, 2007)**

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Waymark, Janet, *Modern Garden Design: Innovation Since 1900* (London: Thames & Hudson, 2005)

**Uglow, Jenny, *A Little History of British Gardening* (London: Chatto & Windus, 2017)**

## Module 2: Culture and Politics of Gardens

This module will look at historiography, theory, the connection between culture and politics in landscape-making and the expansion of the skills of term one across regional boundaries.

For instance, the influence in Britain of the Italian Renaissance's new ideas on garden making, including architecture, sculpture and hydraulic engineering; iconography in gardens and landscapes; formality in garden-making as an indicator of the power of the owner, from the sixteenth century onwards, as in France; different aspects of the 'natural' garden from the eighteenth century onwards; conflict between the 'natural' and the formal in the nineteenth century between William Robinson and Reginald Blomfield in Britain; gender and garden making; and shifting boundaries between architect, landscape architect and plantsman relating to the status of those designing gardens and landscapes in the 21st century.

These sessions aim to:

- Develop students' knowledge and understanding of gardens and landscapes in different countries
- Develop students' critical analysis and judgement
- Demonstrate the importance of context and the relationship of garden and landscape history to other disciplines such as literature, social history, film and visual media and the history of ideas

These options are taught by 8 half-day sessions on consecutive Wednesdays. Tutors will usually introduce each session with a short talk followed by a student's prepared presentation on a specific aspect of the topic under discussion. When not giving a presentation, all students are expected to have read enough to be able to participate fully in class discussion. Advance reading will be provided for each unit.

Students will choose one unit from each group:

### Group A

The evolution of English gardens in the sixteenth and seventeenth centuries  
Nineteenth-century gardens

### Group B

Eighteenth-century gardens  
Gardens of the twentieth and twenty-first centuries

### Spring Term

Week	Date	AM (10-12.30)	Tutor	PM (1.30-4)	Tutor
Week 1	8 January	OPTION 1: Evolution of English gardens in the	David Jacques	OPTION 1	David Jacques

		sixteenth and seventeenth centuries			
		OPTION 2: Nineteenth-century gardens	Jane Bradney	OPTION 2	Jane Bradney
Week 2	15 January	OPTION 1/2	David Jacques/ Jane Bradney	OPTION 1/2	David Jacques/ Jane Bradney
Week 3	22 January	OPTION 1/2	David Jacques/ Jane Bradney	OPTION 1/2	David Jacques/ Jane Bradney
Week 4	29 January	OPTION 1/2	David Jacques/ Jane Bradney	OPTION 1/2	David Jacques/ Jane Bradney
Week 5	5 February	Garden research projects (presentations /discussion)	Barbara Simms	Writing a garden research report	Barbara Simms
Reading Week					
Week 6	19 February	OPTION 3: Eighteenth-century gardens	David Jacques	OPTION 3	David Jacques
		OPTION 4: Gardens of the twentieth and twenty-first centuries	Barbara Simms	OPTION 4	Barbara Simms
Week 7	26 February	OPTION 3/4	David Jacques/ Alan Powers	OPTION 3/4	David Jacques/ Alan Powers
Week 8	4 March	OPTION 3/4	Michael Symes/ Barbara Simms	OPTION 3/4	Michael Symes/ Barbara Simms
Week 9	11 March	OPTION 3/4	Michael Symes/ Tim Richardson	OPTION 3/4	Michael Symes/ Tim Richardson
Week 10	18 March	Course review (10-11)	Barbara Simms	Garden visit tba (12.30-4)	Barbara Simms

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## Module Assessment

One 5000-word essay related to option 1/2 OR option 3/4

One PowerPoint presentation (digital copy only) and 500-word handout related to option 1/2 OR 3/4

One 2500-word dissertation proposal

NB The essay and PPT presentation must be from different modules.

## Unit Options for Module 2

### 1. Evolution of English Gardens in the Sixteenth and Seventeenth Centuries

**Course tutor: David Jacques**

#### Learning outcomes

By the end of the option students will:

- Understand the chronology of garden types and forms of 'ancient' gardens.
- Appreciate the range of gardens seen between town and country and across the social scale.
- Be aware of the introduction of design features and plants over the two centuries, and how these were adapted to English conditions.
- Have an understanding of the types of sources available to scholarship, and how the gardens of this period were interpreted variously over the centuries, and for what reasons.

#### Course content

Introduction on types of English gardens – courtly, merchants, artisans, Inns of Court, and public walks – and the division of high-status ones by period. Attributions to period by design style and materials. English garden history outlined by period. How the subject evolved from early eighteenth century till the present as sources became available, and to accord with chosen narratives. Sources: references in literature, maps, comparisons, documents and archaeology.

Development of the medieval garden into the Henrican garden, e.g. Hampton Court. The Elizabethan garden from 1570: links to poetry and masques, e.g. Kenilworth. The Jacobean period till the 1630s one of garden architecture, e.g. Wilton, and the flower garden, e.g. tulips. The mid-century one of restraint, e.g. Bolsover. Restoration gardening sees Royal projects after the French, e.g. St James's Park. French example seized upon by all in 1680s and 1690s, e.g. Bretby and Chatsworth, and reinforced by William III's gardens, e.g. Hampton Court.

Design aspects. Advice on situation, aspect and disposition. Travel and ideas from abroad. New garden features introduced in each period. The axis, the approach, the avenue. The knot garden and parterre. Jacobean garden structures influenced by Mannerism of Serlio, Androuet du Cerceau: Smythson's drawings. The garden plant from William Turner to the early nurseries; plant selection, collecting and propagation, flowerpots and stoves for exotics. Bowling and the English fame in the use of grass. Parks; their symbolism, James I's law on deer poaching, licensing of parks and the game law.

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Afterlife. Fact and fiction about Elizabethan gardens in the nineteenth and early twentieth centuries. Arts and crafts revivals. The Shakespearian garden. New sources in late twentieth century being archive and archaeology. State of knowledge on the subject today.

### **Select bibliography**

Bushnell, Rebecca, *Green Desire: Imagining early modern English gardens* (Ithaca: Cornell University Press, 2003)

Christianson, C. Paul, *The Riverside Gardens of More's London* (New Haven and London: Yale University Press, 2005)

Elliott, Brent, 'The development and present state of garden history', in *The History of Garden History*, RHS Occasional Papers, 9 (December 2012), pp. 3-94

Foley, Caroline, *Topiary, Knots and Parterres* (London: Pimpernel Press, 2017)

Francis, Jill, *Gardens and Gardening in Early Modern England and Wales* (New Haven and London: Yale University Press, 2018)

*Garden History*, 27/1 (Summer 1999), special issue on Tudor gardens

*Garden History*, 36/1 (Summer 2008), another issue devoted to Tudor gardens

Henderson, Paula, *The Tudor House and Garden: architecture and landscape in the 16th and 17th centuries* (New Haven and London: Yale University Press, 2005)

Hunt, John Dixon, *Garden and Grove: the Italian Renaissance Garden in the English Imagination 1600-1750* (London: Dent, 1986)

Jacques, David, *Gardens of Court and County: English design 1630-1730* (New Haven and London: Yale University Press, 2017)

Keay, Anna, and John Watkins (eds.) *The Elizabethan Garden at Kenilworth Castle* (London: English Heritage, 2013)

Strong, Roy, *The Renaissance Garden in England* (London: Thames & Hudson, 1979)

Strong, Roy, *The Quest for Shakespeare's Garden* (London: Thames & Hudson, 2016)

Willes, Margaret, *The Making of the English Gardener: Plants, books and inspiration 1560-1660* (New Haven and London: Yale University Press, 2011)

## **2. Nineteenth-Century Gardens**

**Course tutor: Jane Bradney**

### **Learning Outcomes**

By the end of the option students will be able to:

- Systematically and effectively describe, interpret and analyse English gardens and gardening texts from the nineteenth century.
- Identify and evaluate evidence from the wide range of sources relevant to gardens and gardening in nineteenth-century England.
- Begin to engage with the concepts, values and debates that informed English garden history in the nineteenth century.

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## Course Content

The sessions will consider major changes to private and civic designed landscapes; with a visit to one of the capital's nineteenth-century public parks. There will be strong reference throughout to social, economic, political and broader aesthetic changes. Growth of the middle classes, suburbia, the role of female gardeners, amateur gardeners and horticultural societies will be explored through the new gardening press, the development of mass markets and the emergence of gardening as a leisure activity. The role of science in shaping and directing garden fashions will be examined. The theme of national identity will allow exploration of the role of Empire, the assimilation of foreign gardening styles such as the Japanese garden and evolving concepts of the English garden. Historicism and sentiment will be considered through aspirations such as the 'Old English' garden and the Shakespearian garden. Writers, gardeners and designers including Donald Beaton, Juliana Ewing, James Shirley Hibberd, John and Jane Loudon, Edward Kemp, William Andrews Nesfield, Joseph Paxton and William Robinson will be considered.

## Select Bibliography

- Biggrove, Richard, *William Robinson: the wild gardener* (London: Frances Lincoln, 2008)
- Elliott, Brent, *Victorian Gardens* (London: Batsford, 1986)
- Elliott, Paul A., Charles Watkins and Stephen Daniels, *The British Arboretum: trees, science and culture in the nineteenth century* (Abingdon: Routledge, 2015)
- Evans, Shirley Rose, *Masters of their Craft: the art, architecture and garden design of the Nesfields* (Cambridge: Lutterworth Press, 2014)
- Helmreich, Anne, *The English Garden & National Identity: the competing styles of garden design, 1870–1914* (Cambridge: Cambridge University Press, 2002)
- Hitchin, Claude, *Rock Landscapes and the Pulham Legacy* (Woodbridge: Antique Collectors Club, 2012)
- Kemp, Edward, *How to Lay out a Garden* (London: Bradbury and Evans, 1858 or 1864)
- Page, Judith W. and Elise L. Smith, *Women, Literature, and the Domesticated Landscape: England's Disciples of Flora, 1780–1870* (Cambridge: Cambridge University Press, 2011)
- Lasdun, Susan, *The English Park: royal, private and public* (London: Andre Deutsch, 1991)
- Loudon, Jane, *The Ladies Companion to the Flower Garden* (London: William Smith, 1841)
- Loudon, John Claudius, *The Suburban Gardener and Villa Companion* (London: Longman et al, 1838)
- Simo, Melanie, *Loudon and the Landscape: from country seat to Metropolis 1783–1843* (New Haven and London: Yale University Press, 1988)
- Robinson, William, *The Wild Garden* (London: J. Murray, 1894 4th edn, reprinted Scholar Press, 1979) (other editions may also be consulted)
- Scourse, Nicolette, *The Victorians and their Flowers* (London: Croome Helm, 1983)
- Waters, Michael, *The Garden in Victorian Literature* (Aldershot: Scholar Press, 1988)
- Wilkinson, Anne, *The Victorian Gardener: the growth of gardening and the floral world* (Stroud: Sutton Publishing, 2006)

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Wilkinson, Anne, *Shirley Hibberd the father of amateur gardening; his life and works 1825–1890* (Bromsgrove: Cortex Design, 2012)

## 3. Eighteenth-Century Gardens

**Course tutors: Michael Symes and David Jacques**

### Learning Outcomes

By the end of the option students will be able to:

- Appreciate how the English garden changed and developed through a number of forms during the eighteenth century.
- Understand the reasons and sources for the creation of the landscape garden, together with cultural trends.
- Understand the social, political and philosophical context of the time.
- Have a good knowledge of the major gardens created during the century, including their owners and designers.
- Appreciate themes, fashions and design concepts relating to different periods.
- Comment analytically on gardens created during the century.

### Course Content

This option looks at the various factors which contributed to the development of the English Landscape Garden. Themes and topics will include classical influence; Italy and the Grand Tour; party politics; approaches to nature; enclosure; economics; literary gardens; the Picturesque; theatre and illusion; the agricultural and industrial revolutions; new plantings; architectural innovation and the change from a predominantly literary culture to a visual one.

### Select Bibliography

Brown, David and Tom Williamson, *Lancelot Brown and the Capability Men: Landscape Revolution in 18th-Century England* (London: Reaktion, 2016)

Coffin, David, *The English Garden: Meditation and Memorial* (Princeton and Chichester: Princeton University Press, 1994)

Daniels, Stephen, *Humphry Repton: Landscape Gardening and the Geography of Georgian England* (Newhaven and London: Yale University Press, 1999)

Hunt, John Dixon, and Peter Willis (eds), *The Genius of the Place: The English Landscape Garden 1620–1820* (London: Elek, 1975)

Hunt, John Dixon, *The Figure in the Landscape: Poetry, Painting, and Gardening during the Eighteenth Century* (Baltimore and London: Johns Hopkins Press, 1976)

Hunt, John Dixon, *Garden and Grove: The Italian Renaissance Garden in the English Imagination* (London: Dent, 1986)

Jacques, David, *Georgian Gardens: The Reign of Nature* (London: Batsford, 1983)

Jacques, David, *Gardens of Court and Country: English design 1630-1730* (New Haven and London: Yale University Press, 2017)

Laird, Mark, *The Flowering of the Landscape Garden: English Pleasure Grounds 1720–1800* (Philadelphia: University of Pennsylvania Press, 1999)



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Mowl, Timothy, *Gentlemen & Players: Gardeners of the English Landscape* (Stroud: Sutton, 2000)

Phibbs, John, *Place-making: The Art of 'Capability' Brown 1716-1783* (London: Historic England, 2017)

Richardson, Tim, *The Arcadian Friends: Inventing the English Landscape Garden* (London: Bantam, 2007)

Symes, Michael, *The Picturesque and the Later Georgian Garden* (Bristol: Redcliffe Press, 2012)

Symes, Michael, *The English Landscape Garden. A survey* (London: Historic England, 2019)

Williamson, Tom, *Polite Landscapes: Gardens and Society in Eighteenth-Century England* (Stroud: Sutton, 1995)

## 4. Twentieth and Twenty-First Century Gardens

**Course tutors: Barbara Simms, Alan Powers and Tim Richardson**

### Learning Outcomes

By the end of this option students will be able to:

- Engage with the concepts, values and debates that inform the study of twentieth and twenty-first century designed landscapes.
- Recognise and analyse the relationship between architecture and contemporary designed landscapes.
- Analyse, describe and interpret designed landscapes of the twentieth and twenty-first centuries closely and systematically.
- Critically interpret a range of primary and secondary sources for the history of gardens and gardening across the period.

### Course Content

The days of the landed estate began to draw back after the First World War and the depressions of the 1920s and 30s, and grand-scale, old-fashioned formal gardens were no longer affordable in many countries. Also, movements such as Art Nouveau, seen in Victor Horta's landscape in Belgium, and Art Deco in Gaudi's Parque Guell in Barcelona and the Noailles garden in France, affected the way in which some European countries created their gardens. The use of concrete and large sheets of glass went more comfortably with Cubism, and though Le Corbusier adopted Modernism in his designs for houses, he did not have a satisfactory answer to those wanting gardens. Such 'functional' landscape-making was adopted in Britain by Christopher Tunnard, whose seminal work *Gardens in the Modern Landscape* (1939) encouraged designers to create gardens 'for the age in which we live'.

Between 1918 and 1939 suburbanization changed the face of the English landscape and created, it was said, 'a nation of gardeners'. Some one million council houses were completed during the 1920s and '30s, with treble that number of homes for owner-occupiers, built mainly in estates on the edges of towns or in semi-rural areas. While large, detached houses were put up individually and in exclusive suburbs from the 1920s, and there were also many suburban bungalows and flats, the majority of the new dwellings were small houses, either semi-detached or in short terraces, with front and back gardens. In the two decades up to 1939, a third of all the nation's housing stock was built, most of it in the suburbs.



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The training of landscape architects was not formally recognised in Britain until 1929 (thirty years after the USA) and designers, such as Geoffrey Jellicoe, Brenda Colvin and Sylvia Crowe, promoted the profession, working post-war in the layout and planting of garden cities, new towns and housing developments, as well as private gardens. The many new smaller houses and gardens created in the post-war period saw the rise of the 'room outside', the garden as an extension of the indoor living space, popularized by the work of John Brookes. The late twentieth century also saw the development of a greater ecological awareness and the use of natural gardening techniques. Today landscape- and garden-making is shared between formality, land art and naturalism, such as at Ian Hamilton Finlay's Little Sparta; and 'natural' garden makers include the Dutch Piet Oudolf, and the English Tom Stuart-Smith and the 'Sheffield School'.

## Select Bibliography

Amidon, Jane, *Radical Landscapes. Reinventing Outdoor Space* (London: Thames & Hudson, 2001)

Beardsley, John, *Earthworks and Beyond. Contemporary Art in the Landscape* (New York and London: Abbeville Press Publishers, 2006) (1st edn 1984)

Bowdler, Roger, 'Between the Wars: 1914–1940', *London Suburbs* (London: English Heritage in Association with Merrell Holberton, 1999), pp. 103–29

Bradley-Hole, Christopher, *Making the Modern Garden* (London: Mitchell Beazley, 2007)

Brown, Jane, *The English Garden through the Twentieth Century* (Woodbridge: Garden Art Press, 1986, reprinted 1999)

Dunnett, Nigel, and James Hitchmough, *The Dynamic Landscape* (Abingdon: Taylor and Francis, 2008)

Ginn, Franklin, *Domestic Wild: memory, nature and gardening in suburbia* (Abingdon: Routledge, 2017)

Jackson, A. A., *Semi-Detached London between the Wars: Suburban Development, Life and Transport, 1900-1939* (London: George Allen & Unwin, 1973)

Oliver, Paul, Ian Davis and Ian Bentley, *Dunroamin: The Suburban Semi and its Enemies* (London: Barrie & Jenkins, 1981), especially chapter 7

Oudolf, Piet, and Noel Kingsbury, *Planting Design. Gardens in Time and Space* (Oregon: Timber Press, 2005)

Powers, Alan, *Bauhaus Goes West: Modern Art and Design in Britain and America* (London: Thames and Hudson, 2019)

Preston, Rebecca, 'Little English Landscapes: Developing Suburban Gardens Between the Wars', *Things: A Journal of Material Culture*, 2 (1995), pp. 69–85

Richardson, Tim, *English Gardens in the Twentieth Century from the Archives of Country Life* (London: Aurum Press, 2005)

Richardson, Tim, *Avant Gardeners: 50 Visionaries of the Contemporary Landscape* (London: Thames & Hudson, 2008)

Simms, Barbara (ed.), *Eric Lyons & Span* (London: RIBA Publications, 2006)

Simms, Barbara, *John Brookes: Garden and Landscape Designer* (London: Conran Octopus, 2007)

Waymark, Janet, *Modern Garden Design: Innovation since 1900* (London: Thames & Hudson, 2005)

Wilkie, Kim, *Led by the Land* (London: Frances Lincoln, 2012)

## Module 3: Dissertation

### **Summer Term**

During this term full-time students will focus on dissertation research and writing for submission by 4 September 2020. Part-time students will also attend two full day sessions (10-12.30 and 1.30-4) on Weeks 1 and 4 of the summer term (22 April and 13 May 2020) to discuss preparatory dissertation research for submission 3 September 2021. Three group meetings to discuss progress, research questions and dissertation writing will be arranged for both full-time and part-time students during Module 3 and students will also attend 6 x 1hr sessions with their dissertation supervisor. Additional optional sessions may be arranged to address student requirements and requests.

The MA dissertation (length 15,000 words) provides the opportunity to design and implement a small research project drawing on the skills and methods learnt during the course, or to undertake an investigative project which offers new light on an aspect of garden history.

In order to meet the requirements of this component, students must demonstrate an understanding of historiography and research methodologies and their application. In assessing the dissertation and allocating marks the assessors will consider the following:

- overall structure, organization and presentation of contents (i.e. coherence of the overall submission)
- the relevance and utilization of methodologies and techniques
- the ability to develop and elucidate an argument/ hypothesis both logically and clearly, to present ideas at a conceptual level and to integrate theory with empirical evidence
- demonstration of critical evaluation of literature and secondary sources
- evidence of originality and independence of thought in terms of scholarship and academic debate.

## Reading Lists

Preliminary reading lists are provided as part of the introductory material for each section of the course.

Tutors may also provide a fuller reading list offering a selection of longer articles and entire books which give detailed information on different facets of the topic in hand. We are fully aware that it is often difficult to get hold of the recommended reading, since there are inevitably relatively few copies of each item on the reading list in relation to the number of students on the course. To overcome this, texts for essential (compulsory) reading for each session will be available for download from the Virtual Learning Environment (VLE). It is also worth remembering that, whereas books can be borrowed from libraries, journals cannot, so journal articles may be accessible for reading, downloading or photocopying: they also have the advantage of being relatively brief.

However, you will still need to consult at least some books, and here the key is to plan ahead. Books in the IHR Wohl Library cannot be borrowed, so should normally be in place on the shelves; if a book is missing, please report this to the library staff. For Senate House Library it is possible to see whether books are on the shelves or on loan from the electronic catalogue, and you can reserve or recall them through the same medium. If you plan well enough in advance, you can

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ensure that a library book that is currently on loan is recalled so that you have access to it prior to the class for which you need to read it. In addition, you will find reviews of most books in the main journals in the field a few years after their date of publication, and these often also provide a useful (if sometimes partisan) evaluation of books and summary of their content. The IHR and Senate House libraries provide access to a wide range of online resources, including online versions of journals, e.g. JSTOR. The new 'Discover' option within the catalogue (called Encore) can often be a good way to search for individual articles and reviews. **Please note that you will have to be logged into the Senate House Library catalogue to access most of these resources outside of the Senate House building or if you are not using UoL Libraries WiFi within the building.**

You will find it useful, if not essential, to buy your own copies of certain books on the reading list: the tutor of the course will be able to give advice as to which ones are available. The amount of material you look at will depend on the depth with which you are covering any specific topic. The recommendations on the reading list will be full enough to enable you to give a presentation or to write an essay on the subject (see below). However, this is obviously something that you will do only for certain of the topics covered, and we would expect your reading on the rest to be more selective – though we still hope that you might go beyond the most basic items.

## Seminars and Seminar Presentations

The courses that make up the degree are mainly taught by seminar. The essence of a seminar is that it is participatory and collaborative, with information and ideas shared in a collective endeavour to move towards greater understanding. Individual teachers will have different practices: there may be brief or longer presentations, scheduled interventions, and free-ranging discussion of the topic or topics under consideration. These may include primary source materials, important secondary texts, or broader issues and debates. You should prepare for each seminar by reading the compulsory texts available on the VLE and, if possible, some of the key items on the reading list for that particular topic; this will enable you to participate more fully in the discussion and benefit from it.

### Presentations

As well as contributing to class discussions, for each module option students are expected to give a brief PowerPoint presentation (10-15 mins) on a topic assigned in advance by your tutor. As well as demonstrating that you have read and understood the subject, the aim of the presentation is to facilitate discussion, helped also by your class tutor.

The verbal presentation itself is not assessed, but if you plan to submit a PPT presentation as a Module 2 assignment later, you must also provide a 500-word written summary of your presentation, plus a bibliography, for assessment.

In preparing your presentations, there are a few points to bear in mind. First, it is important to think about what you are trying to achieve in the presentation. For example:

- setting out the problem
- conveying information and surveying existing academic debates about the topic
- creating the basis for further discussion via questions from your peers and your module tutor

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You also need to bear in mind that a presentation is not the same as an essay, and this is reflected in the format and the way it is delivered. For example, you should not simply write an essay and read it out! Other points to remember include:

- have a different style of English; remember your audience are listening to you, not reading what you have prepared;
- have a less complex structure; if your argument is convoluted you will lose your audience;
- go into less detail – you are trying to get your audience to remember the key points – tell them where they can go to if they want more detail;
- how can you use images and the presentation of each PowerPoint slide to grab peoples' attention?

You also need to be aware of who your audience is – treat university presentations as being given to people who are informed, interested, but not necessarily expert in your subject area. You know that your audience are your fellow students and you know what has been covered in earlier seminars in the module – so think of good ways to engage the audience.

It is important when making a presentation to

- be clear (that includes audible)
- have a logical structure and sequence of ideas/facts
- put information (e.g. tables) on a hand-out or PowerPoint slide.

Things to do

- Have a clear idea of the main points you want to get over.
- Have a clear structure: an introduction (in which you set out the problem that you are addressing), a middle bit (in which you present your main points) and a conclusion (where you summarise and recap on the main points to make sure your audience have grasped what you want to say).
- Talk from notes: try to avoid simply reading out a prepared text.
- Make eye contact with your audience.
- Be prepared to pause and check that your audience are with you and have understood what you are saying.
- Use images, maps etc where possible and where appropriate.
- Make sure your own notes are legible; space things out so that you can see what you are trying to say.
- Co-ordinate with anyone else making a presentation in the same class so that each knows what the other plans to cover and thereby avoids overlap.

Things to avoid

- Having too much information, either in your verbal presentation or on your slides. Avoid 'death by PowerPoint' – too many slides, or slides packed with text.
- Having too little to say: make sure you begin to think about what you want to cover in good time, in case you have to do more digging to get the information you want.
- Talking too quickly/too quietly/in a monotone.
- Keeping your head down throughout the presentation.
- Using racist or sexist language.

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Above all try to treat giving a presentation not as an ordeal but as something to be enjoyed and to learn from.

## Essay Writing

Essays form a key part of the assessment process for the MA. You will need to complete one 2000-word essay on a conceptual issue studied in Module 1 and one 5000-word report on a garden's history. Many students will not have written academic essays for many years and may need guidance on the structure and format required. To assess writing ability at the start of the course you are required to submit a formative (unassessed) 1500-word essay following the group visit to Chiswick House and Gardens. A class session and individual tutorials will provide feedback for your future work. For Module 2; you must submit a 5000-word essay on a topic related to one of the options attended (suggested titles are provided) and a 2500-word dissertation proposal; and for Module 3 a 15,000-word dissertation. Deadlines for these are given on the Course Timetable detailed earlier in this document. You should try to plan your work as far in advance as possible.

Essays should seek to address the question (to be chosen after discussion with your tutor), drawing on the relevant literature and source materials from the supplied bibliographies. Your tutor will also help you with suggestions for further reading.

Essays should be word processed and leaving generous margins; they should be paginated. The word limits specified for all written work include: main text, footnotes/endnotes, tables, headings, figures, and captions. Excluded from the word count are the bibliography (compulsory for all work), and any appendices. Make sure that you stick as closely as possible to the word-length specified (plus or minus 10%): essays that are significantly over-length will lose marks. It is your responsibility to ensure that your word count is accurate: if using Microsoft Word, for example, the word count tool should have the checkbox ticked to include notes.

Please note that appendices should not contain essential information that is not in the main text; all work should be capable of being assessed without reference to any appendices. Generally, appendices are not commonly included with the course essays, although they can be helpful for the dissertation as a way of including extended material which the examiners can refer to if they wish. Further advice will be given by the Course Director and your supervisors.

Every essay should be accompanied by a comprehensive bibliography, containing all the books, articles and other sources that you have used. Details of how to cite your sources in footnotes and bibliographies are given below.

All written work for assessment should be uploaded to [StudyOnline](#) for marking by the submission deadline unless an extension has been agreed with the Director of Studies. Students should expect to receive feedback and marks for their coursework within 21 calendar days of the essay deadline.

## Academic Writing Support

The School hosts a Royal Literary Fund Fellow, to assist our research and masters students to adjust to the demands of academic writing of various kinds. The Royal Literary Fund Fellowships offer students at UK institutions of higher education the opportunity to access writing advice from professional, published writers who offer confidential, one-to-one tutorials during which students can discuss any aspect of their academic writing. Typical problems discussed in tutorials include the following: struggling to start writing after a long period of research - being overwhelmed by one's materials; difficulties with editing down an overlong piece of work; difficulties structuring an argument; not knowing how to write an effective introduction or conclusion; difficulties with 'flow' - getting from one paragraph to another; planning and organisation - leaving things too late, uncertainty about how to plan a piece of written work, not leaving enough time for drafting; questions

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of grammar and punctuation - apostrophes, semi-colons and commas; questions of style - overuse of academic jargon, overcomplicated sentence structure, lack of clarity.

The range of questions which can be discussed is as broad as students want it to be: the RLF Fellow is there specifically to respond to students' needs and there is no restriction on the kind of work that may be brought to a tutorial: it might be a thesis or a dissertation, or it might be a funding application, a letter or a presentation. What RLF Fellows do not do is proofread or correct students' work, and they have no expertise in dealing with dyslexia or EFL.

Gwendoline Riley is the current RLF Fellow. Gwendoline is based in Senate House room 203, every Wednesday and Thursday during term-time. Students are welcome to book hourly tutorials or consultations with her from 10am – 5pm on those days, using an [online sign-up schedule](#). If you have any questions please contact Gwendoline at [Gwendoline.Riley@sas.ac.uk](mailto:Gwendoline.Riley@sas.ac.uk).

## Writing Skills Seminar

We also run a Writing Skills Seminar. The Writing Skills Seminar meets twice per term to assist students in their writing assignments. Topics include writing dissertations, improving your writing, and writing presentations. The Seminar is hosted by the [Institute of English Studies](#) and is open to all SAS MA, MRes, MPhil, and PhD students.

## Preparation of the Dissertation

You should start to think about the topic on which you would like to write your dissertation as early as possible while studying for the degree. It is likely that this will arise out of one of the courses that you do, and hence to some extent the point at which you can finalise your subject will depend on when you do the course in question. Dissertations should contain substantial primary research, unless you chose to undertake a specifically historiographically based dissertation. If you choose to do this you will be required to obtain the agreement of your nominated supervisor in advance. Classroom sessions and tutorials with the Course Director will provide the opportunity to discuss your ideas, following which you should settle on a topic and consult an appropriate supervisor.

After your topic and supervisor have been agreed, you will take part in 6 advisory sessions with your chosen supervisor, who will also read sections of your work as you progress and one full draft of your dissertation prior to its submission. He or she may also be able to give more informal advice on reading etc.

In writing your dissertation, you should bear in mind that it counts for 34% of the overall assessment of your degree; it is therefore worth taking its preparation very seriously. You should think of the dissertation as like a scholarly article, and you should try to emulate the characteristics of a good scholarly article. You need a topic, which is susceptible to being satisfactorily handled within the space available; your treatment of it must be systematic and thorough; and your presentation should be clear, logical and orderly. Though it is often the case that dissertations arise from topics that a student first explored in a coursework essay you should ensure that there is no direct overlap between the marked essay and the dissertation.

The dissertation should have a general introduction setting out your subject and putting it in context, followed by a main text in which your findings and arguments are set out. You should end with a conclusion (you may find it useful to divide it up into distinct sections, each with a different heading). You must also give full documentation of the points you make. In all these ways, the dissertation should be similar to a scholarly article, and the only way in which it should diverge from an article is in having a full bibliography at the end, listing all the material that you have consulted.



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Your dissertation must be not more than 15,000 words in length (plus or minus 10%). As with your essays, the word count must include footnotes/endnotes, captions, figures and all other material, excluding the contents list, bibliography and any appendices. However, do not feel that you necessarily have to get as close as possible to the word limit: as with articles, the longest dissertations are not necessarily the best. What is crucial is that you do justice to your argument, and to the material on which you have based it.

The dissertation must be word-processed on single-sided A4 pages, double-spaced and with generous margins. Margins at the left-hand edge should be not less than 40mm (1.5 inches) and other margins not less than 20mm (0.75 inches).

**An electronic copy** of your dissertation should be uploaded on [StudyOnline](#) by 4 September 2020 (full-time students) or 3 September 2021 (part-time students). Note that the strictures on deadlines and late submission apply to dissertations as well as essays.

## Research Ethics

The School of Advanced Study at the University of London is committed to carrying out its research, teaching, consultancy and other activities within a comprehensive ethical framework.

The School's principles are applicable to all research, consultancy projects and studies conducted at, by, or in the name of, the School of Advanced Study, University of London and aim to provide current and prospective members of the School with a clear understanding of the ethical review process operated by the School.

The School supports a culture of academic freedom and excellence by providing a framework for review, which subjects research proposals and other studies to a level of scrutiny that is in proportion to the risk of harm or adverse effect to participants, researchers, the University and to society as a whole.

The School Policy is managed and monitored by the [School Research Ethics Committee](#), which may decide to develop additional guidance or policies as code of practices across the UK and the worldwide research landscape evolve.

All students undertaking research at the School are asked to review the policy and the guidance notes and to undergo an initial self-evaluation which will need to be forwarded to the research office once completed. This should be completed in consultation with your dissertation supervisor. See:

<https://www.sas.ac.uk/research/research-office/research-ethics>

## Instructions for Compiling Bibliographies and Making Citations

Your essays and dissertation should provide a complete bibliography of all works that you have used, together with citations within the text of the exact source of quotations and other specific points taken from books and articles you have used.

The form of citation that we recommend is sometimes called the 'short-title' system, and has numbers within the text that refer to footnotes or endnotes outside the text. There are many different flavours of short-title system which you are likely to encounter, each with its idiosyncrasies, but for your work at the IHR we specifically suggest that you use the MHRA (Modern Humanities Research Association) short-title system. (Please note, however, that this is a *recommendation* and is not compulsory; if you are very used to a footnoted style that is not MHRA and wish to use that instead, that will not present any problems so long as you are clear and consistent).

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MHRA is widely employed in the humanities and many sources of reference are available online. Most importantly, the complete MHRA Style Guide is available as a free download at: <http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf>. If you are using citation management software, such as Endnote or Zotero, MHRA is available as a stylesheet which can be used to produce output. The complete MHRA Style Guide covers almost every eventuality that you are likely to encounter, and should be consulted as the ultimate source of reference. However, the following quick guide will cover most of the citation you will need to do.

## The MHRA 'Short-title' System

Every statement that needs support or acknowledgement, and every direct quotation, is followed by a number in superscript. Note that the number always comes after the punctuation at the end of the phrase or sentence. The numbering should run continuously from page to page, throughout the essay. Notes can also run through the dissertation, but if the latter is broken up into distinct chapters or sections, the numbering starts afresh with each new chapter. Many word-processing programmes (including Word) offer a footnote/endnote facility.

The reference itself is given in a footnote (on the page; this is the preferred format at the IHR) or endnote (at the end of the essay, section or dissertation), in the following form:

Steve Rappaport, *Worlds within Worlds. Structures of Life in Sixteenth-Century London* (Cambridge: Cambridge University Press, 1989), p. 22.

If you refer to the same work again you can use a shortened form of reference:

Rappaport, *Worlds within Worlds*, pp. 100–1.

In this system there are well-established conventions for referring to different forms of source or publication.

**ARTICLES** are cited on the first occasion like this:

Andrew Appleby, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History*, 6 (1975), 1–22.

and subsequently like this:

Appleby, 'Nutrition and disease'.

If you are referring to a specific page within the article, it should be included in brackets, thus:

Andrew Appleby, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History*, 6 (1975), 1–22 (p.15).

Or (for the short form) like this:

Appleby, 'Nutrition and disease' (p.15).

**CHAPTERS IN EDITED BOOKS** are cited like this:

Ian Archer, 'Popular politics in the sixteenth and early seventeenth centuries', in *Londinopolis. Essays in the Social and Cultural History of Early Modern London*, ed. by Paul Griffiths and Mark Jenner (Manchester: Manchester University Press, 2000), pp. 28–30 (p. 29).

and subsequently like this:

Archer, 'Popular politics' (p. 29).

\*Note the difference in capitalisation between book titles and the titles of articles or essays, and that it is the title of the book or of the periodical/journal (and not the article) which is italicised\*



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**PRINTED PRIMARY SOURCES** are cited like this:

Henry Machyn, *The Diary of Henry Machyn, Citizen and Merchant-Taylor of London, from A.D. 1550 to A.D. 1563*, ed. by John Nichols (London: Camden Society, 42, 1848), (p. 32).

and subsequently like this:

Machyn, *Diary*, p. 100.

**Ph.D AND OTHER THESES** are cited like this:

Lyndal Roper, 'Work, marriage and sexuality: women in Reformation Augsburg' (unpublished doctoral thesis, Institute of Historical Research, University of London, 1985), pp. 120-3.

and subsequently like this:

Roper, 'Work, marriage and sexuality', p. 200.

**UNPUBLISHED AND MANUSCRIPT SOURCES** are cited like this:

London, Guildhall Library, MS 12345, f. 22.

You always need to repeat the full manuscript reference, but you can shorten the location (e.g. GL for Guildhall Library, ERO for Essex Record Office, BL for British Library, etc. If there are only a few such abbreviations, they may be included in the footnote on first use, i.e.

Guildhall Library [henceforth GL]

If there are more than a handful, include a list of abbreviations at the start of the work giving this and any other abbreviations used in the references).

**FILMS** are cited like this:

*Brighton Rock*, dir. By John Boulting (StudioCanal Distributors, 1948) [on DVD].

\*If you refer to the same work in two successive footnotes, and not to any other work in either footnote, you can use *Ibid.* (which means, in the same place) with the same or a different page number, for example:

22. Appleby, 'Nutrition and disease', p. 99.

23. *Ibid.*, p. 95.

However, please don't use *op. cit.* (= in the place cited): you may find it used in MHRA in older works but the short title is a more satisfactory way of repeating information.

### **Bibliography in MHRA**

All the sources mentioned in your notes should be provided again in alphabetical order of author's surname in a bibliography at the end. The bibliography will normally be separated into sections, listing manuscript sources first; then printed primary sources (including contemporary printed works); then secondary works (books, articles, essays, theses, etc.). For each entry in the bibliography, use the 'first instance' form given in the references, but put the author's surname before his/her first name, thus:

Appleby, Andrew, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History*, 6 (1975), 1–22

Archer, Ian, 'Popular politics in the sixteenth and early seventeenth centuries', in *Londinopolis. Essays in the Social and Cultural History of Early Modern London*, ed. by Paul Griffiths and Mark Jenner (Manchester: Manchester University Press, 2000), pp. 28–30

Rappaport, Steve, *Worlds within Worlds. Structures of Life in Sixteenth-Century London* (Cambridge: Cambridge University Press, 1989)

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Note that, unlike citations, the entries for particular works in the bibliography do not have a full stop at the end.

## The 'Harvard System'

A second method of citation, which is mainly used by scientists and social scientists (and also sometimes by archaeologists) is called the 'Harvard system', and consists of very brief references inside the text, in brackets. We do **NOT** recommend that you use this method, but it is important that you are aware of it as you may come across it in books and articles.

The reference is given in the text in parentheses, as author's surname, date of publication and (if necessary) page number. Thus the references above become (Rappaport 1989: 22) and (Appleby 1975: 93). Where an author has published more than one work in a given year the works are distinguished by letters (e.g. Archer 2000a). When reference is made to two or more works, a semicolon (Rappaport 1989: 22; Appleby 1975: 93) separates them. Subsequent references to the same work are simply repeated, with different page numbers as appropriate.

The problem with the Harvard system, for historians, is that it doesn't work well with printed sources; thus, Nichols' edition of Henry Machyn's diary would become (Nichols 1848: 23), even though it's a sixteenth-century source. It also deals badly with archival and other unpublished materials as it relies upon the presence of a date of publication. It can, furthermore, break up the flow of the text.

### Bibliography using the Harvard System

Bibliographies using this system are set out slightly differently: this system requires, obviously, a full bibliography, but it is set out in a way that ties in with the references in the text:

Rappaport, S., 1989, *Worlds within worlds. Structures of life in sixteenth-century London* (Cambridge)

Appleby, A., 1975, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History* 6

### Further Reading

Primary and secondary source materials are incredibly varied and it is neither possible nor desirable to provide instructions here for every situation you may encounter. For all cases not covered here, the first source of reference should be the MHRA online stylesheet, which is available without charge at: <http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf>. Should you find that that does not answer your question, intelligent extrapolation from the principles laid down in the MHRA style sheet should be sufficient to deal with most eventualities. However, there are two additional sources of reference which will expand your understanding of bibliography and citation and which we recommend:

*New Oxford Style Manual* (3rd edn)(Oxford: Oxford University Press, 2016) is a compendious guide to all the technical elements of writing and style and an invaluable guide to preparation of books and papers. The sections on citation stop short of amounting to a style in themselves, but are an essential commentary on other style systems and the reasoning behind them.

R. Pears and G. Shields, *Cite Them Right: the Essential Referencing Guide* (10th edn)(Basingstoke : Palgrave Macmillan, 2016) also contains useful information on the theory of referencing, but its main attractions are the very specific and concrete examples of how to reference correctly in a huge variety of different contexts and in seven different citation styles.

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# Plagiarism

The School is committed to ensuring the quality and status of the degrees it awards through the University of London. Plagiarism is a threat to that quality and is a serious academic offence (see Student Academic Misconduct Policy under <http://www.sas.ac.uk/about-us/policies>).

## What Constitutes Plagiarism?

Plagiarism is the taking of another person's thoughts, ideas, words, results, judgements, results, images etc and presenting them as your own. If you submit any piece of work for assessment that contains work that is not your own, without indicating this to the marker (acknowledging your sources) you are committing 'plagiarism'.

The following are examples of plagiarism. These are not exhaustive:

- Direct quotations from the published or unpublished work of others without being identified as such
- Copying the work of another student with or without their permission
- Using text downloaded from the internet
- Borrowing statistics or assembled facts from another person or source
- Buying/borrowing an essay/report and presenting it as your own
- Copying graphs, images, charts etc without proper citation
- Paraphrasing – putting another person's ideas and judgements into your own words without acknowledgement of the origin
- Submitting the same piece of your own assessed work (or a significant part thereof) more than once (credit can only be given once)

Students should feel free to discuss these issues with their tutors or other members of staff at any time, but they should also recognise that they must take personal responsibility for the integrity of their academic writing, which includes learning what is expected of them by those responsible for marking their work.

## What could happen if you do plagiarise

- If it is found that you have plagiarised, this may result in:
- Expulsion from the School
- A mark of zero
- A record on your student file
- Becoming the subject of an investigation
- Cancellation of your examinations
- Not being allowed to re-enter an examination
- Loss of reputation

## Why you should not do it

Assignments provide a vehicle for assessing your performance during the course and contribute to your overall course result. However, they also assist you in understanding your subject and aid your learning on the course. When you attempt to use the ideas and material of the course independently, you learn more thoroughly and develop your own writing style. You are also likely to perform better in examinations.

There are good reasons why you should cite your source:

- 
- Good scholarly practice
  - Gives proper credit to other people's work and ideas
  - Shows that you have researched widely
  - Strengthens your work by lending weight to your ideas
  - Enables others to check the evidence and accuracy of your information

When plagiarised material is included in your assignments tutors are likely to notice the shift in style and are more than likely to recognise the source.

## Referencing

There are a number of different referencing style guides. You should check with your Institute if it requires a specific style to be adopted.

**Paraphrasing** – is where you restate information/ideas in your own words. However, just changing a few words here and there does not make them your own and you must still cite your source. Always check your paraphrasing against the original text to ensure that you haven't copied the same phrases.

**Web sources** – treat information found on the web exactly the same as printed material but also make sure that you write the complete url address and date accessed.

**Students should note that the use of, or contribution to, online essay banks, ghost-writing agencies, or agencies who offer to edit essays in order to improve grades is strictly forbidden.**

## What to Do if You are Suspected of Plagiarism

- Cooperate fully with the investigation. It is in your interests to be open and honest.
- Get some help. Registry staff can direct those accused of plagiarism to sources of advice.

## Websites

How not to plagiarise: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

## School Responsibilities

The School recognises its responsibility for managing plagiarism as follows and will undertake to:

Ensure that all its students are provided with information about plagiarism in the Handbooks and at induction. This will include what constitutes plagiarism, how to avoid it, and an idea of the penalties associated with it.

Ensure that students are given information on the correct referencing methods for the discipline.

## Responsibilities of the Student

- Act responsibly – don't plagiarise
- If you need help, ask for it!
- Plan your work properly. If you need more time to submit, please see your tutor.

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# Attendance

The module tutor will keep a record of attendance for each module. Students are expected to attend regularly the scheduled classes and seminars on their programmes and to be available for consultation with tutors with reasonable notice. A student who is unable to attend a class should inform the module tutor. Prolonged absence caused by sickness must be reported to the MA Programme Director, and medical evidence must be provided.

# Examinations

The MA in Garden and Landscape History is assessed through coursework and dissertation, which together constitute the examination for this degree.

## Exam Procedures

All work submitted must be the candidate's own, and any quotation from a published or unpublished work must be acknowledged (see notes on plagiarism, pp. 33-35, above).

A candidate who does not at his/her first entry successfully complete an examination or part of an examination may re-enter on one occasion, subject to the agreement of the Chair of the Examination Board and the Course Director. Re-entry will take place at the next following examination date (likely to be the following year) or at a date agreed by the Examination Board.

## Examination Regulations

For examination regulations, see the Quality Assurance Framework available at: <http://www.sas.ac.uk/about-us/policies>

## Pass Marks and Grade Description

The pass mark is 50% – this applies to each assessed component of the degree and to the degree overall. Merit may be awarded for a mark of 60–69 overall, including not less than 60 in the dissertation (for continuing students who began the course before 2017-18, the Merit band remains 65-69, including not less than 65 in the dissertation.) Distinction may be awarded for a mark of at least 70 overall, including not less than 70 in the dissertation. A student has to achieve a pass in the dissertation in order to pass overall. (Note: 50% is the pass mark for **each course or other unit of assessment**, as well as for the programme overall.) [See pp. 38-41 for marking criteria]

## Penalties for Late Submission of Work

The dates and times (eg.17:00, 12 noon) for submission of coursework and the dissertation are stated on pages 13 and 14 above.

Submission deadlines are firm deadlines. A student may, however, apply to the Director of Studies (Dr Simon Trafford, [Simon.Trafford@sas.ac.uk](mailto:Simon.Trafford@sas.ac.uk)) for an extension, for medical or other pressing reasons. Documentary evidence will be required when appropriate. Extensions will normally only be granted if applied for in advance; the period of extension shall be determined by the Institute.

A student may apply for deferral of the dissertation. Application for deferral must be made as early as possible, normally at least one month in advance of the submission date; deferral is granted at the discretion of the Institute.

The Examination Board may, at its discretion and subject to the Institute's ability to make appropriate arrangements, permit a student who has not submitted all coursework assignments to defer their submission to the following year. Such

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permission will only be granted in exceptional circumstances and for reasons deemed acceptable, as above.

Coursework for assessment (that is, all assessed work **except** the dissertation) handed in after the deadline without reasons deemed acceptable will be subject to a deduction of marks as follows:

- A penalty of 10% of the mark awarded for work up to one week late;
- A penalty of 20% of the mark awarded for work between one and two weeks late;
- When work is more than two weeks late, the penalty to be applied is at the discretion of the Institute. The Institute reserves the right not to accept work submitted more than two weeks late; in such case the mark recorded will be nil.

A dissertation handed in after the deadline without reasons deemed acceptable will be subject to the same penalties as above, **except that** the Institute reserves the right (provided that students have been appropriately informed of this) not to accept and/or mark a dissertation that is handed in after the deadline without reasons deemed acceptable.

## Penalty for Over-Length Work

Candidates must pay attention to word limits. For coursework (including the dissertation) exceeding the upper word limit by at least 10%, the work will be reduced by five percentage marks, subject to a minimum mark of a minimum pass.

## Condonation

- A student must achieve a pass in the dissertation in order to be awarded the degree;
- A marginal failure in **one module** may be condoned at the discretion of the Examination Board provided that the overall mark for the programme is at least 50%; where the programme includes half-course units the condonation may, at the discretion of the Examination Board, be applied to two half-units;
- The definition of "marginal failure" is at the discretion of the relevant Examination Board but will not normally extend to a mark below 47%; the Examination Board may condone a mark below this norm when (a) the overall mark for the programme is at least 50%, and (b) the student achieves a mark of 60% or above in at least one significant element of the course;
- The Institute's Higher and Research Degrees Committee may determine that certain elements of a course or of an assessed component are not eligible for condonation; this shall be included in the course regulations available to students and teachers;
- The original mark shall be recorded, with condonation noted as approved by the Examination Board.

## Mitigating Circumstances

See the Quality Assurance Framework available at:

<https://www.sas.ac.uk/current-students/student-services/student-forms-policies-and-documents> . If you have any questions, please contact the Registry ([sas.registry@sas.ac.uk](mailto:sas.registry@sas.ac.uk))

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## Marking

All assessed essays and dissertations are 'double-blind' marked. Scripts are anonymised before being sent to two tutors for marking. They each, independently, provide feedback and marks, according to the School's marking criteria (see below). The markers then agree on an overall 'agreed mark' for that piece of work. If there is a substantial difference in the two marks or the marks straddle grade boundaries (Fail/Pass, Pass/Merit, Merit/Distinction), then a third marker will moderate the 'agreed mark'. Note that all marks remain provisional until approved by the Examination Board, which includes two external examiners.

Students should expect to receive a completed Report Sheet which will include feedback and the agreed mark within 21 calendar days of the deadline for that particular piece of coursework.

## Graduation

For students graduating in 2019 the date of their graduation ceremony is 6 December 2019. Detailed information is sent to students following successful completion of the examination.

## Marking Criteria for New Students Registered in 2019-20

Minimum mark %	Maximum mark %	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge



				received ideas, and in a clear, sustained, relevant and focussed manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work. demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards together with accompanying documentation are very good.
60	69	Merit	B	Good to very good work, showing a good level of knowledge and understanding of relevant material, demonstrated by evidence of originality of thought with signs of independence, a good level of critical skill, synthesis and analysis. Work will be well-organised, clearly argued, coherent, and appropriately referenced. Presentation will be of a good standard
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure, and lacking in coherence and focus.
35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.



25	34	Fail	E	Extremely poor work, demonstrating all the flaws outlined above
0	24	Fail	F	Unacceptable or not submitted

## Marking Criteria for Continuing Students Registered Pre- 2017-18

Minimum mark %	Maximum mark %	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focussed manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work. demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards together with accompanying documentation are very good.

65	69	Merit	B+	Good to very good work, showing a good level of knowledge and understanding, demonstrated by evidence of originality of in conception, a good level of critical skill, synthesis and analysis. It demonstrates use of a wide range of relevant material. Work will be well-organised, clearly argued, coherent, and well- and appropriately referenced. Presentation will be of a high standard
60	64	Pass	B	The work is of satisfactory to good standard, showing clear knowledge and understanding of relevant material, and signs of independence and originality of conception. The work exhibits sound synthesis and analysis skills, is well-structured and coherent. Presentation will be to a good standard and well-referenced.
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure, and lacking in coherence and focus.
35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.
25	34	Fail	E	Extremely poor work, demonstrating all the flaws outlined above
0	24	Fail	F	Unacceptable or not submitted

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# Documentary Sources

(The shelf-marks for the books are for the IHR's library collection)

## Finding Published Sources

Bibliography of British and Irish History: [www.history.ac.uk/projects/bbih](http://www.history.ac.uk/projects/bbih)

COPAC Search c.90 UK and Irish academic, national & specialist library catalogues: [www.copac.ac.uk](http://www.copac.ac.uk)

IHR Library collection guides: [www.history.ac.uk/library/collections](http://www.history.ac.uk/library/collections), for example London/Garden history

Senate House Library collection guides: [www.senatehouselibrary.ac.uk/our-collections](http://www.senatehouselibrary.ac.uk/our-collections)

British History Online subject guides: [www.british-history.ac.uk/using-bho#guides](http://www.british-history.ac.uk/using-bho#guides)

## Finding Unpublished Sources

National Archives: [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk) – Discovery catalogue searches both the National Archives and UK wide archives. The TNA research guidance is also useful: [www.nationalarchives.gov.uk/help-with-your-research/#find-a-research-guide](http://www.nationalarchives.gov.uk/help-with-your-research/#find-a-research-guide)

London Metropolitan Archives: [www.cityoflondon.gov.uk/lma](http://www.cityoflondon.gov.uk/lma) – catalogue includes the archives formerly housed at Guildhall Library and the City of London Records Office. For other London sources, see the links page on the CMH website ([www.history.ac.uk/cmh/links](http://www.history.ac.uk/cmh/links))

B Ref.04/Fos – Foster, J., and J. Sheppard, *British archives: a guide to archive resources in the U.K.* 4th edn. 2002.

BL 021/Glh – *Greater London history sources*: Vol. 1: *City of London* (2000); Vol. 2: *Middlesex* (2005)

Quick-ref B.007/His – Institute of Historical Research. UK history theses lists. Also available online at [www.history.ac.uk/history-online/theses](http://www.history.ac.uk/history-online/theses)

## Using Sources

Much published guidance is available on finding and using different types of historical source. Those below are just a few examples of the material available. The IHR's bibliographies and guides sections is at classmark B.0 and the key works are on open access on the 1st floor.

B.044/Bon/C – Bond, Maurice, *A Short Guide to the Records of Parliament*, House of Lords Record Office, 1980

B.0452/Arm – Armstrong, J., and S.K. Jones, *Business documents: their origins, sources and uses in historical research.* 1987.

B.0453/Ins/A – Cockerell, H.A.L., and E. Green, *British insurance business, 1547–1970: an introduction and guide to historical records in the UK.* 2nd ed. 1994.

B.0453/Shi/A – Mathias, P., and A.W.H. Pearsall, *Shipping: a survey of historical records.* 1971.

B.0432/R5 – Hoyle, Richard. *Tudor taxation records: a guide for users.* PRO, 1994.

B.0442/Cor – Gibson, J., and C. Rogers, *Coroners' records in England and Wales.* 2nd ed. 1997.

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BL.032/Dir – Atkins, P. *The directories of London, 1677–1977*. 1990.

Makepiece, M. 'Sources for London history at the India Office Library and Records'. *London Topographical Record*, XXVI (1990), 153–76.

Shoemaker, Robert B. 'Using Quarter Sessions records as evidence for the study of crime and criminal justice'. *Archives*, XX no.90 (1993), 145–57.

This is a basic resource list and as such it is not comprehensive, but it is anticipated that one source will lead the enquirer to many more possible avenues for investigation!

## Garden and Landscape History Resources

### Reference Books

These are broad-brush books rather than studies of individual gardens or garden topics or overviews of the history of garden design. Again, some may be out-of-print and only available for reference at libraries or repositories, or might be found online.

Desmond, Ray, *Bibliography of British and Irish Botanists and Horticulturists* (London: St Paul's Bibliographies, 1977)

Desmond, Ray, *Bibliography of British and Irish Gardens* (Reprint London: St Paul's Bibliographies, 1996), 1st edn 1984 as *Bibliography of British Gardens*

Eburne, Andrew, and Richard Taylor, *How to Read an English Garden* (London: Ebury Digital, 2016)

Harris, John, *The Artist and the Country House: A History of Country House and Garden View Painting in Britain 1540–1870* (London: Sotheby Parke Bernet, 1979)

Hoyles, Martin, *Gardeners Delight. Gardening Books from 1560–1960 Volume 1* (London: Pluto Press, 1994)

Hoyles, Martin, *Bread and Roses. Gardening Books from 1560–1960 Volume 2* (London: Pluto Press, 1995)

Jellicoe, Geoffrey and Susan Jellicoe, *The Landscape of Man. Shaping the Environment from Prehistory to the Present Day*, 3rd edn (London: Thames & Hudson, 1996), 1st edn 1975

Lambert, David, Peter Goodchild and Judith Roberts, *Parks and Gardens. A researcher's guide to sources for designed landscapes* (Brighton: Landscape Design Trust, 2006). 3rd edn.

Shoemaker, Candice (ed.), *Encyclopedia of Garden History* (London: Fitzroy Dearborn, 2001)

Taylor Patrick (ed.), *The Oxford Companion to the Garden* (Oxford: Oxford University Press, 2006)

Symes, Michael, *A Glossary of Garden History*, 3rd edn (Princes Risborough: Shire Publications, 2006). 1st edn 1993

### Journals

The journals listed are a selection of those currently published and available by subscription or to consult at libraries such as the RHS Lindley Library or the British Library. Also, many early gardening and botanical journals and books are now available online and are an invaluable resource of contemporary plants, plant introductions, gardens and garden-related issues.

*Country Life* (IPC Media Ltd). [www.countrylife.co.uk](http://www.countrylife.co.uk) (Picture library on-line).  
Mainly useful for the twentieth century onwards

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*Garden Design* (Journal of the Society of Garden Designers) <[www.society-of-garden-designers.co.uk](http://www.society-of-garden-designers.co.uk)>. Mainly useful for contemporary gardens

*Garden History* (Journal of The Gardens Trust, formerly The Garden History Society) <[www.gardenhistorysociety.org](http://www.gardenhistorysociety.org)>. Back issues available online through JSTOR. Available at IHR

*Historic Gardens Review* (Journal of the Historic Gardens Foundation) <[www.historicgardens.org](http://www.historicgardens.org)>

*Landscape Design* (Journal of the Landscape Institute) <[www.l-i.org.uk](http://www.l-i.org.uk)>. Mainly useful for contemporary gardens and landscapes

*New Arcadian Journal* (New Arcadian Press) <[www.leeds.ac.uk/fine\\_art/external/press/nap](http://www.leeds.ac.uk/fine_art/external/press/nap)>. Focuses on the English landscape garden

*Studies in the History of Gardens & Designed Landscapes* (Taylor & Francis) <[www.tandf.co.uk/journal/tf/14601176.html](http://www.tandf.co.uk/journal/tf/14601176.html)>

*The Garden* (Journal of the Royal Horticultural Society) <[www.rhs.org.uk](http://www.rhs.org.uk)>. Horticultural focus

*The London Gardener* (Journal of the London Parks & Gardens Trust) <[www.londongardenstrust.org](http://www.londongardenstrust.org)>

## **Maps**

Maps are an important resource for the garden historian and might be found at local history libraries, record offices, libraries and museums, as well as online.

### **Early Maps**

Publication of regional and county maps in Britain began in the sixteenth century. Most important were the 34 county maps of Christopher Saxton in the 1570s. John Norden's maps of the 1600s were better referenced showing roads and distances, whilst John Speed 1610 included a map of the county town on each county map. Other early map-makers included Ralph Agas 1580s, Israel Amyce 1580s, John Walker 1590s and Mark Piers 1630s.

### **County Maps**

Large-scale maps of London and environs include John Ogilby and William Morgan 1676, 1681–82; John Rocque 1746, Richard Horwood 1792–99 and Thomas Milne 1800. In other counties makers of large-scale maps included John Andrews, Andrew Drury, William Faden and Thomas Jefferys. In the early C19 Andrew Bryant and Christopher and John Greenwood were well-known.

### **Enclosure Award Maps**

Parliamentary enclosure was carried out in two phases between 1755 and 1780 enclosing mostly open field arable land; from 1800–15 enclosing wastes and common grazing land. General Enclosure acts were passed in 1801, 1836, 1840 and 1845. Some of these awards were accompanied by a map of the area.

### **Tithe Maps**

Following the Tithe Commutation Act of 1836 over 11,000 parishes were surveyed and detailed parish maps produced to a scale of between 13 and 26 inches to the mile. The majority were completed by 1846.

### **Ordnance Survey**

The Ordnance Survey (OS) was established in 1791 and it gradually mapped Great Britain at a scale of 1" to 1ml. The first maps at a scale of 1" to 1ml of parts of Kent and Essex were published in 1801 and from 1801–73 110 sheets of this First Series OS Maps throughout most parts of Britain were completed. Work on a new series began in 1840 and publication commenced in the 1870s, not only of 1" maps

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but also 6" to 1ml and 25" to 1ml (2nd series). These have all been frequently revised since. The largest scale published is the 50" to 1ml plan. In 1973 the first computerised large-scale maps appeared and the process of digitisation was completed in 1995. Up-to-date digital maps can now be ordered direct from OS via its website <[www.ordsvy.gov.uk](http://www.ordsvy.gov.uk)>.

### Other Maps

Local and county record offices and other repositories may also have a variety of other maps including estate maps, services maps or sales particulars.

## Libraries

IHR students have access to a wide variety of resources for academic research through the School of Advanced Study and the University of London. The Senate House Library (SHL) and School of Advanced Study libraries share a catalogue which can be searched collectively or separately for each library at <http://catalogue.ulrls.lon.ac.uk>. The catalogue indicates the location(s) of the item, and whether it is reference-only, borrowable, on open shelf or needs to be requested from store. **Please note that you will need to login to the SHL catalogue to access eResources remotely.**

The SAS Student ID Card serves as a membership card for IHR and SHL. Other libraries will have separate arrangements but you will often need your student card as ID. Membership information can be found on library websites.

Both the IHR and Senate House Library have enquiry points to help with your day to day enquiries. Details are in the sections below. If you would like a more in-depth session on a particular research interest or using electronic resources or periodicals we are happy to arrange this. Please contact [ihr.library@sas.ac.uk](mailto:ihr.library@sas.ac.uk) for IHR or [jordan.landes@sas.ac.uk](mailto:jordan.landes@sas.ac.uk) for SHL.

## Copying and Printing

You can copy, print and scan across the IHR, SHL and Warburg Institute using one account. For further information see details below or ask at a library enquiry point. Other libraries have separate arrangements.

Senate House Library: <http://senatehouselibrary.ac.uk/using-the-library/copying-and-printing>

IHR: <http://www.history.ac.uk/library/copying-and-printing>

Warburg: <http://warburg.libguides.com/library/photocopying>

## Wifi Access

Wifi access is available across the central university buildings. See <http://senatehouselibrary.ac.uk/using-the-library/connect-to-wifi> or ask at the library enquiry points.

## Senate House Library

As a SAS student, Senate House Library is a key library resource.

Senate House Library is major research library and offers access to millions of books, study spaces, free notebook loans, plus a superb range of academic databases.

Your SAS ID card will be automatically activated for Senate House Library membership. Once activated (this may take a few days) you can borrow books and enjoy the library's services, collections and study spaces.

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## SHL holdings

Senate House Library's holdings cover the humanities and social sciences with particular subject strengths in: English; Economic and Social History; History (its collections complement the IHR); Modern Languages (primarily Romance and some Germanic); Geography, Music, Philosophy and Psychology.

The Library has extensive area studies collections in United States, Latin American (including Caribbean) and Commonwealth Studies. Many British Government Publications are available digitally.

The Library's Historic Collections houses an impressive 12 million catalogued items, substantial and unique holdings in rare books, 55 named Special Collections and over 40 collections of archives and manuscripts. The distinctive strengths of the Historic Collections are in 17th to 19th century book holdings, historic periodicals and palaeography.

## Location

The Library entrance is on the fourth floor of Senate House. Scan your SAS card at the entry gates to enter.

Senate House Library contact details are as follows:

Telephone: 020 7862 8500

Email: [shl.enquiries@lon.ac.uk](mailto:shl.enquiries@lon.ac.uk)

Website: [senatehouselibrary.ac.uk](http://senatehouselibrary.ac.uk) for catalogue and services.

Opening hours in term: Mon–Thurs, 09:00–20:45; Friday 09:00–18:15; Saturday 09:45–17:15

Opening hours in vacation: Mon–Fri 09:00–17:45; Sat 09:45–17:15

(Please visit the Senate House Library website (<http://www.senatehouselibrary.ac.uk/visiting-the-library/operating-hours> for details of closure dates due to public holidays, etc.)

## Disabled students (see also below: Disability)

The Library offers extra services for disabled students:

- the option of using a proxy borrower to find and borrow items
- a fetch request service
- and extended loans.

Find out more about [services for disabled students](#).

## The Wohl Library of the IHR

The IHR's library is a reference collection of published primary sources, bibliographies, guides to sources, periodicals and reference works concerning history since the fall of the Roman Empire. Its core is a comprehensive collection of the chief printed primary sources for the medieval and modern history of the British Isles and Western Europe, their colonial expansion, the subsequent history of North and South America, international relations and military history. Other topical collections include those on religious history and on the Crusades. **It offers some materials useful for the garden history course, including non-loanable key texts, but the majority of titles will be found in Senate House Library.**

Collections for the British Isles are the most extensive, but holdings for France, Germany, Italy, Spain and the Low Countries are substantial, and smaller but



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significant collections cover Scandinavia, Switzerland, Portugal, and Austria. A broad range of bibliographies, archival guides, works of methodology, and reference works supports the printed sources, with biographical sources a particular strength. In addition, the library holds copies of most University of London theses in history until 2006, and a selective but significant collection of microforms. More information on accessing the range of digital resources that are shared across the libraries can be found in the next section.

The library is spread over four floors of the IHR. It is all reference-only. Ask a librarian for assistance if you have trouble locating anything – the Library Office is in the Wohl Library Reading Room on the first floor, and staff can be contacted to arrange an individual tour or for specific research help.

Some of the IHR's library's books are held in closed access locations and need to be requested. An overview of the collection locations and details of the requesting process can be found here:

<http://www.history.ac.uk/library/collections/collection-locations>. Items are marked on the catalogue record as IHR open access, onsite store or offsite store.

A small collection of core secondary sources (reference only) for garden history are shelved adjoining the library office on the first floor, but a larger collection of books is available to borrow in Senate House Library.

The library welcomes disabled visitors and we are happy to help users with individual requirements. For further information see:

<http://www.history.ac.uk/library/services#accessibility>.

Contact details:

Telephone: 020 7862 8760

Email: [ihr.library@sas.ac.uk](mailto:ihr.library@sas.ac.uk)

Website: <http://www.history.ac.uk/library> for catalogue, opening hours, collection details and services.

Some of the reading rooms may be temporarily closed because of seminars and meetings – check at reception.

## Other SAS Institute Libraries

SAS Institutes have internationally renowned research libraries. You can access any of the Institute libraries on presentation of your SAS Student ID card. Different borrowing rights apply at different Institutes. The libraries which are likely to be of most interest to IHR students are those of the Warburg Institute and the Institute of Commonwealth Studies.

Three of the Institutes have libraries in separate locations, see their websites for further information:

The Warburg Institute: <http://warburg.sas.ac.uk/library>

Institute of Advanced Legal Studies: <http://ials.sas.ac.uk/library/library.asp>

Institute of Classical Studies: <http://library.icls.sas.ac.uk>

Within Senate House Library:

Institute of Commonwealth Studies

Institute of Latin American Studies

Institute of Modern Languages Research

See: <http://senatehouselibrary.ac.uk/our-collections/research-collections> for further information



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## The Warburg Institute Library

Woburn Square, London WC1H 0AB

The Warburg Institute Library holds a collection of international importance in the humanities. Its 350,000 volumes make it the largest collection in the world focused on renaissance studies and the history of the classical tradition. It includes a large number of nineteenth- and early twentieth-century continental books and periodicals (especially German and Italian), unavailable elsewhere in the UK, as well as several thousand pre-1800 items, many of which are extremely rare and valuable. The Warburg also holds a large photographic collection.

Tel. 020 7862 8935/6

Fax 020 7862 8939

Email: [Warburg.Library@sas.ac.uk](mailto:Warburg.Library@sas.ac.uk)

Website: <http://warburg.sas.ac.uk/library/>

## The University of London Library Access Agreement

The University of London Library Access Agreement enables the School's Masters students to access nearly all of the libraries of the institutions which make up the federal University of London ([www.lon.ac.uk](http://www.lon.ac.uk)) on production of their SAS cards. The value of this arrangement to University of London students is that it offers you access to books and other library materials in subject areas that are often unrivalled and which have been built over many years.

For more information on the libraries the agreement allows access to and/or to view a copy of the agreement, please visit:  
[http://www.london.ac.uk/libraries\\_agreement.html](http://www.london.ac.uk/libraries_agreement.html).

## School of Oriental and African Studies (SOAS) Library

SAS students are able to use the nearby SOAS library and take advantage of their extended opening hours. SAS students will need to apply for a SOAS library card from the SOAS membership desk and will need to produce their SAS ID card in order to do so.

### ***Term time opening hours***

Monday to Friday 9am to 11.30pm\*

Saturday & Sunday 10.30am to 11.30pm\*

\*Service desk (Membership, Issue and Enquiry Desk) and Special Collections

Reading Room hours vary: [Further information on opening hours](#)

There is no charge and no restriction on access, except to IT facilities which are confined to SOAS students. Access to some databases is available through the OPACS.

The SOAS Library offers extended opening hours over the exam period and Bank Holiday weekends. As fully registered external members, SAS students will be able to take advantage of the longer opening times providing they have applied for and received their SOAS Library card and enter SOAS before 20:00 Monday to Thursday, before 19:00 on Fridays and before 18:00 on Saturdays and Sundays.

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## Other Libraries

SAS students can gain access to many other libraries in London that have close academic links with the School including the British Library, the University of London Institute in Paris, the Wellcome Library for the History of Medicine, the Society of Antiquaries of London, and the Bibliographical Society.

The combined catalogue of CURL (the Consortium of University and Research Libraries) which is available at [www.copac.ac.uk](http://www.copac.ac.uk) and through a direct link from the ULRIS catalogue, provides a convenient way of searching many library catalogues simultaneously.

Access arrangements to other libraries vary considerably, and it is always advisable to check these before visiting. The IHR or the Registry can provide proof of student status where necessary.

### Locating a library or archive:

The IHR's History Online: History Libraries and Collections (<http://www.history.ac.uk/history-online/libraries>) will provide you with more information about useful libraries in Greater London.

The History collections blog gives information about news, projects and individual libraries' collections, as well as information about the Annual History Libraries and Research Open Day event: <http://historycollections.blogs.sas.ac.uk>

You can locate UK and international archives from this webpage: <http://discovery.nationalarchives.gov.uk/find-an-archive>.

Check websites for more detailed guidance for particular collections, for example:

- National Archives: <http://www.nationalarchives.gov.uk/help-with-your-research>
- IHR library: <http://www.history.ac.uk/library/collections>
- Senate House Library: <http://senatehouselibrary.ac.uk/our-collections/>

### Access

Access arrangements to other libraries vary considerably, and it is always advisable to check these before visiting. The IHR Library staff will be glad to provide advice and assistance, and supervisors, or the Registry can provide proof of student status where necessary.

SCONUL Access allows MPhil/PhD research students to borrow or use books and journals at other libraries that belong to the scheme. Applications can be made on the website: <http://www.sconul.ac.uk/sconul-access>. From there, select 'Institute of Historical Research' from list of Institutions. Applying for access to one SCONUL member library will supply you with an approval email that can be used at any of the eligible libraries. **MA students** are not eligible for this scheme but will often be able to get reference-access. If you have a question please get in touch with the appropriate person at the IHR Library: <https://www.senatehouselibrary.ac.uk/using-the-library/help/library-guides/accessing-other-libraries-sas-members>

London is home to many of the repositories of documents, prints, paintings and publications of interest to garden and landscape historians. These include:

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## **The Bibliographical Society**

<http://www.bibsoc.org.uk>

The objectives of the Society include: to promote and encourage study and research in the fields of: historical, analytical, descriptive and textual bibliography; the history of printing, publishing, bookselling, bookbinding and collecting. The Society's library is now part of Senate House Library.

## **Bishopsgate Institute Library**

230 Bishopsgate, London EC2M 4QH

<http://www.bishopsgate.org.uk>

An independent public reference library near Liverpool Street station with a collection on inner London, focusing on the City and the East End. Strong on 19th-century topographical and social history.

## **British Architectural Library**

66 Portland Place, London W1B 1AD

<http://www.architecture.com/>

The Royal Institute of British Architects (RIBA)'s British Architectural Library contains an archives collection of 1.5million items relating to historic and contemporary architecture and design. It includes drawings and prints from the Renaissance to the present day; 20,000 biographical files; talks and lectures from the 1970s onwards; a photographic collection; architectural and design journals and 150,000 books. Its architectural drawings collection is held at the Victorian & Albert Museum (see below).

## **British Library**

British Library, St Pancras, 96 Euston Road London NW1 2DB

<http://www.bl.uk/>

The UK's national library is the world's largest research library, holding over 150 million items and adding some 3 million more every year. An easy walk from the IHR, it is an essential place for historical research, whether you require published books or original documents. Members have access to a growing number of remote resources. There are regular tours for new readers.

## **Camden Local Studies and Archives Centre**

Holborn Library, 32–38 Theobalds Road, London WC1X 8PA

<http://www.camden.gov.uk/localstudies>

Historical material on the London Borough of Camden and its predecessor authorities (Holborn, St Pancras and Hampstead and their parishes) from the 17th century. Appointments sometimes needed, book in advance.

## **City of Westminster Archives Centre**

10 St Ann's Street, London SW1P 2DE

<http://www.westminster.gov.uk/archives>

Extensive collections relating to Westminster past and present, an area covering much of the West End of London, from Paddington to Pimlico, Knightsbridge to Covent Garden.

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## **Courtauld Institute of Art**

Somerset House, Strand, WC2R 0RN

The Book Library at the Courtauld Institute of Art is a specialist library within the University of London. It exists primarily to provide a service to the Institute's undergraduate and postgraduate students and academic staff, and to visiting academics, postgraduate research students and other scholars both from within and outside the University, who cannot obtain the material they require elsewhere. There are also extensive image libraries.

## **The Garden Museum**

5 Lambeth Palace Rd, London SE1 7LB

<http://www.gardenmuseum.org.uk/>

The Museum looks after a unique collection of around 10,000 objects, amassed over the last three decades and continuing to grow. Items spanning 400 years of gardening in Britain, from tools to artists' impressions, each represent the history, culture and design of gardens in some way. Grand country house gardens and small back yards are all represented; rare and precious things have been collected alongside the most familiar and everyday ephemera. The collection paints a broad and revealing picture of the changing ideas, technologies and passions of the British garden. A twentieth/ twenty-first century garden design archive has been established in recent years. This includes video interviews with key designers, such as John Brookes and Beth Chatto.

## **Guildhall Library**

Aldermanbury, London EC2P 2EJ

<http://www.cityoflondon.gov.uk> (click on Services/Libraries and Archives)

The City's major public reference library, specialising in the history of London, particularly the City itself, as well as having other significant collections. Following the reorganisation of Guildhall Library, prints, maps and drawings and most of the archive and manuscript collections for the City of London are now concentrated at London Metropolitan Archives. The archives remaining at Guildhall Library include those of the Stock Exchange, Lloyd's of London, and the City Livery Companies.

## **Hackney Archives Department**

Dalston CLR James Library, 24–30 Dalston Lane, London E8 3BQ

<http://www.hackney.gov.uk/ca-archives.htm>

Hackney Archives Department looks after the archives of the London Borough of Hackney – the administrative records of the borough Council and its predecessors back to 1700, together with the records of organisations and individuals with links to the area of the modern London borough.

## **Imperial War Museums, London**

Lambeth Road, London SE1 6HZ

<http://www.iwm.org.uk>

IWM's collections cover all aspects of twentieth and twenty-first century conflict involving Britain, the Commonwealth and other former empire countries. Created to record the toil and sacrifice of every individual affected by war, the collections include a wide range of material, from film and oral history to works of art, large objects, and personal letters and diaries. Admission is free.

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## **Lambeth Palace Library**

Lambeth Palace Road, London SE1 7JU

<http://www.lambethpalacelibrary.org>

The historic library of the Archbishops of Canterbury and the principal library and record centre of the Church of England. The library focuses on ecclesiastical history but is important also for social, political and economic history generally and is a significant resource for local history too.

## **The London Library**

14 St James's Square, London SW1

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

Founded in 1841, The London Library is the UK's leading literary institution. With more than one million books and periodicals in over 50 languages, the collection includes works from the 16th century to the latest publications in print and electronic form. On-line catalogue.

## **London Metropolitan Archives**

40 Northampton Road, London EC1R 0HB

<http://www.cityoflondon.gov.uk/lma>

LMA is the largest local authority record office in the UK. The records of the London County Council (LCC), Middlesex County Council (MCC) and Greater London Council (GLC) are all here as well as those of the Metropolitan Water Board and Asylums Board and the School Board for London. There is also much earlier administrative and legal material for the area, and records of hospitals, families, businesses and societies. The very extensive collection of prints, maps and drawings and the majority of the manuscripts collection formerly held at Guildhall Library and the holdings of the City of London Records Office are now available here.

## **Museum of English Rural Life**

University of Reading, Redlands Road, Reading RG1 5EX

<https://merl.reading.ac.uk>

Originally established by academics in the Department of Agriculture in 1951 to capture and record the rapidly changing countryside following World War II, MERL's collections now also include a range of journals and archives related to twentieth-century garden and landscape design, including the previous holdings of the Landscape Institute Library. There is an online catalogue and an active social media stream.

## **Museum of London**

150 London Wall, London EC2Y 5HN

<http://www.museumoflondon.org.uk>

The largest and most comprehensive city museum in the world, the Museum of London celebrates London's history and its people with permanent exhibitions and varying temporary ones. It has a wealth of artefacts relating to London and Londoners as well as a strong oral history collection, documents and library.

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## **Museum of London Docklands**

No1 Warehouse, West India Quay, London E14 4AL

<http://www.museumoflondon.org.uk/docklands>

As well as an extensive artefact collection, the museum holds the archive of the Port of London Authority and its predecessor dock companies and river conservancy bodies, and the Sainsbury's business archives.

## **The National Archives**

The National Archives (PRO & HMC), Kew, Richmond, Surrey TW9 4DU

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

The National Archives brings together the Public Record Office (PRO) and the Historical Manuscripts Commission (HMC). The National Archives (PRO) has one of the largest archival collections in the world, spanning 1000 years of British history, from Domesday Book to government papers recently released to the public, and there is much here for the regional historian. The national archive of England, Wales and the United Kingdom collects and preserves the records of central government and the courts of law, and makes them available to all who wish to consult them. Access to the original historical documents and the catalogues that describe them is free. Expert staff are available to help and guide you, although they cannot do detailed research for you. The National Archives (HMC) also advises people on the location of non-public records and historical manuscripts relating to British History and maintains the National Register of Archives and related indexes and reference works. There is also a reference library.

## **Royal Botanic Gardens Kew Library**

Richmond, Surrey TW9 3AE

<http://www.kew.org/library/>

The Library, Art & Archives at the Royal Botanic Gardens, Kew, form one of the largest collections in the world relating to botany. The Archives also contain the official records of the Royal Botanic Gardens, Kew, and the papers of many botanists, gardeners and other individuals. They form a valuable resource on the history of the discovery, study, transfer and use of the world's plants and fungi. There are over 7 million sheets of paper in 4,600 archival collections.

## **Royal Horticultural Society Lindley Library**

80 Vincent Square, London SW1P 2PE

<http://www.rhs.org.uk/education-learning/libraries-at-rhs>

The Lindley Library London specialises in botanical art and garden history. It holds unique collections of early printed books on gardening, botanical art and photographs. It also holds the archives of the RHS and personal archives of notable gardeners and garden designers. Anyone can use the library but only RHS members can borrow books.

## **Society of Antiquaries of London**

Burlington House, Piccadilly, W1J 0BE

<https://www.sal.org.uk/library/>

The Library has been acquiring material since the early eighteenth century. The main subjects covered are archaeology (especially British), architectural history and the decorative arts (especially mediaeval), heraldry and older works on British local history and genealogy. British county archaeological and record society publications are well represented, as well as archaeological journals from most

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European countries. There are special collections of broadsides, proclamations and Civil War tracts. The Library can be used for reference purposes and without appointment by students registered in the School of Advanced Study who bring proof of status.

### **Victoria and Albert Museum**

Cromwell Road, London SW7 2RL

<http://www.vam.ac.uk/content/links/study-rooms/>

In addition to its extensive galleries, the Victoria & Albert Museum houses the National Art Library and RIBA Architectural Drawings Collection. The Prints & Drawings Study Room provides access to 750,000 objects, including designs for all the arts, watercolours, old master drawings, photographs, commercial graphics, greetings cards, playing cards, fashion plates, posters and wallpapers.

### **Wellcome Library**

Part of the Wellcome Collection, 183 Euston Road, London NW1 2BE

<http://library.wellcome.ac.uk>

The Wellcome Library holds books and journals, manuscripts, archives and pictures relating to the history of medicine and allied subjects. In its field, it is one of the largest and finest in the world. Its holdings cover all cultures and periods and are a rich source for social history generally. It is a reference library open to the public free of charge.

### **The Women's Library @ LSE**

Library, London School of Economics and Political Science, 10 Portugal Street, London WC2A 2HD

<http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx>

The Women's Library @ LSE is Europe's largest collection of material relating to the lives of women and is a key part of British heritage, with a particular emphasis on the lives of women in the UK and the great political, economic and social changes of the past 150 years. The print collections include over 60,000 books and pamphlets and 3,000 periodical titles. The archive and museum collections include over 500 archives and 5000 museum objects. Museum objects include photographs, postcards, posters, badges, banners, textiles and ceramics. Please note that an LSE Library card is necessary to visit the reading room. Details of how to get a card are on the LSE Library Membership pages.

## **Periodicals and Digital Resources**

### **Periodicals**

Articles from periodicals can be found in a number of ways. The Bibliography of British and Irish History (see under IHR resources below) is a useful starting point for browsing and locating articles. If you are looking for a particular title you can try the IHR/SHL catalogue in the first instance. SUNCAT <http://suncat.ac.uk> is useful for locating resources in other UK libraries.

Please note that the SHL/IHR library catalogue does not contain full article details, therefore you will need to search by periodical title rather than for the author or title of the article. You will need to know the periodical title and volume/issue numbers to find or order the volume and locate the article within it.



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Journals are available in print and/or electronic format. Instructions and more information on locating periodicals and articles can be found on the Senate House Library website: <http://senatehouselibrary.ac.uk/our-collections/print-and-electronic-journals>. Electronic journals are often available in multiple places, for example the publisher's website has the recent volumes and JSTOR has a back run. To access the electronic journals, you should follow the links from the library catalogue.

In the IHR recent copies of print journals can be browsed in the Friends' current periodicals room next to the Common Room on the ground floor. Back volumes are in the 'onsite' or 'offsite' store and can be requested.

## Digital Resources

The libraries provide access to a wide range of electronic resources ranging from bibliographic tools to help you locate resources such as Bibliography of British and Irish History to full text primary sources including JISC historic texts, House of Commons Parliamentary Papers and Proquest Newspapers. JSTOR is a digital archive covering journals, primary sources and books, some are just available at citation level while others are full-text.

From library PCs you can use these resources directly. From other locations you can get access using the barcode from your student card. You will normally need to access these resources via special links from the catalogue or the library websites. For a full list, see <http://senatehouselibrary.ac.uk/our-collections/databases-and-eresources> and follow the links where you will be prompted for your name and barcode number.

If you would like an introduction or any help using the resources, we are happy to arrange group or individual sessions. Please contact [ihr.library@sas.ac.uk](mailto:ihr.library@sas.ac.uk) for IHR or [jordan.landes@sas.ac.uk](mailto:jordan.landes@sas.ac.uk) for SHL

## IHR Resources

The IHR publishes a number of digital resources via its website: [www.history.ac.uk](http://www.history.ac.uk)

### **Reviews in History** ([www.history.ac.uk/reviews/](http://www.history.ac.uk/reviews/))

This online journal publishes reviews and reappraisals of significant work in all fields of historical interest. Over 2000 reviews have been published to date, reaching thousands of readers. The journal includes reviews of greater length than usually found in scholarly journals; authors and editors also have right of reply. *Reviews in History* takes a broad approach chronologically, geographically and thematically, and is valuable as a resource for research, teaching and studying history.

### **British History Online** ([www.british-history.ac.uk/](http://www.british-history.ac.uk/))

British History Online is a digital library containing 1300 volumes of core printed primary and secondary sources for the medieval and modern history of the British Isles. Holdings include: volumes of the Victoria County History; selected London Record Society publications; Commons and Lords journals; volumes of the *Fasti Ecclesiae Anglicanae*; Ordnance Survey maps; National Archives' calendars (including the State Papers); and many more. Most of the content is freely available online via the above link – a small proportion of subscription premium content can be accessed by IHR students using the link from the catalogue or e-resource lists.

### **Bibliography of British and Irish History** (subscription resource, access onsite or offsite for IHR students via the library catalogue or e-resource lists)

The BBIH is an authoritative guide to what has been written about British and Irish history from the Roman period to the present day. It includes over 600,000 entries, which may be searched by author, by publication details, by subject or by period covered. It includes separate records for articles in journals and in collective



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volumes, as well as for books. The BBIH also incorporates ***London's Past Online***, an online bibliography of published material relating to the history of the Greater London area. It represents a starting point for all enquiries concerning London's development over the centuries or any conceivable aspect of London life.

### **The Records of London's Livery Companies Online** (<http://www.londonroll.org/>)

The ROLLCO project has been established to create a fully searchable and freely accessible online database of membership information for the City of London's Livery Companies, from their earliest surviving records to c.1900. Currently the database includes information about apprenticeship bindings and freedom admissions for The Bowyers' Company, The Clothworkers' Company, The Drapers' Company, The Founders' Company, The Girdlers' Company, The Goldsmiths' Company, The Mercers' Company, The Musicians' Company, The Salters' Company, The Stationers' Company and The Tallow Chandlers' Company.

## Other Online Resources

### **Parks & Gardens UK**

[www.parksandgardens.org](http://www.parksandgardens.org)

Parks & Gardens UK is the leading on-line resource for historic parks and gardens providing freely accessible information on UK parks, gardens and designed landscapes and all activities concerned with their promotion, conservation and management. Its online searchable database contains 7780 sites, 2132 associated people, 302 organisations, 1823 references, 84 archives, 4552 digital images, with new material being added all the time.

## Training Courses

### Research Skills Training

The School of Advanced Study draws on its research and teaching expertise to provide full programmes of tailored research and skills training to support its students and graduate researchers in their wider preparation for careers in academia and elsewhere. The School has a varied and challenging research training programme offered centrally through the School and individually through its Institutes. Details are available at [www.sas.ac.uk/researchtraining.html](http://www.sas.ac.uk/researchtraining.html).

### IHR Training Courses

The IHR runs a series of training courses specifically developed with the aim of providing skills for historical research. These courses are free of charge to IHR students. For more popular courses such as 'Databases for Historians' and 'Sources and Methods', it is advisable to book a place at an early date. Contact, Dr Simon Trafford, on 020 7862 8763 or email him at [simon.trafford@sas.ac.uk](mailto:simon.trafford@sas.ac.uk). More information on all the IHR's courses, in addition to details of new courses, can be obtained from Dr Trafford, who is based on the third floor of the Institute in room 308. Courses are also listed on the IHR's website at [www.history.ac.uk/research-training](http://www.history.ac.uk/research-training) and you are encouraged to check for regular updates, as some of the dates listed below might be subject to change throughout the year.

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## **Archival Research Skills**

These courses introduce students to the fundamental skills of conducting original historical research, guiding them through the processes of compiling bibliography, locating primary source materials and using archives and repositories. As well as being introduced to the printed and online tools available, participants will visit important archives and libraries for their field of interest, learning about their collections and how to use them, and meeting the specialist archivists who will help them in their work.

### **Methods and Sources for Historical Research**

**Course Dates: 21–25 October 2019, 13–17 January 2020, 30 March- 3 April 2020, 13–17 July 2020**

This course aims to equip historical researchers with the skills they will need to find and gain access to all the primary source materials they need for their projects. Over the course of a week (Mon-Fri), participants will learn, through an intensive programme of lectures and visits to repositories in and around London, how to combine online tools and traditional archival search techniques to locate and obtain evidence. Institutions visited will include the British Library, the National Archives and a number of other major national repositories in addition to a wide range of smaller and more specialised archives. The course is primarily aimed at those engaged in research degrees in history or kindred disciplines, but is open to all researchers wishing to expand their skills and knowledge in original source materials.

### **Visual Sources for Historians**

**Course Dates: 25 February–24 March 2020**

An introduction to the use of art, photography, film and other visual sources by historians (post-1500). Through lectures, discussion and visits the course will explore films, paintings, photographs, architecture and design as historical sources, as well as provide an introduction to particular items both in situ and held in archives and libraries.

## **General Historical Skills**

### **Historical Citation**

**Course Date: 5 November 2019**

This half-day workshop explains the theory and practice of correct referencing by historians. It explores the different citation systems historians use and explains when, where and how to cite sources and authorities both manually and using citation management software.

### **An Introduction to Oral History**

**Course Dates: Tuesdays, 21 January–2 April 2020**

This course is a comprehensive introduction to the theory and practice of oral history. Participants will learn through classroom teaching and practical sessions how to conduct their own interviews. As well as addressing theoretical and methodological issues, An Introduction to Oral History will help students to develop practical skills in interviewing, recording, and the organisation and preservation of oral material.

### **Oral History Spring School**

**Course Date: 2 April- 4 April 2020 (tbc)**

The Oral History Spring School covers the theory and practice of oral history with the help of leading UK oral historians. Participants should have prior experience of oral history work to be ready to discuss remembering, the emotions, analysing data, the re-use of oral history interviews and contexts for oral history outputs.

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## **Explanatory Paradigms: An Introduction to Historical Theory**

**Course Dates: 22 April 2020- 24 June 2020 (tbc)**

This course aims to provide a critical introduction to some of the most influential frameworks of explanation in historical work today. Taught on Wednesday evenings (5.30-7.00) by Professor John Tosh, Dr John Seed and Professor Sally Alexander, Explanatory Paradigms will explore one explanatory approach each week in depth through a combination of a lecture and seminar discussion based on the students' own reading.

## **Information Technology Courses**

### **Databases for Historians**

**Course Dates: 29 October–1 November 2019, 31 March–3 April 2020, 21–24 July 2020**

This 4-day course is an introduction to the theory and practice of constructing and using databases. Taught via a mixture of formal lectures and 'hands-on' practical classes, the session will introduce a wide range of skills and techniques, showing how to design and build a database appropriate to the needs of your project, and illustrating how this will help to guide and expand your analysis.

### **Historical Mapping and Geographical Information Systems**

**Course Date: 9–10 January 2020, 6–7 August 2020 (tbc)**

The 'spatial turn' is now well established in history and scholars, publishers and readers now frequently expect to see space to be used as a category of analysis, maps used as sources, and research illustrated with custom maps. However, without training in geographical techniques, tools, and even terminology, it can be challenging for historians to begin to work with this material. This two day course is designed to first introduce the history and concepts of mapping, along with the most basic ways of producing your own maps, before then moving on to a second day focusing on QGIS, the widely-used open-source GIS software package.

### **Internet for Historians**

**Course Dates: 10 December 2019, 5 March 2020, 26 May 2020**

This intensive one-day workshop will equip students with the knowledge and skills to use the internet with confidence as a tool for historical research. It introduces the principal online resources available to historical researchers, and shows how to make best use of them in pursuit of primary sources and secondary literature. Suitable for those at any stage of an academic career who wish to build or refresh their skills, the course covers English-language material for British, European and world history from late antiquity to the present.

### **Social Media and Blogging for Historians**

**Course Date: 21 January 2020**

Is social media a mystery? Do you want to learn how to tweet and how to use a hashtag? This workshop will give you a helpful introduction to the very essential foundations of social media. You will learn how to use Twitter, Facebook and Instagram, how to set up an account and how to build a profile. The workshop will discuss how social media works, and its benefits and pitfalls for historians and academics. You will be introduced to the ways that historians communicate, share and collaborate through social media, and learn foundational terminology and helpful tips that will help you make the most of these platforms.

### **Creating an Online Academic Profile**

**Course Date: 5 February 2020**

Historians and humanities researchers use a wide range of social media tools to present themselves online. This workshop provides an overview and step-by-step guide to creating an online research profile using Wordpress.

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The workshop includes basic training for using Wordpress (including choosing themes, using widgets, and understanding the dashboard), and offers advice on writing pages and blog posts, integrating social media channels, and experimenting with different types of media. In addition, we will discuss the benefits and drawbacks of operating an online profile as an historian including how best to manage the website (including how much time to spend on it).

## Language and Palaeography Courses

### Palaeography and Diplomatic

**Course Dates: 8 October 2019–5 May 2020**

The course runs on Tuesdays in the first two terms and normally with two or three additional classes in the third term. It generally takes place from 11.30 to 1.00, but from 11.00 to 1.00 in some weeks.

The course is designed to help students to work with medieval and early modern manuscripts. It will be tailored as far as possible to individual needs within the group. Besides practical training (transcription, editing, the physical aspects of manuscripts and documents including illumination), the course introduces the history of script and its intellectual context from Roman times to c.1600. Full use will be made of the incomparable manuscript and facsimile resources of the Palaeography Collection, Senate House Library. At least one visit will be to the British Library. In the second term English documents and manuscripts will be studied. There is usually an expedition in the third term.

Note: this course is not an IHR course, but is run by QMUL and taught by Dr Jenny Stratford: please email [jenny.stratford@rhul.ac.uk](mailto:jenny.stratford@rhul.ac.uk) for further information and to apply for a place. A charge for this course will apply to IHR students.

## General Information, Recourses and Facilities

### Term Dates 2019–20

Autumn term 30 September – 6 December 2019

Spring term 6 January – 20 March 2020

Summer term 20 April – 10 July 2020

### School closures

Christmas 2019/New Year 2020 closure:

Tuesday 24 December 2019– Wednesday 1 January 2020 inclusive

Easter Holiday: Thursday 9 April 2020 – Tuesday 14 April 2020 inclusive

Bank Holidays Monday 4 May; Monday 25 May; Monday 31 August 2020

UoL Foundation Day: Wednesday 27 November 2019

## Admission

The School of Advanced Study's Admissions Policy is available at: <http://www.sas.ac.uk/about-us/policies>

Your place to study for a postgraduate degree with us is subject to the following conditions:

- Provision of formal photographic identification upon formal registration (e.g. passport, photo driving licence)

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- Satisfactory evidence of the qualifications which entitle you to be registered for the degree; two satisfactory references
  - Evidence of attainment of the minimum standard required in written and spoken English if your first language is not English. (Institutes reserve the right to require you to withdraw from a programme if, in the opinion of the Programme Director, your proficiency in English is inadequate.)
  - Prompt and full payment of tuition fees for the academic year in which you are registered. (See Tuition Fees, below.)

Students may be provisionally enrolled at the beginning of the programme **for a period of two weeks**, pending satisfaction of conditions relating to verification of qualifications and/or language requirements.

**Please note that in registering for this degree programme, you are agreeing to abide by the current statutes, rules and regulations of the University of London, the School of Advanced Study and the Institute at which you are studying.**

Copies of the full text of all such regulations are available from Registry and are available at: <http://www.sas.ac.uk/about-us/policies>

## Registration and Enrolment

Email invitations will be sent out to students in mid-August with a link to the online registration system. **In addition to completing the online registration task you are still required to attend one of the registration events below.**

### New students

All new students are expected to attend formal School of Advanced Study Registration and Enrolment on **Friday 27 September 2019**.

### Continuing students

Those of you who are not new students do not need to register and enrol on 27 September, and will find it a lot quicker to complete the registration and enrolment process during the following times:

Friday 20 September	2.00pm to 4.30pm	Room 234, Senate House
Monday 23 September	2.00pm to 4.30pm	Room 234, Senate House

In order to re-register you will need **to bring formal (photographic) identification** – for instance, your passport, ID card, driving licence, and international students are required to bring their passports and visas, police registration document (as applicable) and Biometric Residence Permit.

You may still need to wait a while during these times, and we thank you in advance for your patience.

## Tuition Fees

A copy of the School's comprehensive Tuition Fee Policy is viewable here: <https://www.sas.ac.uk/graduate-study/fees-and-funding/tuition-fees>. Key points from the Policy are outlined below.

You should ensure that you have the funds available to pay your fees before you embark on a programme. Payment of tuition fees in full or payment of the first instalment (25%) is required prior to registration. You will not be awarded your degrees or issued with your final marks unless you have paid all outstanding tuition fees.

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## University of London Online Payment System

Tuition fee payments should be made online via the University of London online payment system as part of your online registration task. Fees can be paid in full or via instalments. The outstanding tuition fee balance is also displayed.

### Fee payment

Fees can either be paid in **full** or in **four equal instalments**, payable on the following dates:

Instalment 1: before **15 September 2019**

Instalment 2: 15 November 2019

Instalment 3: 15 January 2020

Instalment 4: 15 March 2020

### Internally funded and sponsored students

Those in receipt of **full** (100%) SAS, AHRC or Institute studentships/bursaries will not be required to make any payments and, therefore, the timeframes and deadlines given in respect of tuition fee payment, do not apply.

Those in receipt of **partial** SAS, AHRC or Institute studentships/bursaries will be required to pay the fee balances as outlined. You will be required pay online via the registration system. The outstanding balance displayed and will take into account all studentships / bursaries.

### Externally funded and sponsored students

You accept responsibility for payment of fees even though a sponsor may in fact pay your fees. If you have sponsorship / scholarship funding (except those in receipt of SAS, AHRC or Institute studentships /bursaries) please ensure that you upload written confirmation of any award and payment arrangements -- dates, contact details to the registration system online.

Please note that you retain liability for payment of your entire fee should the sponsoring body default on a payment, or withdraw sponsorship.

### Continuing part-time Masters and Research students' fees

Part-time Masters and research students are reminded that they should expect their fees to be subject to an annual uplift for their second and any subsequent years of study.

### Defaults on fee payments

If you default on any payment, you will be given 5 days to contact Registry before we take action. Continued registration and progression from one year to the next is conditional on the appropriate fee being paid. If you are in financial difficulty, you should contact Registry. Where there are financial problems we will try to come to an alternative financial arrangement.

Continuing students who have previously had a non-standard payment plan agreed with Registry, but who have later defaulted on that plan, will not be granted another non-standard payment plan.

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## Help

If you have any queries about paying your fees, you can contact the team in the following ways:

Email: [sas.fees@sas.ac.uk](mailto:sas.fees@sas.ac.uk)

Phone: 0207 862 8869

Please contact the SAS Registry in the following instances:

- Have a query with the tuition fee amount being charged
- To discuss a change to your current enrolment status which will affect your fees
- To discuss an alternative payment plan

## SAS Student ID Card

As a School student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for your own Institute library, and the barcode, once validated, will carry information on borrowing rights in all the Senate House Libraries ([www.ulrls.lon.ac.uk](http://www.ulrls.lon.ac.uk)) ; it will also enable offsite access to a range of electronic resources provided by the libraries. The card serves as an ID card for entry to Senate House, for access to the University of London Union, and, outside the University, to enable you to benefit from discounts offered by suppliers, etc.

ID cards will be issued on registration. Lost cards carry a £5 replacement fee. ID cards are issued by the Facilities team.

## Email

### SAS email accounts

SAS email addresses follow the format `firstname.lastname@postgrad.sas.ac.uk`. You should check your SAS email account regularly as academic and administrative staff will use it as the primary mode of contact. SAS email can be accessed remotely via the web at: <https://login.microsoftonline.com>. You will be prompted as follows:

Username (Email Address): **firstname.lastname@postgrad.sas.ac.uk**

Password: **provided during registration (case sensitive)**

You will then be redirected. Once you are successfully re-directed, you should see the '**Secure Logon for Office 365**' page. Please enter the first part of your username (firstname.lastname - NOT your email address), and your password and click on 'logon' or press enter.

### To access computers and SAS network

When you access online areas such as the SAS VLE ([studyonline.sas.ac.uk](http://studyonline.sas.ac.uk)), you will be prompted to enter the following:

Username: **firstname.lastname**

Password: **provided during registration (case sensitive)**

If you already logged on to the University network, you may not be required to enter the password again.

If you are accessing from the Internet (outside the University network), you will have to enter your username:

Username: **firstname.lastname@postgrad.sas.ac.uk**



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You will then be redirected. Once you are successfully re-directed, you should see the '**Secure Logon for Office 365**' page. Please enter the first part of your username (firstname.lastname), NOT your email address, and password and click on logon or press enter. Please see [https://www.sas.ac.uk/sites/default/files/files/Using\\_office\\_365\\_services.pdf](https://www.sas.ac.uk/sites/default/files/files/Using_office_365_services.pdf) for an Office365 userguide [PDF].

### **Everyware Service**

The Everyware service provides Library members with free notebook and iPad loans for use within the Library. Library members (with valid SHL ID card) can borrow an Everyware device. These are available to use free of charge within the library – and give access to the internet, library services, Office 365, printing, and a range of accessibility software. etc. More information about this service can be found [here](#).

Day ticket holders are not eligible to use this service, but are welcome to use the Library's desktop PCs or bring their own devices. (A small number of desktop PCs are also available in the Library for access to the Library's catalogue and e-resources.).

### **Passwords**

Self-service password functionality has now been enabled for Office 365. This means you can now change your password in O365 yourself without having to contact the IT service desk. In addition to this, forgotten passwords can be reset from within office 365 after following a simple registration process.

Please take a moment to complete the registration process by following the guidelines [here](https://www.sas.ac.uk/sites/default/files/files/Student%20Support/Office%20365%20Resetting%20Password.pdf):  
<https://www.sas.ac.uk/sites/default/files/files/Student%20Support/Office%20365%20Resetting%20Password.pdf>

### **Digital Resource Centre**

As a student of the School you have access to the public workstations in Senate House Library. Workstations are available in the Digital Resources Centre on the 4th floor of the Library in the Middlesex South reading room and in the Special Collections reading room.

All of these workstations provide access to:

- Library webpages, catalogues and databases provided by the Senate House Libraries
- networked information resources on CD
- an extensive range of multimedia software catering for audio, video and DVD (each workstation is equipped with headphones)
- self-service printing
- Microsoft Office software
- Bibliographic management software

### **Eduroam (Wi-Fi Access)**

Wireless networking is available to all SAS students via their School email accounts. Eduroam is a wireless network which allows users at the School to log in using their username and password. It is also available to SAS students visiting other participating organisations which include a large number of UK universities and abroad. Note that you will need also need to login to the SHL catalogue to access eResources (or use 'UoL Libraries' within the Senate House building).



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## Connecting to Eduroam

Pick the "Eduroam" network from the list of Wi-Fi networks

Login using your username but replace '@postgrad.sas.ac.uk' with '@london.ac.uk' and password.

This will work anywhere where there is an Eduroam network. If you experience any issues, please contact the IT Service Desk by email, [service@london.ac.uk](mailto:service@london.ac.uk).

## Support

If you need any help, please contact [sas.support@postgrad.sas.ac.uk](mailto:sas.support@postgrad.sas.ac.uk) or [service@london.ac.uk](mailto:service@london.ac.uk). But please do provide as much information as possible when contacting the support team, including:

- What are you trying to access (emails or VLE ...)
- Describe the problem if it is more than a password resetting issue
- Your student ID
- Your institute

## Proper usage

By enrolling with the School you agree to abide by the Students' Code of Conduct for the use of University of London IT equipment and systems (see <http://www.sas.ac.uk/about-us/policies> ).

You must also comply with the University's Acceptable Use Policy (<https://www.sas.ac.uk/sites/default/files/files/Policies/Acceptable%20Use%20Policy.pdf>) when using your SAS email address and SAS networks.

## Expiry

Your email account will be disabled on the last day of the year in which you graduate. A reminder will be circulated beforehand, giving you enough time to transfer all the contents of your mailbox elsewhere. Accounts will also be deactivated during periods of interruption or deleted following a withdrawal.

# Senate House Library Computer Resources

Please note that you are required to observe instructions on virus protection and the Janet Acceptable Use Policy, available at:

[https://community.ja.net/library/acceptable-use-policy\\_Computer](https://community.ja.net/library/acceptable-use-policy_Computer) use is monitored and the downloading of material of an offensive nature will be treated extremely seriously.

## Everyware at Senate House Library

SAS students have free access to the Library's Everyware service (<http://www.senatehouselibrary.ac.uk/using-the-library/library-services/everyware/>). With Everyware, you can borrow Apple MacBook Airs, MacBook Pros, iPads and Windows notebooks for use in the Library. Everyware notebooks have Microsoft Office installed.

Senate House Library provides free WiFi (<http://www.senatehouselibrary.ac.uk/using-the-library/help/connect-wifi/>) throughout its spaces and collections to connect your Everyware device or your personal notebook to the internet. As a SAS faculty and student member of the Library, you can use your name and SAS card number to login to an extensive range of academic databases (<http://www.senatehouselibrary.ac.uk/our->

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collections/databases-and-eresources/). All School spaces (Senate House (second and third floors)) are fully wifi enabled.

Documents can be printed out in the Library from any device with an internet connection. Find out more about your printing options (<http://www.senatehouselibrary.ac.uk/using-the-library/library-services/copying-printing-and-scanning>).

## Specialist software

Specialist research software is available in the Library Training Suite on the fourth floor (SPSS, NVivo etc), and in the Senate House study space on the second floor of Senate House, room 265. Disability-access hardware and software is also available. Priority is given to those who wish to use these pcs for specialist work.

## Virtual Learning Environment/Study Online

The School has a Virtual Learning Environment (VLE), which is a dedicated area for students enabling them to access training resources and to interact with fellow students across the School.

An introduction to the VLE will be given at Institute inductions. Links to the VLE/Study Online are available on individual Institute websites, the postgraduate study pages of the SAS website or via <https://studyonline.sas.ac.uk/login/index.php>. You will need to enter your password and username (given at registration) to access it.

## SAS-Space e-Repository

SAS-SPACE – <http://sas-space.sas.ac.uk/> – is the digital repository for the School of Advanced Study. The mission of SAS-SPACE is to provide a stable, well-managed, permanent archive for digital scholarly and research materials of enduring value produced at, or in association with, the School. SAS-SPACE is also the platform for digital collections and archives of individuals, scholarly societies and other bodies associated with the School.

All SAS students are required to submit the final version of their thesis/dissertation electronically. If a dissertation receives a mark of merit or distinction its deposition in SAS Space is mandatory (except in exceptional circumstances). Detailed guidance as to how to do this will be given to you in due course.

## Snacks and Refreshments

The IHR's Weston Common Room is situated on the ground floor of the Institute. It is available to all students. A range of snacks and hot and cold drinks is available between 12:00–17:30 Monday–Friday. There is also a small cafe serving hot and cold snacks and drinks situated on the Ground Floor of Senate House (under the ceremonial staircase) which is open 8:30–18:00, Monday to Friday.

## Photocopying

As well as the copiers in Senate House Library, students can use the IHR's book copiers. A new copying system was implemented in June 2017. Copying facilities are available on the second floor of the IHR. You will need to set up and administer an account at: <https://printing.london.ac.uk>. The photocopiers can be used for photocopying, releasing print jobs and scanning to email (see <http://www.history.ac.uk/library/copying-and-printing> for more details).

The new system is shared with Senate House Library and the Warburg Institute.

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## IHR Publications

A number of books are published by the Institute, the CMH and VCH. An up-to-date list of stock can be found on the Institute website at <http://www.history.ac.uk/bookshop>.

## Seminars and Conferences

The IHR hosts a wide and varied range of seminars and conferences. Seminars are held weekly and details are displayed on the noticeboards in the Institute and on the website at: <http://www.history.ac.uk/events/seminars>. The IHR research seminars are free and usually commence at 17:00 or 17:30. Details of conferences will be posted around the Institute.

## The History Lab

The History Lab is a network for postgraduate students and new researchers in history and related disciplines. Based at the IHR, it is an intellectual and social forum designed to meet the needs of postgraduate history community. It is an opportunity for the next generation of historians to meet to discuss ideas and to drive the study of history forward. The History Lab organises a number of seminars, conferences and social events and runs an email information network for postgraduates and new researchers. Membership is free to any postgraduate student enrolled on an MA, MRes, MPhil or PhD. To join the History Lab, please visit the website to download an application form at <http://www.history.ac.uk/historylab/>.

## Student Representation and Committee

### Membership

The student body of the IHR elects two representatives, one for each Masters programme and one for the research programme. Student representatives are elected for a maximum of two years, although Masters representatives generally rotate after one year owing to the nature of the course. Elections take place early in the autumn term. The research programme representative is also a member of the Postgraduate History Network committee. IHR student representatives sit on the two IHR committees listed below, and act as mediators for student issues where necessary.

The Staff-Student Liaison Committee meets once a term, and provides an opportunity for students and staff to raise any problems, or discuss any matter concerning the programmes, support, or facilities. Members include: the MRes Programme Director, the MRes Programme Administrator, the Institute Manager and a representative from supervisory staff, as well as the student representatives.

The Higher and Research Degrees Committee meets once a term and is responsible for the quality assurance of each programme of study offered at the IHR, and for monitoring student progress. The Committee members include all academics based at the IHR who supervise and teach as well as two external members; meetings are chaired by the Institute's Director. Student representatives report to this Committee.

### SAS Student Representatives' Committee

Institute student representatives – Research and Masters – sit on the School Student Representatives' Committee, which deals with student matters and events throughout the School. Institutes will consult their student body at the start of the autumn term to seek representatives. Members of the SAS Student Reps' Committee sit on School committees and act as representatives of the

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whole School student body. There are a number of other representative roles Research Students are invited to perform, such as serving on the Research and Ethics Committees.

## Student Central

Student Central offers a whole range of facilities and activities including cafes, bars, live music and events, a health and fitness studio and the largest swimming pool in central London. It is free to join as a SAS student.

Student Central continues to host over 40 clubs and societies, from Archery to Canoe Polo, Hip Hop to Debate. The full list can be accessed here: <https://www.studentcentral.london/activities/>

EnergyBase, is Student Central's fitness club and provides members with over fifty fitness activities, for all levels of ability and commitment, with its 53-station fitness suite, 33m swimming pool, fitness classes, sprung sports hall and multi-purpose studio. You can join Energy Base for an additional fee, and as a SAS student you will get a discount.

Student Central is owned by the University of London and managed by its General Manager, Steve Harwood, and his dedicated team who are happy to help you with any questions. Student Central, Malet Street, London, WC1E 7HY, T: 020 7664 2000 E: [studentcentral@london.ac.uk](mailto:studentcentral@london.ac.uk)

## SASiety

**SASiety** is a student-run organisation for all SAS students, of all ages, from all institutes, studying all programmes; Master's students, PhD students and Fellows are welcome to join us! Rather than a union, they are about ensuring that SAS students get to meet more people, and gain social and academic contacts and support. Their aim is to create a sense of community here at SAS in Senate House and to provide a social space for fun events and ideas. They organise regular meet-ups and events, and look forward to welcoming you to the common room in STB09. Email: [sasiety@postgrad.sas.ac.uk](mailto:sasiety@postgrad.sas.ac.uk)

## Careers

The SAS Careers Service provides support for students and recent graduates across all the SAS institutes. Your SAS Careers Consultant, Elizabeth Wilkinson, is here to help and advise you. She offers one to one careers advice and coaching, as well as providing workshops and careers events.

The SAS Careers Service offers:

- Workshops with topics including 'Writing a Successful PhD application' and 'Getting a Post-doc'. Please contact Christine Weir for further details (+44 (0)20 7862 8823, E: [christine.weir@sas.ac.uk](mailto:christine.weir@sas.ac.uk)).
- 1:1 20 minute careers advice appointments: These are best suited to brief guidance regarding career direction, job hunting advice, CV advice and application advice. To book an appointment, please contact [sascareers@careers.lon.ac.uk](mailto:sascareers@careers.lon.ac.uk)
- 1 hour in-depth practice interviews. If you have an interview coming up, you can book in for a practice interview where the Careers Consultant will help you improve your interview technique and give you feedback. You will need to complete a form detailing the jobs you are applying for, supply a copy of the application form or CV that you have submitted and a copy of the job advert or description. To book a practice interview, please email [sascareers@careers.lon.ac.uk](mailto:sascareers@careers.lon.ac.uk)

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- For the first time this year, we will be running Careers Cafes. The Careers Cafes will bring together groups of students from across the SAS institutes to have informal discussions about career related topics. They will be a good chance to engage in different career topics, share your experiences, raise any questions about the topic and also network with other SAS students. Look out for further information from Christine Weir.

For more information contact the SAS Careers Service by phone (0207 862 6008) or email [sascareers@careers.lon.ac.uk](mailto:sascareers@careers.lon.ac.uk).

## Funding Your Studies

### Grants and studentships

#### AHRC studentships

The School, with King's and UCL, is part of the London Arts & Humanities Partnership ([www.lahp.ac.uk](http://www.lahp.ac.uk)) and through this offers studentships under the Arts and Humanities Research Council (AHRC) scheme. LAHP studentships, awarded on a competitive basis, cover fees and maintenance, and are available to UK and EU full and part-time students. As well as doctoral students about to enter their first year of study, those about to start their second year of doctoral study may also apply. Further details on the LAHP competition are available from the LAHP website (<http://www.lahp.ac.uk/>), or from the LAHP office based in Senate House ([info@lahp.ac.uk](mailto:info@lahp.ac.uk)).

#### Postgraduate Masters Loan Scheme

Under the UK government's Postgraduate Master's Loan students will be able to borrow up to a maximum of £10,000 for the purpose of completing an eligible postgraduate master's qualification. These non-means-tested loans are available to both taught and research master's students. For more information see: <https://www.gov.uk/funding-for-postgraduate-study>

#### UK PhD Government Loans

From September 2018, the UK government will offer loans of up to £25,000 to support students wishing to undertake a PhD who are not in receipt of UK Research Council funding. These loans will be available to English-resident students and support all types of doctorate degree at universities within the UK. Although you are not eligible for this loan if you already receive UK Research Council funding, you can combine this loan with other funding sources.

Further details about eligibility and repayment can found here: <https://www.gov.uk/doctoral-loan>

### US Federal Loans

#### William D Ford Federal Direct Loans

The School of Advanced Study participates in the Federal Direct Loan programme: <https://www.sas.ac.uk/graduate-study/fees-and-funding/other-funding-sources/federal-direct-loans-us-students>. Unsubsidized Loans and Plus Loans are available through the Direct Loan programme operated by the US Education Department. Direct Loans are educational loans to assist US citizens with the costs of studying. Unsubsidized Direct Loans should be considered first as this is usually the cheapest way of borrowing. If needed, additional funding should then be considered by applying for a Direct Plus Loan. The maximum total borrowed from Direct Loans cannot exceed the annual maximum Cost of Attendance as set by the School. The School's Direct Loan Federal Code is G06696 listed under 'School of Advanced Study – University of London'.

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## Applying for Federal Loans at the School of Advanced Study

You should have accepted an unconditional offer for a place on an on-campus degree at the School and be an eligible US citizen to apply for a US Federal Direct Loan. Please note that only on-campus degree students are eligible for Federal Direct Loans at SAS. Students studying by distance-learning or at certificate or diploma level are not eligible. There are a number of steps to applying for a Direct Loan. Applications usually take 4–6 weeks to be processed so early application is advised.

*Contact details for US Loan queries:* Kalinda Hughes, Registry Services Manager. Email: [sas.registry@sas.ac.uk](mailto:sas.registry@sas.ac.uk); tel: +44 (0)20 7862 8873; fax: +44 (0)20 7862 8657.

## SAS Hardship Fund

The SAS Hardship Grant provides discretionary financial assistance for all students – particularly to meet extra costs that cannot be met from other sources of support. The Fund is intended to alleviate financial hardship. You can apply for help from the Fund at any time during the academic year. Application forms can be found here: <http://www.sas.ac.uk/home/study-us/fees-and-funding/master-s-funding>

## Further information

Additional sources of funding for UK, EU and overseas are listed here: <http://www.sas.ac.uk/graduate-study/prospective-students/funding/external-funding-sources-eu-and-overseas-students>. There are a number of useful sites which collate information on smaller, more niche funders: <https://www.sas.ac.uk/graduate-study/fees-and-funding/other-funding-sources>

## State Benefits

The majority of students cannot apply for benefits. Exceptions may include lone parents, students with disabilities, pensioners, and part-time students on low incomes. Students should contact their local benefits office for more details or browse the Direct Gov web site at [www.direct.gov.uk/en/index.htm](http://www.direct.gov.uk/en/index.htm).

## Council Tax

The Council Tax is a tax payable on dwellings. If you are a full-time student you are exempt from paying Council Tax. You will not have to pay Council Tax if you live in:

- University Halls of Residence;
- A shared house or flat where all residents are students.

If you live in a bedsit or rent a room from a landlord, the landlord should be responsible for payment of Council Tax.

If you live in a house with non-students, Council Tax will probably apply and the other occupants may wish to pass on some of the cost to you.

If you are a full-time student living at home with a lone parent your parent should be able to claim 25% discount on their Council Tax. If you are a full-time student living with both parents there will be no reduction to their Council Tax bill.

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Registry can provide full-time students with written confirmation of student registration and eligibility for Council Tax exemption – please fill in the '[Student Letter Request Form](#)', which can be found at the SAS website (<https://www.sas.ac.uk/current-students> ), under the section 'Key Information'.



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# Student Welfare

## Accommodation

We hope that by the time you register with us, your accommodation needs will have been met. However, if this is not the case, or you encounter problems with your current accommodation, useful information can be found at:

[www.housing.lon.ac.uk](http://www.housing.lon.ac.uk) and the Private Housing Guide (<http://www.housing.london.ac.uk/housing-guide/private-housing-guide>)

## Intercollegiate Halls of Residence

SAS has been allocated a small number of places in the University of London's Intercollegiate Halls of Residence for full-time students who have been offered a place of study. For further details see <http://www.halls.london.ac.uk/>, or contact the Registry ([sas.registry@sas.ac.uk](mailto:sas.registry@sas.ac.uk)) for details of the process. You are encouraged to submit applications for Halls of Residence as early as possible.

Late-Summer places: from mid-September each academic year students may apply directly to the Residences for unallocated places. The Registry will circulate further information to students who are not offered a quota Halls place in due course.

There is a separate application process for disabled (specially adapted), couples and family-sized Halls accommodation, which fall outside of the School's quota. Please contact the Registry for advice on the application process, or the Intercollegiate Halls Accommodation Bureau (<http://www.halls.london.ac.uk/>) direct:

Telephone: (+44) (0)207 862 8881

Email: [info.halls@london.ac.uk](mailto:info.halls@london.ac.uk)

Halls of Residence can also often offer short-term accommodation to students and visitors over the summer months.

## Travel

### 18+ Student Oyster photocard

Full-time SAS students can apply for a TfL 18+ Student Oyster photocard. Part-time postgraduate students are only eligible to apply if they are receiving financial help from the Access to Learning Fund (see below).

A Student Oyster card entitles the holder to 30% savings on the cost of adult Travelcards and Bus & Tram Pass season tickets valid for seven days, one month or longer periods of up to one year. There is a £10.00 fee for the photocard.

You can apply for an 18+ Oyster photocard online at:

<https://photocard.tfl.gov.uk/tfl/gotoApply.do?type=student&from=home>

To complete your application you will need:

- Your seven digit unique student number (located on the front of your SAS student card)
- A digital photograph
- A debit or credit card to pay the application fee

Please note that the establishment name you should select when making your application is 'School of Advanced Study' (not your institute of study). Once you have made your application, it goes to the SAS Registry for online verification. This may take a few days.



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# Counselling and Advice

## Academic Advice

Programme tutors will normally be responsible for guiding you through your degree and helping you with any personal or administrative problems. If this proves to be unsuitable, you may contact Registry or your Institute Manager who will be able to advise on an alternative.

## Personal safety

London is one of the most interesting and vibrant capital cities in the world; it is also one of the safest. However, as in any large, busy city, crime is a problem so you do need to take care about personal safety and looking after your belongings. Being so centrally located, the area surrounding the University of London is susceptible to crime. Please see <http://www.cityoflondon.police.uk/CityPolice/Advice/personalsafety/> , which gives useful advice and tips on how to stay safe.

## Mentoring and Counselling

The School offers mentoring sessions for students who are undergoing periods of academic pressure or are dealing with unexpected and adverse life events that are affecting their emotional wellbeing. Mentoring sessions are conducted with colleagues from Equality Focus in a private and confidential setting. Counselling is more appropriate for emotional problems. The counsellor (again from Equality Focus) will not tell you what to do, but will, instead, provide a non-judgemental forum in which you can discuss and think about your difficulties. Mentoring is more active and is better suited to the resolution of academic problems (e.g. issues of timetabling, dissertation planning, exam preparation, etc). To make a counselling or mentoring appointment, please contact the Registry who can refer you or alternatively contact Katie Wood the Disability & Student Wellbeing Adviser directly at [student.wellbeing@sas.ac.uk](mailto:student.wellbeing@sas.ac.uk).

If you have longer term mental health difficulties, you may wish to consider declaring this as a disability. This may thus entitle you to counselling from the School's advisors. This counselling is specifically geared to assisting you complete your studies successfully.

Students may also find the following contact numbers useful.

*For general welfare advice:* Nightline (6 pm to 8 am): 020 7631 0101

*For legal advice*

Citizens' Advice Bureau: [www.adviceguide.org.uk](http://www.adviceguide.org.uk). The local bureau for the School is: 3rd Floor, Holborn Library, 32-38 Theobalds Road, London, WC1X 8PA, tel: 08451 202965.

Community Legal Service Direct: [www.clsdirect.org.uk](http://www.clsdirect.org.uk): enables users to find providers funded by the Legal Services Commission (LSC)

*For advice on debt:* National Debtline: 0808 808 4000;  
[www.nationaldebtline.co.uk](http://www.nationaldebtline.co.uk)

## Counselling Services

If you choose not to use the School's in-house counselling services, you may be eligible to use other services in the area.

Waterloo Counselling Service: <http://www.waterloocc.co.uk/>

Offers general counselling services as well as multi ethnic counselling  
Tel 020 7928 3462; Barley Mow Clinic, Frazier Street, London, SE1 7BD

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Please note that there is a cost for this service (approximately £10 per session for students)

### **Mental Health**

The School takes its responsibility towards student mental health very seriously. It has strengthened its support in this area and now offers regular mental health awareness programmes to student-facing staff and students. Talk to us if you are experiencing problems. Please contact [student.wellbeing@sas.ac.uk](mailto:student.wellbeing@sas.ac.uk) if you are experiencing any difficulties. Our Disability & Student Wellbeing Adviser provides a safe, confidential and non-judgmental space in which students can discuss any issues that may be affecting your ability to study. This encompasses: any personal or emotional challenges you may be experiencing; mental health such as anxiety or depression or disability such as dyslexia or a long-term health condition.

Mind: [www.mind.org.uk/](http://www.mind.org.uk/): a national charity which can provide help and advice to students experiencing any form of mental distress

Depression: [www.studentdepression.org](http://www.studentdepression.org) and [www.Cwmt.org](http://www.Cwmt.org) have helpful information and advice

## Health

You are advised to register with a local doctor (GP surgery). All students including overseas students (and their dependants) are entitled to health care under the NHS. If you are living near here, you may wish to register at one of the GP surgeries nearby:

- **Gower Street Practice**, 20 Gower Street London WC1E 6DP, telephone 020 7636 7628.
- **Ridgmount Practice**, 8 Ridgmount Street, London, London, WC1E 7AA, 0207387 6306
- **Brunswick Medical Centre**, 39 Brunswick Square, London WC1N 1NF, telephone: 020 7837 3811
- **The Museum Practice**, 58 Great Russell Street, London, WC1B 3BA, 02074052739

If you live outside the catchment areas for the GP surgeries listed above, or wish to choose another, you should visit the NHS Choices website, where you can search for local doctors and dentists:

[www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx](http://www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx).

## Overseas Students

There are several sources of information and support available for overseas students.

- UK Council for International Student Affairs (UKCISA): 9–17 St Alban's Place, London, N1 0NX, [www.ukcisa.org](http://www.ukcisa.org), tel: (from outside the UK) +44 20 7107 9922, (inside UK) 020 7107 9922.
- British Council Education UK: 10 Spring Gardens, London, SW1A 2BN, [www.britishcouncil.org](http://www.britishcouncil.org), [www.educationuk.org](http://www.educationuk.org), tel: 0161 957 7755 (general enquiries)
- British Refugee Council: 240–250 Ferndale Road, London SW9 8BB, [www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk), tel: 020 7346 6700.
- International Students' House, 229 Great Portland Street, London, W1W 5PN, [www.ish.org.uk](http://www.ish.org.uk), tel 020 7631 8300.

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## Overseas students' obligations

International students need to apply for Tier 4 General Student Visa for enter to UK. For detailed information on the student visa application process, please visit the UK Visa and Immigration (UKVI) website: <https://www.gov.uk/tier-4-general-visa>.

Under this system, the School has a number of legal responsibilities in order to fulfil its obligations as a student sponsor. If you enter the UK on a student visa you should be aware of these. The UKVI website lists both the sponsor's and student's obligations in full, but please note that we are legally required to

- keep copies of students' passports and visas and Biometric Residence Permits (BRPs)
- keep up-to-date contact details for students; and
- inform the UKVI if a student fails to enrol on their programme, stops their studies or misses 10 expected 'contacts' on their programmes of study without reasonably granted permission.
- maintain contact with the student.

## Childcare and Nurseries

There is no childcare or nursery provision in Senate House or at the central University however, there are some nurseries near to Senate House that may be useful for students with small children. Places are often limited but the details of local nurseries can be found below:

### University Based Nurseries

#### University College London (UCL) Nursery

50 – 51 Gordon Square and 59 Gordon Square (formerly IoE Nursery), London WC1H 0PQ Tel: 020 7679 7461 or email: [nursery@ucl.ac.uk](mailto:nursery@ucl.ac.uk). Priority to students and staff of UCL and Institute of Education (IoE) students but other University of London students considered if places available. Visit the website: <https://www.ucl.ac.uk/estates/news/a-z-services/nursery-services>

#### London School Of Economics (LSE) Nursery

8a Wild Street, London WC2B 5TB. Tel: 020 7107 5966 or email: [Nursery@lse.ac.uk](mailto:Nursery@lse.ac.uk)  
Priority to students and staff of LSE. Visit the website: <http://www.lse.ac.uk/nursery/>

### Local Day Nurseries

#### Coram Fields Community Nursery

93 Guildford Street, London WC1N 1DN. Tel: 020 7833 0198  
26 places for 2-5 year olds. Must be London Borough of Camden resident. Open 8am – 6pm. Visit the website: <http://www.coramsfields.org/?q=community-nursery>

#### Thomas Coram Early Childhood Centre

49 Mecklenburgh Square, London WC1N 2NY. Tel: 020-7520 0385 or email: [admin@thomascoram.camden.sch.uk](mailto:admin@thomascoram.camden.sch.uk). Places for 106 children aged 6 months to 5 years. Must be Camden resident, although there are full-cost places for non-residents. Open 8am – 5:30pm.  
Visit the website: <http://www.thomascoram.camden.sch.uk/>

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### **Collingham Gardens Nursery**

Henrietta Mews, off Wakefield Street, London WC1N 1PH.

Tel: 020-7837 3423 or email: [cgnursery@btconnect.com](mailto:cgnursery@btconnect.com). 24 places for children aged 2 to 5 years.

Must live in London Borough of Camden. Open 9am – 5pm. Visit the website: <http://collinghamgardensnursery.com/>

### **Konstam Children's Centre**

75 Chester Road London N19 5DH

020-7272 3594. 69 places for children between 4 months – 5 years. After school service up to 7 years. Parents need to be resident in Camden (unless there is no waiting list in which case studying full time in Borough of Camden is fine). For further information please visit Camden's website:

[www.camden.gov.uk/childrenscentres](http://www.camden.gov.uk/childrenscentres)

### **Hampden Children's Centre**

80 Polygon Road, London NW1 1HQ.

020-7387 1822. 69 places for children aged 4 months - 5 years. Must be Camden resident though there may be a few places for non-residents. For further information please visit Camden's website: [www.camden.gov.uk/childrenscentres](http://www.camden.gov.uk/childrenscentres)

### **Regents Park Children's Centre**

Augustus St, London NW1 3TJ. Tel: 020-7387 2382.

70 places for children aged 6 months - 5 years. (9 baby places for children 6 months – 2 years, 12 toddler places for children aged 2 – 3 years, 49 places for children aged 3 – 5 years). For further information please visit Camden's website: [www.camden.gov.uk/childrenscentres](http://www.camden.gov.uk/childrenscentres)

**Other Sources of Information** – The website [www.childcare.co.uk](http://www.childcare.co.uk) gives useful guidance in types of childcare. You can also search for childcare providers, including child-minders.

## **Childminders**

A registered childminder is someone who can look after your child from their own home. To gain registration the childminder's home is inspected by the government to ensure that it is a safe environment for children. In addition childminders have to provide references, prove that they are healthy, trained and are checked by the police. Government inspections are carried out on a regular basis. Childminders can look after children of any age although the regulations on registration only apply when they are looking after children under the age of eight. The government also stipulates that childminders can look after up to six children under the age of eight. Of those six, no more than three can be under the age of five and of those no more than one should be under the age of one. Childminders can be more flexible than day nurseries and are often cheaper.

To search for a childminder in Camden

<https://www.camden.gov.uk/ccm/content/education/pre-school/childcare-folder/childminders.en>

The National Childminding Association website also has useful information [www.ncma.org.uk](http://www.ncma.org.uk)

## **Funding**

Further information on funding available to assist with childcare costs can be found at <https://www.childcarechoices.gov.uk/>

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# Equality and Diversity

The School of Advanced Study aims to provide an environment where everyone can access its programmes and activities – conferences, workshops and seminars, library provision and teaching programmes. The School of Advanced Study is proud of the diversity of its community and is committed to ensuring all of our staff and students are treated with dignity and respect. We welcome all students who are academically qualified and motivated to benefit from the programmes we offer through the member Institutes.

The School is committed to treating all people with equality, irrespective of any of the ‘Protected Characteristics’ as defined by the Equality Act 2010. The protected characteristics are age, disability including mental health, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The School is covered by the University of London’s key equality policies, for example the Equal Opportunities Policy and other such schemes. However, to ensure that the School is meeting all the legislative requirements and in line with best practice we have developed our own Statement and Action Plans.

The School believes that engagement in the development of equality policies and related action plans are very important. We uphold the principle that all students and members of staff have a right to be involved in matters that affect them. So we are always keen to hear your feedback. If you would like to talk to someone in confidence please contact Kalinda Hughes, [Kalinda.hughes@sas.ac.uk](mailto:Kalinda.hughes@sas.ac.uk) ; Head of Registry Services, School of Advanced Study; Second Floor, South Block, Senate House, Malet Street, London, WC1E 7HU

## Disability

The School of Advanced Study has a Disability & Student Wellbeing Adviser. Students who have notified the School of a disability should have received a Pre-Entry Support Needs form (new students) or Support Needs Form (continuing students) to complete. If you have not received a form, please contact the Registry as quickly as possible. If you would like to speak to our Disability & Student Wellbeing Adviser direct, please contact Katie Wood at [student.wellbeing@sas.ac.uk](mailto:student.wellbeing@sas.ac.uk) .

Please:

- let us know about your needs in good time so that we have the appropriate opportunity to address those needs
- give both positive and negative feedback so that we can improve our services. Let us know if the recommendations for your support are not carried out and you do not receive alternative format handouts, for example
- let us know if your situation changes and you need more, or different kinds, of support.

## Access to Institutes and offices

Most of the Institutes and offices of the School are located in Senate House. The exceptions are the Institute for Advanced Legal Studies (17 Russell Square) and the Warburg Institute (Woburn Square).

Senate House is a listed building and as such there are some limitations to the alterations that can be made. However, wheelchair users and those with reduced mobility are able to access all necessary facilities although it may not always be easy for them to do so in a fully independent way.

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In 2019-20 the Institute of Advanced Legal Studies is undergoing some refurbishment.

A number of teaching and meeting rooms in Senate House are equipped with a fixed induction loop system for hearing-impaired students, and there is a mobile induction loop system for use elsewhere.

The Institute of Advanced Legal Studies and the Warburg Institute are in nearby buildings which have ramps, lifts, and accessible toilets. Again, although wheelchair users and those with reduced mobility are able to access all necessary facilities, it is not always easy for them to do so in a fully independent way.

It is possible to arrange for new students with impaired vision to be accompanied both within the building and to the tube station or bus stop, until they have become familiar with these routes. The School's external disabilities advisors can help arrange this in conjunction with Camden's Sensory Disabilities Team.

## Senate House Library (see also above)

Charlotte McDonagh ([Charlotte.mcdonaugh@london.ac.uk](mailto:Charlotte.mcdonaugh@london.ac.uk)) is the Senate House Library Disability Officer. She and SHL in general are able to do the following for disabled student library users:

- A retrieving book service (that is, getting books from shelves);
- Arranging borrowing rights for proxies;
- Membership cards for people supporting the disabled user, or their carers;
- Extended loans.

## Using Computers

Disabled students who qualify for the DSA may receive support for computer purchase. Remote email access and web access to the Library's electronic research resources and journals are available. Advice on personal computer adaptation can be obtained free from AbilityNet ([www.abilitynet.org.uk](http://www.abilitynet.org.uk)). AbilityNet will also carry out assessments of individual need. There is specialist software available for visually impaired students.

## Transport

Most people access Senate House and the Bloomsbury area by public transport. Some disabled people living in the London area may be eligible for a London Transport Freedom Pass ([www.freedompass.org](http://www.freedompass.org)) which allows free travel on public transport; the borough where you live will be able to tell you if you are eligible.

Transport for London's Access and Mobility unit has information about schemes such as Dial-a-Ride and Taxicard for subsidised door-to-door transport for people who have serious mobility impairment and difficulty in using public transport, as well as an extensive range of guides:

<http://www.tfl.gov.uk/tfl/gettingaround/accessibility-guides/default.aspx>

## Emergency Evacuation

If you have a disability which might cause delay in recognising or responding to an emergency alarm, a personal emergency evacuation plan will be agreed. If your disability is likely to affect your ability to evacuate the building, we should notify your tutors of your evacuation plan, so that others know how to help you in an emergency.

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## Residential Accommodation

Disabled students are eligible to apply for accommodation in the University of London Intercollegiate Halls, a number of which have a quota of specially-adapted rooms for students with disabilities.

## Disabled Students' Allowances (DSA)

### Arrangements

Home students are eligible for the Disabled Students' Allowances (DSA). The DSA helps to pay for any extra costs or expenses that students incur attending their course that arise from their disability. The allowances are not means-tested and there is no age limit.

More information is available at:

[www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG\\_10034898](http://www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898).

The DSA is administered by Student Finance England or Research Councils. Equality Focus can assist students in applying for it, and can help to arrange the study needs assessment which is required to access the allowances.

*The following pages refer to guidance and regulations as set out in the School of Advanced Study's Quality Assurance Framework for Postgraduate Teaching. The current version is available online here: <http://www.sas.ac.uk/about-us/policies>*



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# Student Charter

The Charter below sets out the rights and responsibilities of the School and its students.

## The School's Responsibilities

### **The School undertakes to**

- Encourage its employees to treat students and colleagues equally and respectfully

### **and to provide**

- High standards of teaching, support, advice and guidance
- Access to activities that will enhance employability and personal development
- Support for student participation in academic development and programme management, including elections of representatives
- Clearly defined access to library and IT facilities
- Clear deadlines and timeframes – in programme handbooks – for feedback on work submitted by students.
- Programme handbooks for students which detail assessment criteria, contact hours, mode of delivery
- Details on examination arrangements and regulations, academic guidance and support, appeals and complaints procedures
- Clear information on programme costs, payment options and deadlines.

### **Its teaching staff undertake to**

- Treat students responsibly and with respect
- Familiarise themselves with the Quality Assurance Framework and School supervisory practice
- Keep themselves up to date with best practice in relation to teaching and supervision, including undertaking, where appropriate, training in research student supervision
- Be accessible to students during term time and advise them of any absences likely to exceed two successive weeks during the vacation
- Respond to emails from students within a reasonable time-frame, and generally within three working days during term-time
- Keep students informed in advance about prospective periods of leave and planned supervisory arrangements during the leave
- Advise students on progress in a timely fashion and warn where work is not of the appropriate standard or is being produced too slowly, and of steps which might be taken to remedy the situation
- Provide constructive timely written feedback on all written work submitted by the student and keep copies on file
- Ensure that students understand the requirements of the degree, provide guidance on the examination process, and help students to prepare
- Provide students with guidance as to essential reading, including information as to where this may be found, before the start of the academic year if possible, or at induction

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- Avoid cancelling classes or meetings unless for a completely unavoidable reason, and always advise in good time; rearrange any cancelled classes/meetings
  - Treat student data with integrity and be aware of responsibilities in relation to the Data Protection, Freedom of Information and Equality Acts.

## Students' Responsibilities

### **Students undertake to:**

- Observe the Statutes, Ordinances and Regulations of the University of London
- Treat staff and their fellow students equally and respectfully
- Attend induction, read documentation provided, including regulations for their degree and Student Handbooks
- Participate in timetabled classes, attend meetings with tutors
- Obtain agreement from their tutors, in advance, for any essential absences
- Take responsibility for managing their own learning: actively engaging in their programme; ensuring they spend sufficient regular time in private study; participating fully in group learning activities; maintaining a record, in consultation with their supervisors, of supervisory meetings; inform supervisors promptly if circumstances arise which are likely to affect their work; discuss any teaching / supervisor problems with their supervisor(s) or with Institute Director (or other senior staff member)
- Submit assessed work by stated deadlines, actively participate in feedback
- Familiarise themselves with guidelines on ethical research, data protection matters, and be aware of health and safety and intellectual property implications
- Make prompt payment of charges made by the institution
- Support programme representatives and participate in systems which will lead to improvements in the quality of learning and teaching
- Respect the physical environment of the University of London.



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