

Studying History at Cambridge:

A guide for undergraduates

(Issued by the History Faculty in conjunction with Directors of Studies)

This guide aims to give advice on four central matters:

- A) -how to benefit most from your college teaching;
- B) -what is on offer in the Faculty, and how college teaching relates to it;
- C) -how to make best use of the resources of the colleges and university;
- D) -what to do if you have any difficulties, questions or complaints.

The aim of studying history at university is to further your understanding and knowledge of the past and your ability to present that understanding and knowledge with clarity, insight and discrimination.

The historian has to mine a large body of material efficiently; to evaluate its significance and utility in answering important questions about societies, institutions, cultures and individuals; and to order her or his thoughts on these matters succinctly, clearly, yet with sensitivity. The teaching that you will receive over the next three years is designed to develop these skills.

They will be examined in a number of ways: by outline papers and by the Themes and Sources paper in Part I, and by Special Subjects and Advanced Topics, and a general paper in Historical Argument and Practice in Part II. You will also have the opportunity to substitute a dissertation on a subject of your choice for one of your Part II Advanced Topic papers.

The function of the History Faculty is to develop the course structure, to organise and oversee its working, to set and mark the Tripos examinations - and to offer lectures, which play a crucial role in defining the content of each paper. In addition, Themes and Sources options and Special Subjects are taught by Faculty classes.

The role of colleges, in particular your college Director of Studies, is to arrange the teaching of all other papers and to help you get the most out of it. Your Director of Studies is responsible for overseeing your academic progress, and is the person to whom you should turn if you are having difficulties with work or with understanding what is expected of you. Never be afraid to approach him or her with your problems.

A COLLEGE TEACHING

1 Supervisions

Your supervisor is responsible for directing your work for each paper so that, if you work steadily, you will be equipped to tackle the examination paper. She or he sets you reading and an essay title each week, and is usually a specialist in the field of your paper. Do not be afraid to suggest possible topics yourself, if you have any particular interests (though you should be aware that there may be good reasons against studying them).

You will normally have seven or eight supervisions per term, either individually or in very small groups. They last for one hour. You must write an essay for each one, and should submit it in advance so that the supervisor can make written comments on it. Essay titles are often taken from past exam papers, which are available on the virtual learning site.

A supervision is intended to clarify, focus and extend the work which you have done. It is a conversation, based on what you have written, in which you will be asked to articulate your ideas. Do not be deferential, but relaxed; this is not an inquisition. The supervisor will discuss and assess the merit of your essay. He or she will relate it to other aspects of the topic, and will expect you to do so too, so you will need to read as widely as possible.

At the end of the hour you should have a broader understanding of the topic. But you should not expect everything to be "slotted into place". A good supervisor often stresses the limits to the historian's knowledge, the variety of valid historiographical approaches to the topics, and the problems involved in reaching a clear-cut understanding of it. Expect some of your assumptions to be challenged, even undermined.

The supervision should be tailored to your needs so, to this end, it helps if you take the initiative and have your own agenda. Ask questions about anything in the reading which you have not understood. A supervision is not a lecture. But do not feel embarrassed to take brief notes on what the supervisor says - you may not remember it otherwise. It is very important to collect your thoughts immediately after the supervision ends and commit them to paper.

Your supervisor should also advise you on attending lectures, which will supplement your understanding and define the scope of the paper further. Always ask about this, if the supervisor does not. And remember to refer to lecture notes when preparing your essays; they will often be extremely useful.

Your supervision will normally take place at a regular and agreed time each week, and you must attend. Many colleges now charge undergraduates for supervisions missed without good cause.

2 The Essay

The purpose of your weekly essay is to accustom you to distilling your reading into a clear, concise yet rounded argument in answer to a specific and pointed question. You will be assessed on the plausibility and coherence of what you write, and on the breadth of understanding which you display. The art of essay-writing is not learned easily or quickly. It requires a good deal of regular practice. Do not despair if it takes time to improve; you have nearly two years before Part I.

The essay title will be a question, or a statement for comment, and you should argue a case in response. Scrutinise the question carefully, check its meaning with your supervisor if in doubt, and take note of phrasing and slant. Key words usually need careful and early definition, to give focus.

In terms of scope, it is appropriate to be wide-ranging, but not diffuse. If you decide to concentrate on one dimension or approach, try to indicate briefly why you have rejected other possible ones. Often you will find the books you read disagreeing with each other. If so, it will improve your essay if you practise evaluating the significance of these disagreements for the question you are addressing. Be sure to make your own views apparent throughout - not just in the conclusion. List books you have read at the end of your essay.

Always take time to gather your thoughts before writing. Make a full and careful plan, organised by paragraph. Each paragraph should address the question directly and forward the development of your answer. It can help to experiment with ordering the component parts of an essay until you see how to present the argument fluently and persuasively. If you are having difficulty in planning your essays, show your plan as well as your essay to your supervisor.

When writing, do not waffle. Each paragraph should elaborate a central point and support it with well-chosen evidence. Do not weigh your essay down with facts for their own sake; an essay is not a summary of a week's reading, and you should treat it as an argument first and foremost, rather than an opportunity to display all that you know. Make sure to discuss the evidence in enough detail to give your argument weight. Including well-described case studies, but only those which support your argument, is an important part of the art of essay writing. Remember that being concise is also an art, and one you would do well to master to stand you in good stead for Tripos examinations.

Some of your supervisors may specify a particular essay format. If they do not, try to aim at producing an essay of between 1,800 and 2,500 words. Most students prefer to write on a computer and, often, supervisors will be happy to receive the essay as an email attachment. If you do this, be sure that you do not lose the art of writing consecutive prose sentences fluently and quickly, because this is how you will be tested in Tripos. Some supervisors or Directors of Studies encourage their students to write at least some of their essays by hand. Even if you do not do this, please take steps to ensure that you do not lose the ability to write by hand, as most students will be required to do this in examinations. And if you cannot read your supervisor's comments on your work - or understand them - don't be afraid to ask for an explanation.

Always re-read your essay before submitting it, to see if you have argued your case as clearly as you can. History is a literary art. Do not be surprised if supervisors devote a lot of time to the structure and style of your essays. Be prepared for corrections to syntax and spelling.

You are encouraged to discuss essay-writing technique with your supervisor or Director of Studies.

Useful paperback books on academic writing include:
Gordon Taylor, The Student's Writing Guide for the Arts and Social Sciences (Cambridge, 1989)
William Zinsser, On Writing Well: an Informal Guide to Writing Non-fiction (30th Anniversary edn., 2006)
Nigel Fabb & Alan Durant, How to Write Essays, Dissertations and Theses in Literary Studies (1993)
Jacques Barzun and H.F. Graff, The Modern Researcher (6th edn., 2003)

3 Reading and note-taking

Your essay will be based on reading and digesting a number of books and articles. Usually your supervisor will give you a list, and will go through it giving further details about individual items. If he or she does not advise you on the most useful introductory literature, ask where you should start the week's reading. By all means read beyond the suggested items. Consolidated reading lists for the Part I papers are available on the website.

You will normally start with outline or survey books. They are designed for you, and you should read the relevant parts of them right through. It is helpful to re-read surveys when revising each paper, in order to refresh your memory and to remind yourself of the broader framework for the topic. They are also the most useful books to buy.

Other books and articles will offer more advanced or specialised discussions. Remember that such sources may not be written primarily for you, so be discriminating; do not feel you need to read all of them from cover to cover. But you must try to gain a sense of the overall argument, and to use your ingenuity in finding your way to the material which will be relevant to you.

Start on this by reading and noting the introductory and concluding sections. Reviews of books often offer a useful pointer to their argument (and flaws): they are easily found on the internet using Google or JSTOR. But summaries are not enough. You also need to consult the text at length, in order to deepen your understanding of the work and extend the range of examples drawn from it.

Start by using the table of contents and the index as a guide. Make notes on each work on separate pieces of paper or in different computer files, since you may wish to reorder them later. It can help to copy out significant sentences, but you will engage with the argument more if you rephrase it in your own words. Any worthwhile book or article will have a distinctive argument. Before moving to the next item, stand back and summarise the whole work in two or three sentences. What did it say? What sources did it use? Did it open up a new approach? Try to be critical. And remember that you are making notes

for two purposes. You are collecting information, which you will then be synthesising in your essay. But the notes will also assist your examination revision. You are preparing a large topic on which a number of questions might be asked in Tripos, from different angles. Hence it is important to consult past examination papers. If you limit yourself too much while taking notes, your exam revision might suffer. If you do not have time to read an article or chapter which looks useful for the topic, return to it in the vacation or in revision. When it comes to the exam, being able to revise from notes taken during the supervision, as well as from the essay and your lecture notes, will provide the most rounded understanding of the topic; however, it is extremely valuable to broaden your reading beyond the sources you have covered for the supervision essay.

4 Planning your workload

No one will tell you how to plan your working day. Learning self-discipline and organisation is one of the major tasks of the university student. But it is reasonable to expect you to work 37-43 hours a week during term-time. Such work includes lectures, supervisions, seminars, and independent study. In general, especially in Part I, you will have one supervision a week, in addition to several hours of lectures, seminars, and college classes. In Part II, you will have weekly meetings of Special Subjects in addition to supervisions, lectures, and classes in Advanced Topic(s) and dissertations. You are also expected to work over the breaks between terms, as these periods are ideal for further reading, note-taking, and consolidation of material.

The Easter Term of your second year should be dedicated to revision. Your Director of Studies will normally encourage you to attend revision supervisions, and will also give you advice about planning your work at this point. It is essential to practice writing timed essays in revision; for this, it is simplest to use questions from past Tripos papers. Prelim to Part I exams are taken after Easter in the first year. This is a valuable practice examination, for which you should prepare in depth during the Easter vacation.

It is essential to remember that you are a full-time student, though you may be in Cambridge itself for less than half of the year. Obviously you should relax and develop other skills in part of your vacations. But you must also go over the work of the previous term. You will find that a review of your book and lecture notes, combined with some extra reading, will greatly help your understanding of individual topics and their interconnections. You should also lay some groundwork for the following term's work, by reading some general surveys. A rule of thumb for the vacation period is to spend one week resting or on holiday, and to divide the remaining time between reviewing the most recent paper you have covered, preparing for the paper to be studied in the following term, and/or revising individual topics, as your workload demands. Being organised is one of the most important routes to success in Tripos.

5 Theoretical matters

Tripos is more than the sum of its parts, and performing well depends on reading broadly and, to some extent, reflecting on the theoretical issues which underpin historical narrative and analysis. A Historical Argument and Practice paper is obligatory both in the first-year Preliminary examination, and at Part II. Historical Argument and Practice is not a supervised paper, so the responsibility for preparing for these examinations is primarily your own. It is also generally valuable to set your work for individual Tripos papers in a broader context, by reading about historical methodology and related disciplines of interest to you, such as literature, history of art, political philosophy and Third World development. Although you will take the initiative on Historical Argument and Practice, your college should also arrange year-group classes and the Faculty offers a full programme of lectures. Take advantage also of other discussion opportunities, such as college History Societies, whose meetings are often advertised on Faculty circulars or noticeboards.

B FACULTY TEACHING

1 Purpose

The Faculty organises group events such as lectures, classes and seminars, and these serve various purposes: the communicating of basic information and broad interpretations of periods or themes; the reporting of findings from research carried out by the speaker, an associate or a student; the presenting of challenging new ideas which may act as a stimulus to discussion; the exchange of views and challenge to orthodoxies - and to new heresies - in seminars. The formats vary widely, and are expected to do so: some events may be primarily informative, others provocative, but all are intended to make you think seriously about history.

2 **Lecture List**

The **Lecture List** is the fullest guide to undergraduate teaching organised by the Faculty. It gives information about the title, organisers and time of all undergraduate lectures and classes. The later part lists lectures for graduate students. These do not directly concern you, but some welcome undergraduates as well as postgraduates. You should remember that the Lecture List is compiled during the summer preceding the academic year which it covers. Inevitably, some of the information is overtaken by events such as illness, lecturers' need to reschedule lectures, etc. It is therefore important to check your emails and the Lecture List regularly for revisions, particularly at the start of each term.

Timetables are displayed on the main noticeboard and screens in the Faculty, and you can download a personalised timetable via the University timetable system. You will normally receive emails via Moodle concerning any changes, but you should always check the screen and noticeboard outside the Custodians' Office in the Faculty Building: details of sudden cancellations or alterations are put up there. Most, but not all, history lectures take place in the History Faculty building. If you are in any doubt please go to the General Enquiries Office on the 4th floor.

3 **The Lecturers**

Most lecturers are in the employment of the University and/or Colleges, but a few are spending a limited term of one or two years in Cambridge, for example as Pitt Professor of American History, or have been invited from outside Cambridge to substitute for a lecturer on leave. The majority of the lecturers are highly experienced, but naturally there are always novices or near-novices who may or may not lecture better than their elders. While the lectures are primarily for the benefit of students, they are also intended to give your academics such as Junior Research Fellows a chance to gain experience. Please remember this - and bear in mind that lectures with rough edges can in the long run prove useful.

4 **Part I Lectures**

Many Part I lectures are intended to be introductory, to serve as guides to periods which you may be studying in British, European, World or American outline Papers. Or they will be offering the background and interpretations of texts set for Political Thought papers. These general lectures are intended to supply you with information and also with a broad interpretation of a period or theme, by means of an expert overview. They should fill in gaps between the topics you study for your supervisions. The views which you hear from a lecturer may differ from those expressed by your supervisor, especially when the topic is controversial. History is not a discipline which encourages a party-line. A good lecturer will make plain the origins and strengths of alternative interpretations, and if you feel he/she is skating over something it is open to you to ask a question.

The teaching of nearly all Part I papers involves a series of "core" lectures which set out the general themes. Some lectures are more specialised, designed to shed light on one or two historical problems or themes. They may only relate to

one or two potential questions in Tripos, but you may find that they provide unexpected sidelights on other topics, or simply that they are interesting. Often they present research that is as yet unpublished.

It is difficult to generalise about lectures and lecture-attendance for Part I or for Part II: different people respond to and gain from the same lecture in different ways. There is no obligation to attend, or to keep attending after you have been to the first one or two lectures of a course (even if the lecturer is known to you). But do remember that the "heavy" or intellectually demanding lectures may be stretching you more than the "instant access" ones; lectures are not TV sound-bites, and although many good ones are entertaining, some, which can make you think long afterwards, are not. You should ask your Director of Studies about planning your lecture attendance across the year.

Some lectures may only be given in a term before the ones when you are supervised for a Paper. Your supervisor will probably also have suggestions as to which lectures to attend for the Paper he/she is teaching you or try asking someone in the year above you. It is important, especially in the case of outline lecture courses, that you should at least sample them. And sampling means going to at least two weeks of them. Often it is only when revising that you realise the full value of a lecture course. Lecturers will often pause during a lecture for questions, or will leave time for questions at the end. Even if they do not, it is your right to put up your hand and ask a question, whether for a date, or the spelling of a name, or a more general point. The Faculty recognises the value of dialogue in the learning process - although pressure of time may preclude an extended discussion in class.

Note-taking at lectures becomes easier with practice and depends on what you are getting out of a particular course. If the factual material is fairly familiar or easily accessible in a textbook there is little point in writing down the data provided in the lecture. Try to identify the main themes and arguments in the lecture, rather than writing down all that is said. Headings and sub-headings make a big difference, when you come to revise from your notes. And if the themes remain obscure to you, you can ask the lecturer at the end.

5 Part I Classes: Themes and Sources

The Themes and Sources paper is taught almost exclusively by means of the classes organised by the Faculty. It is therefore essential that you attend all the classes and that you try to prepare for them as carefully as possible. Attendance will be taken at each class. Unless a medical or other serious personal reason for absence is presented at the time with supporting evidence if required, students who fail to demonstrate reasonable attendance at Themes and Sources classes will be considered to have forfeited their entitlement to a Themes and Sources supervision arranged by the Faculty.

Students often ask about the time they should devote to Themes and Sources preparation alongside their other papers. Reading speeds vary, and your rate is likely to accelerate as you become more familiar with the subject-matter, but around four hours' reading for each class is a reasonable norm. More detailed guidelines about Themes and Sources will be issued to you and information will be available on the website in advance of a Faculty presentation about the options in mid-October.

Long Essay questions will be distributed toward the end of May. During the classes, the teachers will introduce the Long Essay exercise and give general guidance about research and writing. You will also be given a single, 30-45 minute supervision, to be arranged by the class teachers, on your choice of topic for the Long Essay, including recommended reading. It is essential to give thought to your choice of topic in advance in order to make the most of this supervision. The

Faculty Board prohibits any further supervision on the preparation of the Long Essay, whether from a class teacher, supervisor or Director of Studies.

The formats in which the Long Essays are set vary somewhat between options: you may find it useful to consult past examination papers and if still in doubt, ask your Option Convenor. The basic requirement for all the Long Essays is that you should show accurate knowledge of the subject that you are discussing, awareness of the different interpretations which may be placed on the evidence, and judgement in setting out your own arguments and conclusions. The 5,000-word maximum for the Long Essay may not sound too demanding, *but you are strongly advised to write at least a first draft during the Long Vacation*: the following Michaelmas Term will bring many other tasks.

6 Part II Lectures and Classes

These are more tightly geared to Tripos Papers than are the Part I lectures, and students miss them at their peril. Lectures and Classes are the only form of teaching provided for the Special Subjects, so you will largely be working on your own, preparing for the weekly classes. The Special Subject and Advanced Topics available in the following academic year are announced on the website at the very end of the Lent term. It is important that you find out as much as possible about these, so that you can make an informed choice when asked to list your preferences in Easter term. Each of the lecturers giving a Special Subject will hold an introductory session early in the Easter Term. You will also gain an idea of what is expected from the reading-lists for Part II papers, available on the website. Also, try asking students already taking a paper, and consult your Director of Studies. The Director of Undergraduate Studies is responsible for the process of assigning students to Part II papers; all Special Subjects and some Advanced Topics have limited class sizes, so bear in mind that you may not always get your first choice.

7 Graduate Seminars and Public Lectures

Graduate seminars are chiefly meant for announcing research findings, and senior members and research students give papers at them, but many welcome undergraduates. It is difficult to predict, even from a title, whether you will find a paper interesting or useful, but discussions afterwards often throw up new insights or a fresh approach to a topic. It is well worth sampling a few seminars. Likewise with the Public Lectures which the Faculty or other Cambridge institutions lay on, for example the Seeley, Ellen McArthur, Birkbeck and Trevelyan lectures. They are not all offered every year, but the University and/or Faculty websites will tell you what is available.

C FACULTY POLICIES

1 Plagiarism

The University has a strict policy for dealing with plagiarism¹, and the Faculty of History takes the issue very seriously. It offers detailed guidance² on how to avoid plagiarism and poor academic practice.

Plagiarism regulations apply to all work submitted to the Faculty as a part of its programme of teaching and examination. Students are urged to study the university policy and our local guidance carefully and to ensure that they understand it and abide by it. The Faculty is licensed to use the anti-plagiarism

¹ <http://www.plagiarism.admin.cam.ac.uk/what-plagiarism/universitys-definition-plagiarism>

² <https://www.hist.cam.ac.uk/undergraduate/hist-tripos/info-all-years/plagiarism>

software 'Turnitin', and reserves the right to subject students' examination work to searches.

2 **Style Guide**

The Faculty publishes a **Style Guide**³, which advises on the best form in which to provide footnotes and bibliographies. This guide applies to all coursework submitted for examination in the Historical Tripos. Students are enjoined to study this Guide carefully and to ensure that they understand it and abide by it. It is most pertinent to Themes and Sources long essays and Part II dissertations, but may also be used if you decide to annotate your weekly essays; this is not obligatory, but is a valuable discipline.

You may also find it useful to consult the following:

- guide to questions about **grammar and punctuation**⁴
- **skills website**⁵ designed specifically to help you prepare for writing weekly supervision essays and for Prelim exams in April next year.

3 **Recording lectures**

The Faculty recognises that students may wish to record lectures for a variety of reasons. This is permissible under certain conditions, as follows:

1. In the case of any student with a disability whose Student Support Document identifies recording of lectures as an academic support requirement, the lecturer should permit a recording to be made. You would need to sign a recording agreement with the Disability Resource Centre prior to the lecture.
2. Students wishing to record lectures for reasons other than disability (due to lecture clashes etc.) should request permission from the individual lecturer in advance. Requests to record lectures may be accepted or declined at the discretion of the lecturer, to whom it will also be left to decide whether the student should have to attend the lecture in order to record it.
3. **Any student** who is granted permission to record will be deemed to have agreed not to share it in any form with any third party.

D **RESOURCES**

1 **Languages**

You will find it helpful to have a reading knowledge of a major foreign language, especially if your key historical interests lie outside the English-speaking world. To be able to read articles and books in foreign languages gives you a wider choice of reading matter in Part I, and for some Part II Special Subjects and Advanced Topics or for certain dissertation projects, a foreign language is highly desirable. The Faculty does not have a formal programme for the teaching of languages. However, first year students who already have A/S or A2 (or equivalent) level in French or German may choose a Themes and Sources option involving the study of primary and secondary sources in either language. A language training element is built into the teaching of these courses.

Time invested in improving language skills now can pay dividends later on in your studies. Some colleges provide supervision and, if this is of interest, you should

³ <https://www.hist.cam.ac.uk/undergraduate/hist-tripos/info-all-years/style-guide>

⁴ <https://www.hist.cam.ac.uk/undergraduate/hist-tripos/info-all-years/grammar-punctuation>

⁵ <http://www.transkills.admin.cam.ac.uk/resources-students/history>

consult your Director of Studies. The University Language Centre⁶ has a wide range of resources, all of which are free and well worth investigating.

2 Libraries

The Seeley Library⁷ collects a copy of most books on undergraduate reading lists where these are available in print, and will be able to provide most of the reading material for your essays. It is possible to recommend titles for acquisition by using forms either in the Library, on the Faculty website or by email, giving the reason for your request and as many publication details as possible. You will also have access to the University Library, which is a 'Legal Deposit' institution, i.e. it receives a copy of every book published in the United Kingdom. There are several other Faculty Libraries with wide-ranging and potentially useful collections; the Modern and Medieval Languages, Classics, Asian and Middle Eastern Studies and Economics faculty libraries are all within a couple of minutes' walk on the Sidgwick Site, and they are well worth exploring (though not all will permit you to borrow). Specialist libraries in history of art, science and music also exist in the university and are useful for dissertation and long essay research. Many college libraries are centuries old and contain rich troves of printed and archival materials

The Seeley Library contains a stock of videos and DVDs also recommended for particular papers and these may be borrowed or viewed in the Library's audio-visual room. Copies of Themes and Sources study packs, with primary and secondary sources, are also available for reference in open-access library filing cabinets. For more detailed guidance about the Seeley Library and how to use the online catalogue in the Seeley's web pages, consult the library guide issued at registration (further copies can be obtained at the desk). The staff are also happy to advise on how to make the best use of the collections. Many thousands of online databases, journals and e-books are available both on and off-campus using passwords. You can find further information on these on the University Library or Seeley webpages, and in leaflets available in the Seeley.

3 Computer and IT facilities

Information about IT facilities in the Faculty can be found on the website.

E LINES OF COMMUNICATION

1 Questionnaires

Questionnaires are an important means of gathering information at both College and Faculty level. If you receive a questionnaire, please do fill it in: this will help us to respond to your needs and suggestions. Summaries of the Faculty's responses to issues raised by internal and national surveys are posted on the website.⁸

2 College

By now you will have met your Director of Studies and your Tutor, and they are obviously a first port of call if you have questions or difficulties, whether about an item or a reading-list, the lectures or supervisions you are attending, or Cambridge in general. Do not feel shy about approaching them on apparently minor practical matters: they can often in an instant point you in the right direction.

⁶ <http://www.lanqcen.cam.ac.uk/>

⁷ <http://www.hist.cam.ac.uk/seeley-library>

⁸ <https://www.hist.cam.ac.uk/undergraduate/hist-tripos/info-all-years/student-feedback>

Your Director of Studies has a number of responsibilities to you. The most important are to arrange your supervisions efficiently, to monitor their effectiveness, to see you at the end of each term to discuss your progress, to help arrange your revision for examinations and to provide you with all necessary academic advice, guidance and information. He or she may well have regular "office hours" each week. You should expect a prompt response to emails asking a question or requesting an appointment.

For more fundamental problems, such as supervisions which do not appear to you to be going well, it can sometimes be the supervisors themselves with whom you should raise the problem: you may be approaching your reading in the wrong way, or making avoidable and easily rectifiable errors in essay writing technique. Talk to your Director of Studies if you persistently do not get on with your supervisor, for it is usually possible to change. On your part, remember that what you get out of supervision is proportional to what you put in. But this is also an area where your Director of Studies will advise you.

If you are seriously unhappy about the work you are doing, you may also find it helpful to talk to your Tutor. Your College Chaplain and/or Counsellor are there to offer you guidance on general problems but they can give you an informed second opinion or more practical matters, too.

3 Faculty

The administrative hub of the Faculty is on the 4th floor of the Faculty Building. If you cannot find the information you need from the noticeboards or information screens, you should go to the General Enquiries Office. This office is normally open from 9 to 5 on weekdays in term time. Important messages relating to Tripos, or about relevant events which may of interest, will be sent to your @cam e-mail address, so please check this regularly.

4 Student representatives

Other lines of communication are your Undergraduate Representatives on the History Faculty Board and to CUSU's Student Officers who are currently undergraduates or recent graduates. The representatives can give you advice on particular academic problems which you may have been encountering, and they will be interested to hear any general comments or proposals which you have on the syllabus or on History at Cambridge. If they find that your views are shared by a substantial number of other students, they may present them at the termly meeting of the Faculty's Teaching, Learning and Quality Committee, on which five students sit.

You may contact your Faculty Board undergraduate reps via the following email address: ugradreps@hist.cam.ac.uk.

Elections for Faculty Board Student Representatives take place in the Michaelmas Term, and volunteers to serve on the Teaching, Learning and Quality Committee are chosen on a 'first-come first-served' basis in Lent Term. Any student member of the History Faculty is welcome to put themselves forward.

5 Student Complaints Procedure

If you are unhappy with the experience you have received from a University department, faculty, service or staff member, the University has a Student Complaints Procedure for you to use in order to try and resolve the situation. Details are available at www.studentcomplaints.admin.cam.ac.uk/student-complaints. The Responsible Officer in the Faculty is the Director of Undergraduate Studies, Dr Chris Briggs, dugs@hist.cam.ac.uk.

6 Examination Reviews

The University has robust policies in place to ensure that examination results are accurate. However, there may be circumstances where something unusual happens during the examination and you want it taken into account. The University has procedures in place to deal with this possibility. For further information see www.studentcomplaints.admin.cam.ac.uk/examination-reviews.

(Updated June 2020)