HISTORY AT OXFORD

THE FIRST YEAR
HANDBOOK

FOR THE PRELIMINARY EXAMINATION
IN
HISTORY

2016-17

Board of the Faculty of History
This handbook applies to students starting the Preliminary Examination in History in Michaelmas Term 2016. The information in this handbook may be different for students starting in other years.

This is version 1.1 of the Preliminary Examination in History Handbook, published online in October 2016. The content of this handbook is exactly the same as the printed version of the handbook (1.0), but more specific hyperlinks have been inserted in places for ease of reference.

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/2016-17/pexaminhist/studentview/

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the History Faculty Undergraduate Office: undergraduate.office@history.ox.ac.uk.

The information in this handbook is accurate as at date of publication, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechangeshttp://www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes. All students affected by the changes will be informed.

Other useful links:

History Faculty Website: www.history.ox.ac.uk

Lecture Lists available at: http://www.history.ox.ac.uk/faculty/events.html

History Faculty WebLearn: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad

History Faculty Library: http://www.bodleian.ox.ac.uk/history

Examination Regulations: http://www.admin.ox.ac.uk/examregs/2016-17/pexaminhist/studentview/

Oxford Students Website: http://www.ox.ac.uk/students

Student Self Service: https://www.evision.ox.ac.uk/

Guidance for using Self Service: http://www.ox.ac.uk/students/selfservice

Please refer to your College’s website for college handbooks.

This handbook is also available on Weblearn: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac

For useful contacts in the Faculty, see section 6.
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Introduction

Welcome to Oxford, and to the study of History here. You have ahead of you three years of immersion into not only a vast range of past societies but also many different aspects of human activity. Yet such study is always conducted in dialogue with the present, with the world as it is and its problems and opportunities. You will therefore develop both technical skills which will equip you for any number of different careers, and a curiosity about the world in all its riches – past, present and future – which will be lifelong.

While much of your working life is governed by your colleges, the University through its History Faculty provides you with various additional resources, such as lectures and libraries; and this is the body which designs the syllabus, and which formally examines you for the Preliminary Examination at the end of the first year (‘Prelims’), and for the Final Honour School (Finals).

This booklet is the Faculty’s formal Handbook to guide you through the first year: it includes official regulations about courses and examinations, fuller guidance to help you choose amongst the various options, advice on studying, and information on a range of other resources and matters which may become relevant in the course of the year. You will of course also receive plenty of information and guidance from your colleges too, and ideally Faculty and colleges will complement each other.

You probably won’t want to read this Handbook all at once, but do flick through it so that you can find what you need later; and do also read now the Introduction on study (ch.2), as well as taking note of the chapters about facilities, such as Libraries, and any others which catch your eye as particularly relevant to you.

Reading History at Oxford is a great opportunity, and we hope that you will make the most of it and will thoroughly enjoy doing so.

Benjamin Thompson
Co-ordinator of Undergraduate Studies
1 Course Content and Structure

1.1 Overview
The Preliminary Examination in History is a single nine-month course run by the Faculty of History. It does not count towards your final honours degree, but you are required to pass in order to progress into the Final Honour School.

The course consists of four papers. The formal Examination Regulations may be found in Appendix 1, and at

http://www.admin.ox.ac.uk/examregs/2016-17/pexaminhist/studentview/

The next sections briefly describe the four units, and full descriptions of each paper are printed at Appendix 2, and at the links to Weblearn below.

The knowledge and skills you will acquire over the whole course are outlined at section 2.3, which also focuses on the basic skills you need to develop in the first year.

In making your choices of period or subject in these four papers, you should be aware that:

for pedagogical or administrative reasons (such as the wish to teach first-year students within college), some Colleges may restrict the choice of their undergraduates in one or more of British History, the Optional Subject, and Approaches/Historiography/Texts/Quantification;

the Faculty’s regulations require that in the course of studying for the degree of History the student must choose at least one paper of British or General History from each of the medieval, early modern and modern periods: these are defined in the Finals regulations on Weblearn;

the range of General papers offered in the first year for Prelims differs from that available in the second and third year, examined in Finals;

British History Papers examined in Prelims may not be offered for examination in the Final Honour School.
1.2 Paper 1: History of the British Isles
Studied in one of seven periods, this paper requires students to consider the history of the societies which have made up the British Isles over an extended period of time. It aims to encourage appreciation of the underlying continuities as well as the discontinuities within each period, and to explore the relation between political, gender, economic, social and cultural developments in determining the paths followed by the societies of Britain, severally and together:

- History of the British Isles I c.300-1087
- History of the British Isles II 1042-1330
- History of the British Isles III 1330-1550
- History of the British Isles IV 1500-1700
- History of the British Isles V 1685-1830
- History of the British Isles VI 1815-1924
- History of the British Isles VII Since 1900

Course information for each of the period options available can be found at: 
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/brit-isles.

Teaching: 7 tutorials over one or two terms, each with an essay.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

1.3 Paper 2: General History
Studied in one of four periods, this is a paper in non-British History, which combines the study of an extended period with geographical range. It is approached more thematically than British History, with an emphasis on the conceptual categories – of gender, economy, culture, state and religion – which enable us to understand both what past societies have had in common and where they have differed:

- General History I: 370-900 (The Transformation of the Ancient World)
- General History II: 1000-1300 (Medieval Christendom and its Neighbours)
- General History III: 1400-1650 (Renaissance, Recovery, and Reform)
- General History IV: 1815-1914 (Society, Nation, and Empire).

Course information for each of the period options available can be found at: 
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/europe-world.

Teaching: 7 tutorials over one or two terms, with submitted essays or essay plans for discussion, or 7 classes
Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

1.4 Paper 3: Optional Subject
Offering a choice of 20 subjects, this paper is based on the study of selected primary texts and documents, and provides the opportunity to engage with a range of more specialist approaches to understanding the past:

2. The Age of Bede c.660-c.740.
3. Early Gothic France c.1100-c.1150.
5. English Chivalry and the French Wars c.1330-c.1400.
11. Revolution and Empire in France 1789-1815.
12. Women, Gender and the Nation: Britain, 1789-1825.
13. The Romance of the People: The Folk Revival from 1760 to 1914.
14. Haiti and Louisiana: The Problem of Revolution in the Age of Slavery
15. The New Woman in Britain and Ireland, c. 1880-1920.
17. 1919: Remaking the World.
18. Radicalism in Britain, 1965-1975
19. The World of Homer and Hesiod, as specified for Preliminary Examination in Ancient and Modern History.
20. Augustan Rome, as specified for Preliminary Examination in Ancient and Modern History.
21. Industrialization in Britain and France 1750-1870, as specified for Preliminary Examination in History and Economics.

Course information for each of the options available can be found at: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/optional.

Teaching: 6 classes or tutorials, held over Trinity Term.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.
1.5 Paper 4: Any one option of (a) Approaches to History; (b) Historiography: Tacitus to Weber; (c) Foreign Texts; or (d) Quantification in History

(a) Approaches to History: Anthropology and History; Archaeology and History; Art and History; Economics and History; Gender and History; Sociology and History

(b) Historiography: Tacitus to Weber: Tacitus, Augustine, Machiavelli, Gibbon, Ranke, Macaulay, Weber

(c) Texts in a Foreign Language: Herodotus; Einhard & Asser; Tocqueville; Meinecke and Kehr; Machiavelli; Diaz del Moral; Trotsky

(d) Quantification in History

Through this choice of papers students are encouraged to reflect on the variety of approaches used by modern historians, or on the ways in which history has been written in the past, to read historical classics written in a range of ancient and modern languages, or to acquire the numerical skills needed for certain types of historical investigation.

Teaching: 7 classes or tutorials, held over one or two terms.

Assessment: A 3-hour written examination takes place at the end of the Trinity Term. This accounts for 25% of the overall mark.

For further information about individual papers go to:

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/prelims-yr1/technical.
2 Teaching and Learning

2.1 Induction
Both the History Faculty and the college tutors provide guidance at the outset of the course to get you started. If you have questions, your college tutors – especially one who may be designated Personal Tutor or Director of Studies – are the first port of call. Some colleges produce written guides for their incoming students and/or introductory sessions to discuss the assumptions behind tutorial teaching, approaches to reading, essay-planning and writing, and preparing for tutorials.

The Faculty offers three initial sessions in the first three weeks, on Monday mornings in the Examination Schools. First, the senior professor in the Faculty, the Regius Professor of Modern History (Professor Lyndal Roper) will give an introductory lecture on ‘The Study of History at Oxford’, which will provide students with some general ideas about the range and intellectual aims of the history course. The Co-ordinator of Undergraduate Studies (Dr Benjamin Thompson) will offer two further lectures on study skills, covering all the various different elements in studying History, and also focusing on the processes involved in the task which will take up much of your time, from reading and note-taking through to submitting an essay.

2.2 Teaching Formats

2.2.1 Tutorials
Colleges provide one of the central elements of first-year teaching. For all four first-year courses students attend between six and eight tutorials, spread over one or (in the case of Paper 4, commonly) two terms. Each tutorial will usually involve two or three students and a tutor, although occasionally you may find yourself being tutored individually. Normally you will have been given a reading-list and a title for an essay, or possibly a presentation, which is to be prepared before the tutorial. The essay (or some other kind of written task) may be handed in and read by the tutor before the tutorial, read out by the student at the beginning of the tutorial, summarized briefly by the student at the outset, and/or handed in after the tutorial.

While the tutorial is a flexible institution to which tutors’ approaches vary, it is not designed for the imparting of information. A knowledge of the facts relevant to the topic, a grasp of its historiography, and an understanding of the issues involved must be acquired beforehand through reading, attendance at lectures, thinking and writing. The tutorial will then deepen this understanding through discussion of the problems central to the topic. Students are encouraged to raise questions and difficulties about historical interpretations and the evidence which underpins them. While the tutor will naturally be concerned to ensure that each student has a well-grounded understanding of the topic, the key aims are to foster critical thinking, to deepen analysis, and to develop the ability to argue coherently but also flexibly, and with a nuanced sense of the subtleties of historical interpretation.
The Faculty has agreed the following standard teaching arrangements for the first year of the degree. Colleges may, where appropriate, substitute a larger number of classes for a given number of tutorials.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>British History</td>
<td>7 tutorials</td>
</tr>
<tr>
<td>General History</td>
<td>7 tutorials</td>
</tr>
<tr>
<td>Optional Subject</td>
<td>6 tutorials</td>
</tr>
<tr>
<td>Paper 4</td>
<td>7 tutorials</td>
</tr>
<tr>
<td>Revision</td>
<td>1 tutorial</td>
</tr>
</tbody>
</table>

Note: while the variety of the tutorial is, for students, often one of the most fertile and memorable features of Oxford, it can happen that a student feels that the tutor’s approach is incompatible with the student’s own. In such cases the student should not hesitate to raise the problem with her or his Personal Tutor or Director of Studies, another College tutor, or the College’s Senior Tutor, who will, if necessary, arrange a change of tutor.

2.2.2 Lectures

The programme of teaching will be supported by regular lectures provided by the Faculty, which run throughout the academic year. The lecture list is published at the start of each term and can be accessed on WebLearn or on the Events page of the Faculty Website:

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/

http://www.history.ox.ac.uk/faculty/events.html Lectures cover all the outline British and General History papers in the first-year course, and are organized in the form of substantial ‘circuses’, in which large numbers of introductory topics are covered over a full term, on the basis of 2-3 lectures per week in the Michaelmas and Hilary terms respectively, delivered by teams of different lecturers. Lectures are also provided in smaller numbers for the great majority of the Optional Subjects in the Trinity term, and in the Michaelmas and/or Hilary terms for Approaches, Historiography and Quantification, and for the most popular Foreign Texts papers.

Their purpose is to introduce the topic under review, to offer a guide to problems and interpretations, and perhaps to suggest a particular line of argument; often the lecturer will have shaped the way the subject is now understood herself. Lectures are not a good vehicle for passing on large amounts of detail, and they are never a substitute for reading. Most lecturers will distribute handouts containing illustrative material, useful data and suggestions for further reading (and some of these are uploaded to Weblearn). Such handouts should not be expected to provide a written summary of the entire lecture and are not a substitute for a student’s own lecture notes.

Students are entitled to attend most lectures of the lectures in History and (and indeed many in other subjects too), and are encouraged to explore beyond the courses they are taking.

The majority of lectures are given in the Examination Schools; others take place in the History Faculty or in Colleges.
2.2.3 Classes
Later in the course you will be taught more frequently in groups larger than the tutorial, typically with eight to twelve students present; but you may encounter this format in the first year, possibly in connection with college teaching for General History or Approaches, or Faculty sessions for Optional Subjects. Tutors and lecturers use classes in different ways, but their essential characteristic is that, unlike lectures, they aim to promote discussion amongst students, like tutorials but in a larger group. Students can therefore learn more from each other, and also engage in more multi-faceted discussion. Whether or not classes involve specific student presentations, it is important for all participants to be well-prepared so as to make the most of the opportunity to exchange ideas and arguments on the basis of sound information. Classes also provide the opportunity for airing questions and problems, and for collaboration amongst students.

2.3 Skills and Development
The core of the first university curriculum in the middle ages was Grammar, Dialectic and Rhetoric, or reading, thinking and talking/writing. These are still the essential skills you will learn doing an Arts degree at Oxford, for which you spend much of your week reading and thinking, and then some of it writing and discussing. Through the three years you will develop these general abilities, alongside the skills specific to the study of History, through preparing frequent essays or presentations and discussing them, and receiving regular feedback in a cumulative loop. The centrality of tutorials in first-year History allows tutors to respond individually to the needs of students, who will each find different challenges amongst the wide range of required skills and exercises.

More specifically, through the whole History course you will:

- acquire a knowledge and understanding of humanity in past societies and of historical processes, characterised by both range and depth, and increasing conceptual sophistication;
- approach the past through the work of a wide variety of historians, using a range of intellectual tools; and thus appreciate how History as a subject itself has developed in different societies;
- learn the technical skills of historical investigation and exposition, above all how primary evidence is employed in historical argument;
- enhance a range of intellectual skills, such as independent critical thinking, forensic analysis, imagination and creativity;
- perhaps learn or develop languages, or numerical tools;
- analyse and argue persuasively in writing, and engage in interactive oral discussion to deepen understanding;
- develop the ability to work independently, and to plan and organize time effectively.

There is a full statement of the aims of the course, in terms of the knowledge and skills you will acquire, on Weblearn.
2.3.1 Reading and Note-taking

You will almost certainly find that you are expected to read much more, and more quickly, at Oxford than at school. Moreover you will read more different types of writing. While you might start a topic by reading from a text-book or survey article, these are not the basis of undergraduate study but only for preliminary orientation. You will quickly move on to the core forms of scholarly writing, the monograph, a book-length work of original research, and the article in a learned journal or collected into a book, which is normally also research-based, but might also take the form of a think-piece floating a new idea or approach to a topic. The study of original texts or documents will also be encouraged, and is the priority in the Optional Subject, as well as Historiography and Foreign Texts.

You will soon find that you cannot read every word of the recommended literature, and that you need to learn to read flexibly; this entails working out which sections and paragraphs require more attention than others, and which details can be skimmed. It is important to use the first year to develop the skills of flexible reading, so that they can become more instinctive for when you face heavier reading-loads later in the course.

It is essential to take notes on what you read – but equally essential that these should not be too detailed. You need to record the key ideas and information in a way which you will understand later when you have forgotten the text itself (especially when revising for exams); but, as with reading, you must not allow your notes to become too long and dense, especially terms of detailed evidence. Try to capture in your own words the key points of the argument, with some necessary supporting detail. Again, the first year is an opportunity to experiment and perfect your technique. You will also develop note-taking in lectures, where you cannot dictate the speed of the text, but need to learn to distinguish between what must be recorded and what is superfluous (or is already on the lecturer’s hand-out).

Note-taking is connected to the important issue of plagiarism, for which see 2.3.5 below.

If you already have the ability to read in one or more foreign languages, it is highly desirable to keep this up; and there are also opportunities or start or improve languages: see below 2.3.7.

(For information on Libraries and Bibliographies, see below, 6.3 Libraries and Online Resources & 6.5 IT for the first-year historian.)

2.3.2 Thinking

While your attention when reading will be partly devoted to absorbing new ideas and information, you will also need to start considering these, perhaps particularly in the light of the essay-question you have been set. (Note, however, that you will also need to think about other questions you might be asked about a topic, if not now then later when you are revising.) How do these facts and arguments impinge on the various positions which historians have taken on the issue? Are there other interpretations which don’t seem to have been suggested? You may want to keep a sheet on which to jot down ideas as they occur to you – separate from what you are recording from your reading – which will then feed into your essay-planning.
Planning your essay is probably the most intensive time for thinking. You need to pull together what you have read, both ordering the information you have derived and ensuring that you have grasped the concepts and arguments in play. You may be helped by making additional notes on notes, or sketches of ideas. And then you need to develop your own view of the question, which will involve taking a critical approach to your reading, using the detailed evidence to support or oppose arguments, and creatively coming to your own line of argument in response to the question. Everyone develops their own methods for these processes: some may do all this largely in their heads, while others may accumulate several drafts of plans. The important thing is that you self-consciously go through these stages and work out which methods best enable you to think more deeply.

2.3.3 Essay-writing
The good essay is above all an argument, in answer to the specific question you have been asked. It is never just a summary of the information or ideas which you have read. The first paragraph is perhaps the most important of all: it should identify the point of the question, open up its implications, and outline the direction your answer will follow (although it need not necessarily reveal your conclusion). Subsequent paragraphs should present the stages of your argument, each addressing a distinct point, and perhaps connecting progressively to the next. And each paragraph will be supported by what you believe to be the relevant evidence. You should aid the reader with sign-posts to the direction the essay is taking, and never lose sight of the argument you wish to develop. The final paragraph should draw together the threads of this argument, not in the form of a simple summary of what you have written, but to reach a conclusion which answers the original question.

You should have thought out your argument before you start writing, and may have a fairly detailed plan. This will enable you to concentrate, while writing, on how well you are expressing yourself (the ‘rhetoric’ element of the medieval curriculum). A history essay should be clearly written and grammatically correct. While you will need to deploy appropriate concepts and technical terms, you should avoid unnecessary jargon. The words should be yours, not a series of quotations from historians (or, worse, unacknowledged sentences or phrases from your reading). If the prose is also fluent, even elegant, then your argument will be the more persuasive.

If your notes are electronic, do NOT write your essay in the same document as them, or patch it together from notes and sketches: start a fresh document, and try to write from start to finish, rather as if you were in an exam. See further below on Plagiarism, 2.3.5.

2.3.4 Discussion
How you express yourself orally is another element in rhetoric, and tutorial discussion also tests your ability to think, as well as how well you have absorbed information and ideas. Discussion should be interactive, which means that you need both to listen – to suggestions and criticism, whether from your tutor or other students – and to contribute, defending what you have argued and developing it, or commenting on points brought up by others. The more you are able to engage in free-flowing discussion, the more you will learn both about the topic under review, and about your own ideas and methods, which will enable you to improve in the next cycle.
2.3.5 Plagiarism and Good Academic Practice

Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

Academic historical writing identifies the sources of all information and all ideas which are not the author’s own through references, generally footnotes. This will apply to you later in the course when you come to submit fully-referenced essays and theses as part of Finals; but some tutors require footnoting of tutorial essays, so that many first-years may have to get to grips with this practice quickly. In this context, plagiarism consists of failing to reference the sources of the material deployed: the reader cannot see where your information came from, and cannot distinguish between ideas which you read and those which are your own. In the first year, however, you are not expected to footnote essays in examinations, nor can you footnote a presentation; and many tutors do not require footnoting for tutorial essays.

The main form of plagiarism perpetrated at this stage is the deployment of phrases, sentences or even paragraphs from your reading without acknowledging that they are quotations. Even close paraphrases count as plagiarized if they seem to be passed off as your own prose.

For all these reasons it is essential to acquire good academic habits from the start. You need to be able to distinguish between what you have acquired from your reading (or perhaps lectures), and what are your own thoughts and ideas – and which phrases are in your own words, and which are quotations. You also need to know which material came from the different items you have read; some facts and even arguments will appear more than once, but others will be specific to particular writers.

It is therefore essential to take separate notes on each book or article; do not mix up different items into one hotch potch of facts and ideas. Moreover, make your own comments and ideas clearly identifiable as such, either by separating them on the page (or perhaps putting them in a different style or font), or keeping them in a separate sheet or document. In writing a tutorial essay when you are not required to footnote, you will of course appropriate some information or ideas from your reading in the course of your argument, and this is perfectly acceptable at this stage. But it is important to identify a historian when you explicitly engage with their argument or evidence (so avoid ‘some historians have argued’).

More crucially, you must NOT replicate sentences and phrases derived from your reading without acknowledgement, whether consciously or inadvertently. This can become all too easy if you write your essay on the basis of an electronic document which is derived from your notes: this is why an essay should be written in a fresh, separate document, and in your own words. Indeed, your notes should be as much as possible in your own words, rather than a transcription of phrases from the text. If when reading you wish to take down
an important quotation in full, put it in inverted commas so that it is clear that it is verbatim, and if you use it in your essay be explicit that it is a quotation from that source. Tutors will come down heavily on students whose essays silently deploy phrases in the reading; and you will learn much less through doing so.

It is also a good idea to get used to noting down accurately the full details of a work: its author, title, date, and the book or journal which an article appears in. You will also need to keep a record of the numbers of the pages on which you took notes. You will need this information if you are required to footnote your tutorial essays; and you will need to do it habitually later in the course when you have to footnote work submitted for exams. See the ‘How to write footnotes’ section of the History Finals page on Weblearn (also in the full Finals Handbook).

Induction sessions will introduce you to the issues involved in plagiarism, and the practices required to avoid it. There is some Faculty guidance on Weblearn, and more information on the University website: www.ox.ac.uk/students/academic/guidance/skills/plagiarism. These pages also provide an online course which all undergraduate students should complete as part of their skills training portfolio. At the end of each course, there is a quiz to test your knowledge; if successful you can save a certificate for your records.

2.3.6 Revision
In advance of collections (practice exams) and the exams themselves, you will revise each paper you have studied. Revision is much more a process of thinking than of learning. Success in exams rests on the same basis as successful essay-writing, that is, above all providing a direct answer to the question, which is, in addition, as coherent, broad, well-informed and perhaps creative as you can make it. Revising therefore involves thinking through answers to the possible questions which may be asked on a topic, partly by use of essay-plans. (You can find past questions on the archive of past papers on Weblearn, called OXAM: http://oxam.ox.ac.uk/pls/oxam/main.) You will need to learn some facts, but only in conjunction with the possible points and arguments they will be used to make. Colleges may provide you with further guidance on revision at the appropriate times in the year.

The Examiners’ Reports for previous years of Prelims exams also provide advice to future candidates; they are available at: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info.

2.3.7 Languages for Historians
History is made and written in many different languages, and undergraduate historians who can read one or more foreign languages can only enhance their understanding of the past. Knowledge of one or more foreign languages also enhances the benefits of travel, which all historians should aim to do, especially in the longer vacations. Many colleges offer small grants to support well-planned travel by their undergraduates.

In the First Year opportunities to read in a foreign language are provided by the Foreign Texts option in Paper 4. Tutors will also be happy to recommend books in foreign languages for the other papers, perhaps particularly General History and the Optional Subjects.
In the Third Year several Special Subjects are based on texts and documents in one or more foreign languages and can only be taken by students with an adequate reading knowledge of the language(s) in question. A number of Further Subjects also require knowledge of languages, though the extent of that requirement varies with the particular courses. See the course descriptions of particular Special and Further Subjects in the Second/Third Year Handbook on the Faculty website. Without foreign languages, therefore, a student’s choice of subjects in the Final History School will be restricted.

The History Faculty has commissioned the Language Centre to provide courses in French, German and Russian for historians in their second year, especially those considering doing the special subjects on C20 Russia or Germany for Finals. Details of these will be circulated to undergraduates at the end of their first year through their College Tutors.

In addition, History students are able to study the language papers in Greek and Latin offered to students reading Ancient and Modern History on a non-examined basis if there is sufficient teaching capacity: contact your College Tutors if you are interested.

For those who wish to learn a new language, or improve their existing language(s) the University Language Centre, 12 Woodstock Road, offers students the following facilities, free of charge:

1. Taught Classes in general language, in French (6 levels), German (reading and speaking) (6 levels), Italian (5 levels), Spanish (5 levels), Russian (5 levels) and Modern Greek (3 levels). Classes in Mandarin (2 levels), Portuguese (2 levels), and Welsh (3 levels), are also offered.

2. Materials for Private Study: available in almost 140 languages; facilities for viewing live TV by satellite in 14 different languages, including French, German, Italian and Spanish.

Undergraduates should visit the Centre as soon as possible in Noughtth Week to obtain full information.

2.3.8 Further Skills Training and Development
A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills

2.4 Feedback
Oxford can claim to offer more ‘formative’ feedback to students than any other university in the world (including Cambridge): this is feedback during the teaching process, which then enables you to improve as you go along.

2.4.1 Essays
Since you will write many assignments as part of reading History at Oxford, the most frequent and regular form of feedback is tutors’ responses to your essays. Many write comments on the essay (manually or perhaps electronically), which is then returned to the student at or after the tutorial. Such commentary may cover factual errors, the accuracy
and quality of your prose, the structure of the essay, specific points in your argument, the argument as a whole, or on issues omitted or key works not read. It is important to read these comments and feed them back into your working processes.

Tutors commonly do not provide marks on tutorial essays, not least because they are more concerned that you absorb their substantive feedback, not just a grade. If you want to know the rough current level of your work before your end-of-term report, you can ask the tutor this (perhaps individually, or by email); but it should be repeated that this is no substitute for responding actively to tutors’ comments.

2.4.2 Tutorials and Classes
Feedback on essays may come in tutorial discussion, and inevitably so if a student gives a presentation. Some tutors focus tutorials round one or more essays or presentations, and make a point of offering explicit feedback at a particular moment; but their feedback may be more implicit in the way they respond to and comment on what you have written or presented. Even if a tutorial addresses issues which did not appear in your essay, this in itself may be a comment on what you need to cover to do justice to a topic. Furthermore, the tutor’s response to your comments in tutorial discussion constitute a form of feedback on your thinking and ideas.

These mechanisms also apply to classes for which students prepare essays or presentations. Tutors may choose to offer comments on a tutorial or class presentation separately by email. In general, you will find that tutors have different styles of delivering feedback, and you will benefit from this variety.

2.4.3 Termly Reports
The tutor who conducts your tutorials will write a report to your college at the end of term, covering your performance in your essays and the tutorials. This will again involve substantive comments, with recommendations for how you can develop and improve in the future, and also identifying specific gaps which need filling. Tutors may well offer a rough guide to the level at which you are performing at this stage, although it is as well to remember that you are still developing, and that this is therefore not a final judgement.

You will receive this report in two ways. Your Personal Tutor or Director of Studies will read it to you and discuss your progress with you. In some colleges this reading takes place in the presence of the Principal and/or the Senior Tutor, and/or possibly other History Tutors. (Confusingly, these short sessions are often known as ‘collections’, as are the practice exams in the next section.) You will also be able to read and download the report directly on the colleges’ reporting system, OxCORT, normally after it has been read to you in person.

2.4.4 Practice Exams: ‘Collections’
Normally, colleges expect students to sit a practice exam in 0th week on the paper or papers they completed in the previous term. Known as ‘Collections’, these provide students with the incentive to consolidate the term’s work, and to practise their examination technique. It is therefore important to dedicate time in the vacation to revise your work from the previous term, alongside preliminary reading for the following term’s work.
Collections are marked by the tutor who taught you, or sometimes another tutor, normally by 4th week; while these are graded – essay-by-essay and with an overall mark – it is again the substantive commentary which will be of value for improving your performance in Prelims. This is particularly true if your exam performance is below the tutor’s expectations derived from the term’s work: much can be achieved through better technique in exams, and revision must partly involve practising it.

2.5 The Finals Course
After passing the Preliminary Examination you will proceed in the second and third years to the Final Honour School. You will study one further outline paper in each of British and in General History (the latter now divided into 19 smaller periods, and including papers in the History of the United States and global history), and have a still larger choice of specialized options in the Further and Special Subjects. Disciplines of History will deepen your understanding of historiography, methodology and comparative history. And finally you write your own research thesis of 12,000 words, on a topic chosen and defined by you. This is one of two elements not assessed by the three-hour unseen examination; the other is a 6,000-word extended essay on your Special Subject. A separate handbook providing details of courses, examination methods and other matters related to the Final Honour School is available on WebLearn, and is updated annually.
3 Assessment: The Preliminary Examination

3.1 General
The formal (‘summative’) assessment of the first-year History course, the Preliminary Examination (or ‘Prelims’) takes place at the end of the year. Each of the four courses is assessed in an unseen three-hour written examination. Most papers require answers to three questions, which are normally essays.

Each paper is weighted equally in the overall assessment. A pass in the degree requires an agreed mark of 40 and above on all four papers. Any paper gaining a mark of less than 40 must be re-taken in the Long Vacation. Distinctions are awarded to candidates with two marks over 70 as long as they have no marks under 60 and an overall average of at least 67.

Prelims is examined by a Board of Examiners nominated from among the members of the History Faculty; the Board also draws on other specialist markers as Assessors, normally also members of the Faculty. While the Board applies the classification conventions printed below, it reviews marginal cases flexibly, and may take account of external circumstances affecting performance, such as illness (see below, 3.3).

3.2 Examination Conventions
The Examination Conventions set out the formal procedures for the examination of Prelims, and include the criteria and marking-scales by which exams are assessed. They may be found on Weblearn. The criteria by which exam answers are assessed are as follows:

<table>
<thead>
<tr>
<th>Engagement:</th>
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<tbody>
<tr>
<td>• directness of engagement with the question</td>
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<tr>
<td>• range of issues addressed</td>
</tr>
<tr>
<td>• depth, complexity, and sophistication of comprehension of issues and implications of the question</td>
</tr>
<tr>
<td>• effective and appropriate use of historical imagination and intellectual curiosity</td>
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<table>
<thead>
<tr>
<th>Argument:</th>
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</thead>
<tbody>
<tr>
<td>• coherence, control, and independence of argument</td>
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<tr>
<td>• conceptual and analytical precision</td>
</tr>
<tr>
<td>• flexibility: discussion of a variety of views</td>
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<tr>
<th>Evidence:</th>
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<tbody>
<tr>
<td>• depth, precision, detail, range and relevance of evidence cited</td>
</tr>
<tr>
<td>• accuracy of facts</td>
</tr>
<tr>
<td>• understanding of historical debate</td>
</tr>
<tr>
<td>• critical engagement with primary and/or secondary sources</td>
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<table>
<thead>
<tr>
<th>Organization &amp; Presentation</th>
</tr>
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<tbody>
<tr>
<td>• clarity and coherence of structure</td>
</tr>
<tr>
<td>• clarity and fluency of prose</td>
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<tr>
<td>• correctness of grammar, spelling, and punctuation</td>
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These criteria inform the following mark-bands:

<table>
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<tr>
<th>Mark Band</th>
<th>Scripts Description</th>
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<tr>
<td><strong>FHS: I</strong>&lt;br&gt;Prelim: Distinction 86-100</td>
<td>Scripts will be so outstanding that they could not be better within the framework of a three-hour exam. These marks will be used rarely, for work that shows remarkable originality and sophistication in putting forward persuasive and well-supported new ideas, or making unexpected connections.</td>
</tr>
<tr>
<td>80-85</td>
<td>Scripts will excel against each of the four criteria.</td>
</tr>
<tr>
<td>75-79</td>
<td>Scripts will excel in more than one area, and be at least highly competent in other respects. They must be excellent for some combination of sophisticated engagement with the issues, analytical precision and independence of argument, going beyond paraphrasing the ideas of others; quality of awareness and analysis of both primary evidence and historical debate; and clarity and coherence of presentation. Truly outstanding work measured against some of these criteria may compensate for mere high competence against others.</td>
</tr>
<tr>
<td>70-74</td>
<td>Scripts will be at least very highly competent across the board, and excel in at least one group of criteria. Relative weaknesses in some areas may be compensated by conspicuous strengths in others.</td>
</tr>
<tr>
<td><strong>FHS: II.1</strong>&lt;br&gt;Prelim: Pass 65-69</td>
<td>Scripts will demonstrate considerable competence across the range of the criteria. They must exhibit some essential features, addressing the question directly and relevantly across a good range of issues; offering a coherent argument involving consideration of alternative interpretations; substantiated with accurate use of primary evidence and contextualization in historical debate; and clearly presented. Nevertheless, additional strengths (for instance the range of issues addressed, the sophistication of the arguments, or the range and depth of evidence) may compensate for other weaknesses.</td>
</tr>
<tr>
<td>60-64</td>
<td>Scripts will be competent and should manifest the essential features described above, in that they must offer direct, coherent, substantiated and clear arguments; but they will do so with less range, depth, precision and perhaps clarity. Again, qualities of a higher order may compensate for some weaknesses.</td>
</tr>
<tr>
<td><strong>FHS: II.2</strong>&lt;br&gt;Prelim: Pass 50-59</td>
<td>Scripts must show evidence of some solid competence in expounding evidence and analysis. But they will be marred weakness under one or more criteria: failure to discuss the question directly, irrelevant citing of information, factual error, narrowness in the range of issues addressed or evidence adduced, shortage of detailed evidence, or poor organization and presentation, including incorrect prose. They may be characterized by unsubstantiated assertion rather than argument, or by unresolved contradictions in the argument.</td>
</tr>
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</table>
| 40-49 | Scripts will fall down on a number of criteria, but will exhibit some vestiges of the qualities required, such as the ability to see the point of the question, to deploy information, or to offer some coherent analysis towards an argument. Such qualities will not be displayed at a high level or consistently, and will be
marred by irrelevance, incoherence, error and poor organization and presentation.

FHS: Pass
Prelim: Fail (Retake) 30-39 Scripts will display a modicum of knowledge or understanding of some points, but will display almost none of the higher qualities described in the criteria. They will be marred by high levels of factual error and irrelevance, generalization and lack of information, and poor organization and presentation.

FHS: Fail <30 Scripts will fail to exhibit any of the required qualities. Candidates who fail to observe rubrics and rules beyond what the marking-schemes allow for may also be failed.

The rules for classification in the Preliminary Examination are as follows:

<table>
<thead>
<tr>
<th>Distinction:</th>
<th>Average mark of 67 or greater. At least two marks of 70 or above. No mark below 60.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass:</td>
<td>Agreed marks of 40 and above on all four papers.</td>
</tr>
<tr>
<td>Partial Pass (Retake):</td>
<td>Any one, two, or three papers with an agreed mark of less than 40.</td>
</tr>
<tr>
<td>Fail (Retake):</td>
<td>All four papers with marks of less than 40.</td>
</tr>
</tbody>
</table>

Before finally confirming its classifications, the Examining Board may take such steps as it considers appropriate to reconsider the cases of candidates whose marks are very close to a borderline, or in some way anomalous, and to satisfy themselves that the candidates concerned are correctly classified in accordance with the criteria specified in these Conventions.

Overlap

In the outline papers, candidates may cross-fertilize between British and General History papers, and may use material acquired in preparing for Optional Subjects and Paper IV options in order to broaden and deepen their arguments. But it should be remembered that the focus and scope of questions in outline papers will often be broader than in other types of paper, so answers in outline papers should not be dominated by material from other papers. Remember that you are trying to impress the examiners: breath, depth, and making connections will achieve this, but recycling material (writing out the same information or argument extensively more than once) and narrowness of focus will not.
3.3 Practicalities

Exam entry: You enter yourself for Prelims online, via Student Self Service. In the first half of Hilary Term you will receive an email invitation to login in order to complete your examination entry by 17:00 on Friday 3 March 2017 (Friday of week 7 of Hilary Term). You are able to log back in and change your choices within the examination entry window as many times as you wish, up to the deadline. Entries that are completed late will be subject to a late entry fee.

For more information, see: www.ox.ac.uk/students/academic/exams and www.ox.ac.uk/students/selfservice

Timetable: Prelims will be held in the 9th week of Trinity Term, 19-23 June 2017. The detailed timetable will be issued by week 4 of that term.

For more detail on exam timetables, see: www.ox.ac.uk/students/academic/exams/timetables.

Dress: When attending this examination you must wear academic dress, as specified in the Examination Regulations (i.e., subfusc, gown and mortar board).

Conduct: A full account of how to sit the examination and the relevant regulations is at: www.ox.ac.uk/students/academic/exams/guidance

Illness and other adverse circumstances: the link above outlines the procedures for notifying the examiners of any factors affecting your performance.

See also the University’s Regulations for the Conduct of University Examinations: http://www.admin.ox.ac.uk/examregs/2015-16/rftcofunivexam/

Any questions arising out of these instructions should be directed in the first instance to your Personal Tutor, or to the History Faculty Undergraduate Office. Candidates are strictly prohibited from contacting Examiners directly.

3.4 After the Exam

Queries: If you are unhappy with an aspect of your assessment you may make a complaint or appeal via your college. See http://www.ox.ac.uk/students/academic/appeals

Results: The Examiners expect to finalize the results by 17 July 2017 (this is an estimate and not a guarantee). Candidates will be emailed when the results are ready, which will enable them to log on to Student Self-Service. Faculty and Schools staff cannot give results over the telephone or by email. Your college tutors may contact you about the results soon afterwards.

Prizes: The HWC Davis Prize is awarded annually for the best performance in History papers in the Preliminary Examination. The Board of Examiners may at its discretion award a number of ‘proxime accessit’ prizes, or a larger number of ‘book awards’.

Examiners’ Reports: The Prelims Board of Examiners produces a report on the exams every year, which after approval by the various Faculty committees is published on WebLearn in
Hilary Term. The Examiners reports can be accessed here: 
https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info.

Re-takes: A candidate who fails one or more papers will be permitted to re-take it/them during the Long Vacation, usually in the first week of September.

Academic progress: No candidate shall be admitted to the Final Honour School of History unless he or she has either passed or been exempted from the First Public Examination or has successfully completed the Foundation Course in History at the Department of Continuing Education, or has Senior Status.

In your second and third years you will proceed to the Final Honour School. Finals includes further periods of history in outline, but also more specialist papers based on source-material, a general paper covering historiography and comparative history, and the opportunity to write your own research thesis. See Weblearn for the Finals Handbook: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info
4 Student Representation and Feedback

It is important for the university, the Faculty and your college to receive comments (both positive and negative) about your experience of studying history at Oxford. There are a number of channels open to you to express your opinions, raise issues or register any complaints you might have:

1. Complete a Lecture and Class Questionnaire (see 4.1.2)
2. Refer an issue to your college representative on the Undergraduate Historians’ Assembly (see 4.2.1).
3. Refer an issue directly to the Undergraduate Joint Consultative Committee (see 4.2.2).
4. Follow the formal complaints procedure within the Faculty, your college or via the University Proctors: http://www.ox.ac.uk/students/academic/appeals

4.1 Feedback and Evaluation

4.1.1 Faculty Feedback: Lecture Questionnaires

The Faculty strongly encourages feedback from undergraduates on the lectures and classes that it provides, which is vital in helping the Faculty to evaluate the quality of its teaching. It is important that we receive a high level of responses, and that students provide us with a substantial amount of constructively critical, as well as appreciative, feedback.

(Feedback on tutorials is arranged through colleges, all of which have mechanisms whereby students are encouraged to comment regularly on the quality, relevance and effectiveness of tutorial teaching, and to send these returns to the College Senior Tutor or the Head of House.)

Since many first-year lecture-courses are given by multiple lecturers, there are a number of ways in which student feedback is valuable. You may feel moved either to praise particular lecturers or criticize the content or delivery of individual lectures, which will prompt improvement. More generally useful are comments on the structure and coverage of the courses and suggestions for topics which could be included, covered in more detail or omitted. Please do not regard feedback on courses as a last resort, undertaken only if deeply dissatisfied; a report which is generally positive but suggests a number of ways that provision might be improved is of the greatest usefulness to tutors and to the Faculty. As first-year students you are likely to benefit while still at Oxford from any improvements in Faculty lecturing provision.

Feedback can be returned by means of the questionnaire available on WebLearn:

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/history/undergrad/general-info.
Questionnaires should be completed for all lecture courses and classes. The form can be accessed whenever you wish during the term or at the end of the lecture course; it can thus be used either as a diary, to comment on each of the individual lectures in turn as you go along, or in response to any particular lecture/group of lectures you thought useful, irrelevant or potentially subject to improvement; or you can comment on the course as a whole – its coverage and coherence – and also related matters such as reading lists and book-provision, and any other issues around the Faculty’s teaching-provision. Students have the opportunity to decide whether their comments should be treated as anonymous. Returns are checked automatically to avoid the double-counting of comments.

The forms are used by lecturers, course-convenors and the Faculty in a number of ways. Convenors communicate comments to individual lecturers, and use them to inform their planning of circuses in future years. They also make a report on them to the Chair of the Faculty’s Undergraduate Studies Committee, who prepares a summary and general report for that committee and for the Undergraduate Joint Consultative Committee.

4.1.2 University Feedback
Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/feedback

Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at www.unistats.com.

Feedback from University wide and national student surveys is considered and discussed at the Undergraduate Studies Committee and other Faculty committees.

4.2 Representation

4.2.1 The Undergraduate Historians’ Assembly
The Undergraduate Historians’ Assembly (UHA) is made up of one or two representatives from each college; the elections are organized by the outgoing representatives in consultation with their JCR Presidents. A list of the college representatives to the Assembly is posted on WebLearn. Issues raised by any history undergraduate are put by the representatives to the termly meetings of the Assembly.

At its first meeting in 3rd week of the Michaelmas Term, the Assembly elects two Co-Presidents, who become the student representatives on Faculty Committees, providing an opportunity for direct input into developing policy and decisions that affect every aspect of student life. The Presidents take up the issues discussed in the Assembly to the Faculty, whether informally to particular Faculty officers such as the Librarian, or to the History Joint Consultative Committee (see next), or to the Committees.
4.2.2 The Undergraduate Joint Consultative Committee

The Undergraduate Joint Consultative Committee meets each term in 5th Week. The Faculty Board’s standing orders provide that the composition and terms of reference of the Committee are as follows:

Composition:

i. the Chair and Vice-Chair of the Faculty Board (ex officio);
ii. four other members of the board’s Undergraduate Studies Committee;
iii. six undergraduates elected by a college of electors, known as the Assembly, composed of the two members of each college elected annually by the undergraduates reading History, History and Modern Languages, History and Economics, and Ancient and Modern History at each college;
iv. a recent graduate, co-opted by the committee;
v. short-term co-optations may also be made subject to the Chair’s approval, up to a maximum of three junior and three senior members;
vi. members of Assembly may attend the committee for discussion of particular issues, subject to the Chair receiving advance notice;

vii. the committee shall have the power to co-opt no more than two members, if necessary.

Terms of reference:

The duties of the Committee shall be to consider and make recommendation as necessary upon such matters as the syllabus, teaching arrangements, library facilities, and general aspects of examinations, but not appointments, matters having an individual reference to a senior or junior member, or to the University’s administrative or technical officers, and long-term financial questions. The Undergraduate JCC shall receive the reports of the External Examiners (subject to the deletion of any identifiable reference to individuals and subject to the External Examiners not specifically stipulating otherwise).

No recommendations of the Committee shall be rejected without the junior members being given an opportunity for discussion with the Faculty Board.

Elections to the Assembly shall be organized within each college by the retiring representatives in consultation with the President of the JCR or a person delegated by him or her.

The JCC is there to help with any problems with the History course in Oxford, so if you have any questions or complaints, tell your college rep, and the JCC should be able to help – it has managed to change things in the past. Recently, for example, the JCC has addressed problems such as language teaching, library opening hours and provision, lecture clashes, lecture feedback, and the relative performance of men and women in Finals and Prelims. It is also asked by the Faculty to provide feedback on various issues, such as the future development of the tutorial system, and the progression of options that are currently on trial. It also organises events, such as the freshers’ tea party, and the women’s Finals forum.
4.2.3 Faculty Committees
There are student representatives on the following Faculty committees:

Admissions Sub-committee
Examinations Sub-committee
Committee for Library Provision and Support (CLIPS)
Joint School Standing Committees
Lectures Sub-committee
Undergraduate Joint Consultative Committee
Undergraduate Studies Committee
Faculty Meeting
Faculty Board

4.2.4 The Humanities Division
Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.
5 Student Life and Support

5.1 Expectations

5.1.1 Expectations of Study
Students need to be resident in Oxford during Full Term, when teaching and examination take place. For the dates of term, see:

http://www.ox.ac.uk/about/facts-and-figures/dates-of-term

You are expected to apply yourself to academic work full-time during term. It is hard to define full time, but a full-time job might be 35-40 hours per week. Unlike most jobs, however, you do have considerable flexibility as to when you do most of your work, taking account of tutorial and lecture times and library opening hours. Attendance at tutorials, meetings with tutors and other formal sessions is mandatory, unless prevented by illness or other pressing circumstances; and attendance at lectures is highly desirable, particularly in the first year. For sources of help in the case of sickness or other circumstances which affect your ability to study, see below, 5.3.1.

Term-time employment is not permitted except under exceptional circumstances and in consultation with your Personal Tutor and Senior Tutor. Students undertake some voluntary work through student societies, but this must be kept in proportion. Employment during the vacation needs to be balanced by the need to do some academic work – revising the previous term’s paper for collections, and preparing for the next term. The paid work guidelines for undergraduate students are at http://www.ox.ac.uk/students/life/experience

Students who hold a Tier 4 visa will have restrictions on the paid and voluntary work permitted under the terms of their visa.

5.1.2 Expectations of Behaviour: Harassment and Bullying
All students are expected to conduct themselves in a manner befitting an Oxford University student. Fellow students and staff and the residents of Oxford City should be treated with respect at all times. Abusive behaviour, bullying or harassment will not be tolerated; discrimination on the grounds of gender, ethnicity, sexuality, religion, disability, age or personal circumstance is absolutely unacceptable and may lead to expulsion.

The University’s Policy and Procedure on Harassment and Bullying is available at https://www.admin.ox.ac.uk/eop/harassmentadvice/ and is formally drawn to the attention of student members of the University. This page also lists sources of help, both in the University and in your college. The Faculty has its own Harassment Advisors, whose names and contact details are listed below at 6.1.

5.1.3 Careers Information and Advice
The University Careers Service (www.careers.ox.ac.uk) is open to you from the start of the course, and is useful for identifying work experience or vacation jobs, whether or not you have a clear idea of future career possibilities.
5.2 History Societies
Oxford University History Society is the university’s student history society. It organises weekly events every term from guest speakers on a range of historical subjects to social occasions. Past events have included talks from Jung Chang, the bestselling author of 'Wild Swans', a sword-fighting demonstration, as well as a Spanish Civil War discussion panel. Guests at the annual dinner have included such distinguished people as David Starkey. Each term it also holds highly a beneficial careers event to promote the opportunities and development of historians at Oxford. See http://ouhs.uk or @OUHS_2014 on Twitter.

Many colleges also have History Societies which provide opportunities for hearing and meeting historians and history-themed social events.

5.3 Sources of Support

5.3.1 Personal and Pastoral Support
Oxford has a wide range of agencies and people whose job is to help students with personal problems, from student peer-supporters to medical professionals. Often your college will provide the first port of call, and colleges will have explained to you the possible sources of help; your college handbook and website will identify ways of contacting people. You will also have been registered with a medical practice at induction, which you can use in the normal way.

The University Counselling Service assists students who are experiencing psychological stress (http://www.ox.ac.uk/students/welfare/counselling). Appointments can be made by email (counselling@admin.ox.ac.uk), by telephone ([01865 2]70300) or by calling in person at their offices (3 Worcester Street); you do not need to have been referred. The office of the Service is open Monday to Friday from 9.15 am to 5.15 pm throughout the year (and later if you already have an appointment), except for short periods in the vacations which are publicized on their website well in advance.

See below, 6.1, for the Faculty’s officers for Disability and Harassment.

Details of the sources of support available in the University are on the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

5.3.2 Administrative Support
The Faculty’s Undergraduate Office is committed to providing a one-stop administrative and advisory service for undergraduate students of History and its joint schools. They will send you emails reminding you of important deadlines and other crucial information. Please always read carefully any emails that come from the email addresses faculty.office@history.ox.ac.uk and undergraduate.office@history.ox.ac.uk.

For further details, see below, 6.1.
5.3.3 Academic Support
Your college Personal Tutor or Director of Studies (the terminology may vary from college to college) has responsibility for your academic progress and welfare, and should be the first port of call for academic support.

The History Faculty’s Undergraduate Office administers the Prelims course, and will be the source of many emails to you. See below 6.1 Useful Faculty Contacts for contact details.

5.4 Complaints and Appeals

5.4.1 Overview
The University, the Humanities Division and the History Faculty all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University’s complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available within colleges, within faculties and from bodies like Student Advice Service provided by OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty’s committees.

5.4.2 Complaints
If your concern or complaint relates to teaching or other provision made by the faculty, then you should raise it with the Chair of the Undergraduate Studies Committee and Coordinator for Undergraduate Studies, Dr Benjamin Thompson. Within the faculty the officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors’ webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.
5.4.3 Academic Appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For undergraduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college may put your appeal directly to the Proctors.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors’ webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate’s performance.
- On no account should you contact your examiners or assessors directly.

5.5 Guidelines for Students with Disabilities

The University is committed to ensuring that students with disabilities are not treated less favourably than other students, and to provide reasonable adjustment to provision where they might otherwise be at a substantial disadvantage.

General advice about provision for students with disabilities at Oxford and how best to ensure that all appropriate bodies are informed, can be found on the University’s Disability Office website at http://www.admin.ox.ac.uk/eop/disab . The Faculty has established its own Disability Working Group, chaired by the Vice-Chair of the Faculty Board, which meets termly with student representatives.

Section 6.1 lists contact details for the Faculty’s officers with responsibility for disability.

For the accessibility of premises, see 6.2 Buildings, locations and accessibility.
If you have declared a disability, you will have an advisor who will guide you through the adjustments, facilities and equipment which need to be made to support your studies. Your Personal Tutor will contact tutors conducting tutorials to advise them of necessary adjustments, and also lecturers whose lectures you are likely to attend. It is also helpful if you inform tutors and lecturers directly of how they can best make adjustments.

You are permitted to record lectures orally (but not visually), subject to complying with the relevant procedures, available from the Disability Office or History Undergraduate Office. The University’s policy and guidance on the recording of lectures can be found here:

http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/educationcommittee/documents/policyguidance/Policy_on_the_recording_of_lectures_and_other_formal_teaching_sessions_by_students.pdf.

Increasingly reading-lists and the reading they prescribe are available electronically (see 6.5 IT for the first-year historian), although there are still many books not so available. The Bodleian History Faculty Library staff are also able to provide help and advice, and to make arrangements for gaining access to particular materials in the libraries. The Library staff can also assist in making special copies (large print, coloured paper etc).

**Examinations:** The Proctors assess the adjustments needed for students with disabilities. Your college should ensure that an appropriate application is made to the Proctors in good time. Further information about the Proctors’ role and the guidance they give is available on their website: http://www.admin.ox.ac.uk/proctors, and the Disability Office website: http://www.admin.ox.ac.uk/eop/disab/.

**5.6 University Policies and Regulations**
The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available at www.ox.ac.uk/students/academic/regulations/a-z.
6 Facilities and Contacts

6.1 Useful Faculty Contacts
The Preliminary Examination in History is convened and administered by the Faculty of History. A list of useful contacts is shown below: if you are not sure who can help, please contact the History Undergraduate Office for advice.

Dr Andrea Hopkins  Undergraduate Officer
Ms Isabelle Moriceau  Examinations Officer
Ms Alexandra Vickers  Undergraduate Office Administrative Assistant

For general enquiries, the best email address to use is undergraduate.office@history.ox.ac.uk.

The Coordinator for Undergraduate Studies in History for 2016-17 is Dr Benjamin Thompson (benjamin.thompson@history.ox.ac.uk).

Disability Contacts
The Disability Co-ordinator for undergraduate students is the Administrator – administrator@history.ox.ac.uk - he can help with all general enquiries.

Students can also contact Professor Joanna Innes, the Disability Lead and Chair of the History Faculty Disability Working Group (joanna.innes@history.ox.ac.uk) or the Secretary to the Disability Working Group, Dr Jeannie Scott (jeannie.scott@history.ox.ac.uk). Students who need to record lectures or have a note-taker should contact Alexandra Vickers (alexandra.vickers@history.ox.ac.uk).

Harassment Advisors
The History Faculty Harassment Advisors are Dr Matthew Grimley (matthew.grimley@history.ox.ac.uk) and Professor Selina Todd (selina.todd@history.ox.ac.uk). Students are welcome to contact them for a confidential discussion about any concerns.

Other useful History Faculty contacts
Reception and general enquiries: board.admin@history.ox.ac.uk 01865 615000
IT Support: itsupport@history.ox.ac.uk 01865 615031
History Faculty Library: http://www.bodleian.ox.ac.uk/history/help-for/undergraduates
The Librarian: Isabel.holowaty@bodleian.ox.ac.uk 01865 277294
6.2 Buildings, locations and accessibility
Places you need to locate are the History Faculty (map available here), the History Faculty Library in the Radcliffe Camera (map available here), and Examination Schools (map available here).

On occasion, some lectures or classes may be held elsewhere in the University. In these cases, students may wish to refer to the interactive map of the University, which is available at http://www.ox.ac.uk/visitors/maps-and-directions/searchable-map.

The location and accessibility of many University buildings are described in this online Access Guide: https://www.admin.ox.ac.uk/access/

If you have any concerns about accessibility, please contact the Disability Co-ordinator in the first instance.

6.2.1 Social spaces and facilities
The Joan Thirsk Common Room in the History Faculty is open to all undergraduate students from 08:00 to 21:00 every day. There is an adjoining kitchen with a microwave, sink, crockery, etc. and a hot drinks vending machine.

During term, the History Faculty Librarian will hold drop-in surgeries in the Common Room at least once a week. The times will be published on WebLearn.

Students are also welcome to use the History Faculty garden as a social space.

The History Faculty has a number of rooms that can be booked for meetings, classes, seminars, workshops, etc. Rooms must be booked in advance by calling Reception (01865 6 15000) or emailing board.admin@history.ox.ac.uk.

History undergraduates are also welcome to use library and common room in the new Social Sciences Centre at Manor Road.

6.3 Libraries and Online Resources
As you will know by now, historians use many books. The availability of books is supremely important, and undergraduates are fortunate in having access to libraries and museums in Oxford of an unrivalled scale and variety. You will also need access to many online resources, especially for journal articles, but also for other kinds of historical sources and output, and Oxford also has a rich collection of these (see further 6.5).

To search for books and journals, use Oxford’s discovery tool, SOLO (http://solo.bodleian.ox.ac.uk).

Increasingly many journals are also available electronically via Oxford University eJournals (http://ejournals.bodleian.ox.ac.uk).

Databases with full-text sources, such as historical newspapers, are accessed via Oxford eLIP+ (http://oxlip-plus.bodleian.ox.ac.uk).
To help you get to grips with Oxford Libraries visit “Library Assistant for Oxford Freshers” at www.bodleian.ox.ac.uk/assistant on your smartphone, tablet or computer. “Library Assistant” will help you to:

- Find the libraries that are most appropriate for your course
- Locate items on your reading lists
- Find out about Library wifi, passwords, photocopying and printing.

The following libraries and museums are particularly useful to undergraduate historians:

6.3.1 The Bodleian History Faculty Library (HFL)
http://www.bodleian.ox.ac.uk/history

Housed in the Radcliffe Camera of the Bodleian Library, the History Faculty Library (HFL) is the main library used by undergraduates reading for the Honour School of History and associated joint schools in the University, as well as undergraduates in the Department of History of Art.

The HFL collections comprise over 85,000 volumes of predominantly British and European History from the late Roman period to c. 1989. It includes History of the Byzantine Empire, History of Russia and the former Soviet Union, History of India, and History of Australia and New Zealand, and growing coverage of the History of North and South America and the West Indies, and Sub-Saharan Africa, as well as Historiography, the History of Science, the History of Art, and Palaeography.

All you need to know about how to use the HFL is here on the Help for Undergraduates page:

http://www.bodleian.ox.ac.uk/history/help-for/undergraduates

Lost a book or can’t find it?

The Bodleian History Faculty Library has an online form on its website for you to report missing and lost books. Library staff are more than happy to assist in locating copies for you.

Keeping up-to-date

If you want to be kept informed about new history resources and HFL services, sign up to the mailing list on the HFL Blog

http://blogs.bodleian.ox.ac.uk/history/

Feedback and Library student reps

The History Librarian (isabel.holowaty@bodleian.ox.ac.uk) welcomes feedback from all students regarding the services and collections in the HFL. She attends the Faculty’s termly UJCC meetings. A comments book is also located in the Lower Camera Reading Room. Furthermore, the Co-Presidents of the Historians’ Assembly are also the student reps on the Committee of Library Provision and Strategy (CLIPS) in History which meets termly.
http://www.bodleian.ox.ac.uk/history/about/management

6.3.2. The Bodleian Library (BOD)
http://www.bodleian.ox.ac.uk/bodley

One of the greatest libraries in the world, this is a national legal deposit library owned by the University. It does not lend books, which must be consulted in the Library reading rooms. There is a large collection of books frequently used by undergraduate historians on open shelves in the Gallery of the Upper Camera, Radcliffe Camera. History periodicals are kept in the Lower Gladstone Link; source materials and reference works are kept in the Upper Reading Room and Duke Humfrey’s Library of the Old Bodleian Library. Undergraduates may also order books which are kept in the Library’s remote store. The Bodleian’s huge collections are particularly useful for work on Further and Special Subjects and they offer rich resources for the thesis in your second year (although you will need to complete a permission form to consult or reproduce some categories of material).

Finding books, journals, etc. in Oxford libraries

Most of libraries’ holdings are listed within SOLO, Oxford Libraries' catalogue. SOLO also lists ejournals, ebooks, theses and databases. You can manage your library account via SOLO in order to renew books on loan or place stack requests. You will need your Single-Sign On password to do this. Check out the SOLO guide.

Digitised Set texts and other readings for courses are uploaded on the HFL WebLearn site.

Opening hours (HFL & BOD)
Term 9am-10pm (Mon.-Fri.)
      10am-4pm (Sat.)
      11am-5pm (Sun.)
Vacation: 9am-7pm (Mon.-Fri.)
        10am-4pm (Sat.)

Contact: Ms Isabel Holowaty, Bodleian History Librarian,
t: 01865 2-77294 (e: isabel.holowaty@bodleian.ox.ac.uk)

Rachel D’Arcy Brown, HFL Librarian-in-charge, t: 01865 277264 (e: Rachel.darcy-brown@bodleian.ox.ac.uk).

HFL enquiries: e: library.history@bodleian.ox.ac.uk ; t: 01865 2-77262
Online chat: http://www.bodleian.ox.ac.uk/history/about/contact

6.3.3. Bodleian Social Science Library
http://www.bodleian.ox.ac.uk/ssl
The SSL is located in the Manor Road Building. The SSL, like the History Faculty Library, lends books to undergraduates. Its collections are relevant to the study of political and social thought, and to the social sciences from which historians may draw inspiration.

Opening hours:

Term (weeks 0-9) 9am-10pm (Mon.-Fri.)
10am-6pm (Sat.)
11am-7pm (Sun.)

Vacation 9am-7pm (Mon.-Fri.)
10am-6pm (Sat. in Christmas & Easter vacation)
10am-4pm (Sat. in Long Vacation)

Enquiries: ssl@bodleian.ox.ac.uk

Contact: Ms Jo Gardner, Bodleian Social Sciences Librarian

6.3.4. College Libraries
Each college has its own library, for use by members of that college. These libraries contain good, sometimes excellent, history collections, maintained primarily (but not exclusively) for undergraduates. Access to and borrowing from college libraries is normally restricted to members of the college only. Opening hours are determined by colleges individually.

6.3.5. Specialised University Libraries
There are several other specialized University libraries which undergraduate historians are encouraged to use for relevant books:

American history:
The Vere Harmsworth Library (VHL), Rothermere American Institute, South Parks Road

African & Commonwealth History:
The Weston Library, Broad Street

Chinese history:
Bodleian K B Chen China Centre Library, St Hugh’s College

Japanese history:
The Bodleian Japanese Library, Nissan Institute for Japanese Studies, Winchester Road, St Antony’s College

History of Art & Classics:
The Sackler Library, 1 St John’s Street (Classics & History of Art)

Department of the History of Art Slide Library, Littlegate House, St Ebbes
History of Science & Medicine  
Upper Reading Room, Old Bodleian Library

The Wellcome Unit for the History of Medicine Library, Banbury Road

Modern European Languages & Enlightenment  
The Taylor Institution Library (TAY), St Giles

Philosophy and Theology
Radcliffe Humanities, Radcliffe Observatory Quarter, Woodstock Road

For more details and opening hours of individual libraries see [http://www.bodleian.ox.ac.uk/libraries/libraries](http://www.bodleian.ox.ac.uk/libraries/libraries).

6.4 Museums
Oxford also has outstanding museums, which are rich resources for the study of the history of art, archaeology and visual and material culture. These include:


ii. The Pitt Rivers Museum for Anthropology and Archaeology ([http://www.prm.ox.ac.uk/](http://www.prm.ox.ac.uk/)).

iii. The Museum of the History of Science ([http://www.mhs.ox.ac.uk/](http://www.mhs.ox.ac.uk/)).

iv. The Oxford University Museum of Natural History ([http://www.oum.ox.ac.uk/](http://www.oum.ox.ac.uk/))

v. Christ Church Picture Gallery, Christ Church ([http://www.chch.ox.ac.uk/gallery](http://www.chch.ox.ac.uk/gallery))

6.5 IT for the first-year historian
Your priority tasks during the first year should be familiarizing yourself with electronic mail, developing your word-processing skills, and learning to use the University’s online Library Catalogue, SOLO, to its full potential.

Most students will already be familiar with electronic mail and word processing, but for those who are not, the Oxford University Computing Service (13 Banbury Road; tel. (2)73200; e-mail: [courses@oucs.ox.ac.uk](mailto:courses@oucs.ox.ac.uk)) runs courses on elementary word-processing, electronic mail for beginners, and computing for the terrified.

You will be notified through your College of induction sessions run by the Bodleian Library which offer an introduction to SOLO. It is important to realise that SOLO is the catalogue for the major collections of the libraries of the University of Oxford. It incorporates the library holdings, including electronic resources, of all Bodleian Libraries and most College libraries.
Students should be aware of the extensive range of subscription databases and e-journals offered through the Oxford Libraries Information Platform, OxLIP+

http://oxford1.hosted.exlibrisgroup.com:8331/V/ on PCs in College Libraries and Computing Rooms, the Bodleian History Faculty Library, and the Bodleian Library (http://solo.bodleian.ox.ac.uk). You may also use OxLIP+ on your own computer. Click on ‘Title’ for a full list. Among the most useful is the Royal Historical Society Bibliography of works on the history of Britain, Ireland, and the British Overseas. This database comprises 518,000 records (books, journal articles, and articles in books) searchable by subject matter and time period. Students may find it helpful for supplementing bibliographies on British history provided by tutors or for checking references to articles. Other important networked resources for historians include the Dictionary of National Biography, Historical Abstracts (summaries of many articles searchable by subject as well as author), full-text newspapers, Early English Books Online, the Bodleian pre-1920 catalogue (for earlier works, and probably particularly useful for those thinking of writing dissertations), and COPAC (the union catalogue of over 26 UK libraries, including the British Library). Another useful resource is provided by the somewhat discouragingly entitled Web of Knowledge which offers a high-level journal awareness service including the opportunity to search for book reviews. See:

http://www.bodleian.ox.ac.uk/history/eresources for guidance to the vast number of resources available. If you want to use subscription resources off campus, login to SOLO/OxLIP+ using your Oxford Single Sign On details.

Current Students should find all the relevant information on WebLearn.

https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac

WebLearn contains the first year and FHS course Handbooks for History and its joint schools, the current Lecture List, and bibliographies for the great majority of courses on the syllabus. For some subjects, there are also links to electronic versions of the set texts.

The Faculty now organizes training and workshop sessions on electronic resources for first year students and for students preparing their theses. Support and training are available through the Bodleian History Faculty Library (HFL). Check out the HFL training schedule at:

http://www.bodleian.ox.ac.uk/history/services/training and guides at:

http://www.bodleian.ox.ac.uk/history/services/guides

For individual and advanced guidance, contact Isabel Holowaty, Bodleian History Librarian (tel: (2)77294; e-mail: isabel.holowaty@bodleian.ox.ac.uk). She can arrange short courses for small groups at your request, although you may find these more useful in your second year when you will be embarking on independent research for your undergraduate thesis. The Faculty is also developing its own section in the University’s Virtual Learning Environment, http://www.weblearn.ox.ac.uk and students are encouraged to use this facility.
The attention of undergraduates is drawn to the Oxford University Computer Usage Rules and Etiquette, available on the University website at http://www.ict.ox.ac.uk/oxford/rules/. All users of IT and network facilities are bound by these rules.

Please also bear in mind the University’s guidance on participation in social media, which can be found at http://www.ox.ac.uk/students/life/it/socialmedia.

The Gerry Martin Room in the History Faculty is equipped with several desktop PCs and space for students using handheld devices. All teaching rooms and the Common Room have wi-fi: students are encouraged to use OWL to log on.

IT training is provided by IT Services: an up to date list of courses can be found here: https://www.it.ox.ac.uk/do/training-and-facilities. Students can also buy a range of discounted software from the IT Services shop (http://www.it.ox.ac.uk/want/shop/).
APPENDIX 1: Examination Regulations

Preliminary Examination in History

A The subjects of the examination, the syllabus, and the number of papers shall be as prescribed by regulation from time to time by the Board of the Faculty of History.

B Each candidate shall offer four papers, as follows:

1. **History of the British Isles**: any one of the following periods:
   (I) c.300-1087;
   (II) 1042-1330;
   (III) 1330-1550;
   (IV) 1500-1700;
   (V) 1685-1830;
   (VI) 1815-1924;
   (VII) since 1900.

2. **General History**: any one of the period papers
   I: 370-900 (The Transformation of the Ancient World)
   II: 1000-1300 (Medieval Christendom and its neighbours)
   III: 1400-1650 (Renaissance, Recovery, and Reform)
   IV: 1815-1914 (Society, Nation, and Empire).

Candidates will be given a wide choice of questions relating to themes in the history of the period and they are advised not to concentrate narrowly on a particular period or topic.

3. **Optional Subject**: any one of an approved list of subjects, examples of which are given below. A detailed list of Optional Subjects, including the prescribed texts, will be published in the Handbook for Preliminary Examination in History by the Board of the Faculty of History by Monday of nought week of Michaelmas Term each year for the academic year ahead. Depending on the availability of teaching resources, with the exception of Optional Subject 1, not all the Optional Subjects listed in the Handbook will be available to all candidates in any given year. Candidates may obtain details of the choice of options for that year by consulting the Definitive List of Optional Subjects posted at the beginning of the first week of Michaelmas Full Term in the History Faculty and circulated to History Tutors.

   2. The Age of Bede c. 660-c.740.
   3. Early Gothic France c. 1100-c.1150.
   7. Nature and Art in the Renaissance
   8. Witchcraft and Witch-hunting in early modern Europe
11. Revolution and Empire in France 1789-1815.
12. Women, Gender and the Nation: Britain, 1789-1825.
13. The Romance of the People: The Folk Revival from 1760 to 1914.
14. Haiti and Louisiana: the problem of revolution in an age of slavery
15. The New Woman in Britain and Ireland, c. 1880-1920
17. 1919: Remaking the World
18. Radicalism in Britain, 1965-1975
19. The World of Homer and Hesiod, as specified for Preliminary Examination in
   Ancient and Modern History.
20. Augustan Rome, as specified for Preliminary Examination in Ancient and Modern
    History.
21. Industrialization in Britain and France 1750-1870 (as specified for the Preliminary
    Examination in History and Economics).

4. Either (a) Approaches to History or
   (b) Historiography: Tacitus to Weber or
   (c) Foreign Texts or
   (d) Quantification in History, as specified in the Handbook for the Preliminary
   Examination in History.

Candidates who fail one or more of papers 1, 2, 3, or 4 above may resit that subject or
subjects at a subsequent examination.
APPENDIX 2: Detailed Course Descriptions

1 HISTORY OF THE BRITISH ISLES
INTRODUCTION TO THE STUDY OF BRITISH HISTORY

The paper in British History is a key element of the First Year. British History covers Welsh, Scottish and Irish history as well as English: the scope of the papers studied by undergraduates covers the History of the British Isles comparatively, and as a whole. The syllabus offers seven papers in British History, from which you must choose one in the Preliminary Examination and a different one in the Final Honour School. In many, but not all, colleges this will be the first paper you will study (for which reason it is almost certainly undesirable to repeat a period you have studied at A Level). You should note, however, that some colleges may restrict your choice at this stage.

The papers in British History are specifically designed as ‘outline’ papers. This means that they are intended to give you an understanding of broad developments within the period; and in examination you will be expected to show an awareness of such developments. You may write essays on individual topics, (such as the Norman Conquest, the Reformation, the Civil Wars and the Republic, the Industrial Revolution, the World Wars) but you will also need to think about ‘the bigger picture’. The subject-matter of the papers is not restricted to politics and affairs of state; social, gender, economic, cultural and intellectual developments may equally be studied. As long as you bear in mind that you will need to demonstrate to the examiners that you can think broadly within the period, there is considerable scope for you to choose the specific topics of your tutorial essays.

Tutorial study for this paper will build on the skills which you have already learned in preparation for the outline paper in your A Level syllabus or equivalent. But there will also be critical differences. In particular, the British History papers are intended to introduce you to the reading of scholarly monographs and articles in scholarly journals as the principal basis for your weekly essays. Where textbooks synthesize the findings of many scholars, monographs and research articles are written directly from the evidence: in reading them it is for you to assess whether the evidence referred to does in fact support the interpretation which the author places upon it. Your weekly essay will typically be composed after reading several such monographs and a number of articles: on this basis you will be expected to engage directly with the major interpretative issues related to the topic, and to form your own conclusions rather than simply reporting those of the historians. Seven hours of tutorial teaching are provided for each paper in the history of the British Isles. One hour of tutorial time is available for revision in the Trinity term and may be used for British or General History.

There will be 16 lectures (given twice-weekly) provided for each of the British History papers. The lecture courses have been designed to provide an introduction to important aspects of each period, and to offer the opportunity to listen to historians addressing subjects on which, in many cases, they have themselves done original research. The lectures in British History are not intended to be a comprehensive guide to the content of the course or the examination paper, and are no substitute for tutorial reading.
British History is assessed in the Preliminary Examination in a three-hour unseen paper, which will contain about 20 questions in each case. You will be required to complete answers to three questions. The wording of the rubric at the head of the examination paper may differ between the seven period papers, but in every case you will be expected to show understanding of broad developments within the period, and to avoid undue narrowness of focus.

**DESCRIPTIONS OF BRITISH HISTORY PAPERS**

**I: c.300-1087**

Many of the fundamental characteristics of western society took shape in these centuries. Out of the collapse of Roman civilization, new forms of social and religious organization emerged. The forging of ethnic and political identities brought into being the entities that we now call England, Ireland, Scotland and Wales.

During c.400-550, Germanic settlements in eastern Britain established the communities who would eventually think themselves ‘English’; how many people came, and how they interacted with the surviving British, remain subjects of lively debate. But even by 600 less than half of Britain was under English control. The West and North still comprised Celtic states, which remained Christian, literate and in contact with the Mediterranean world. The Irish, although less organised than their neighbours, were developing a remarkable artistic, literary and religious culture; their overseas impact involved the colonization of western Scotland and missionary activity in much of Western Europe.

550-850 has been called ‘the age of migrating ideas’. The conversion of the English to Christianity was associated with the building of kingdoms, and with an extraordinary interchange between Germanic, British, Pictish, Irish, Gallic and Mediterranean cultures which produced such outstanding works of art as the Sutton Hoo treasures and the Lindisfarne Gospels. With the growth of continental trade, ports were established and coinage reintroduced. Prosperity financed a rich monastic culture, both in Celtic-speaking lands and, rather later, among the English. During c.680-750, north-east England became one of the intellectual centres of Europe, and the English launched missions to their still-pagan relatives abroad.

Kingship and government operated on an ever-widening scale, though tempered by the enduring realities of warrior societies: marriage-alliances, gift-giving and plunder. In 850 Britain was still divided between several Celtic and English states, while in Ireland provincial kingdoms were forming. Viking attacks soon transformed the political map however. One major effect was the beginnings of a unified English state under Alfred (871-99) and his heirs. State-building also proceeded in the north, with the fusion of the Pictish and Scottish monarchies, and in Wales with the rise of Gwynedd. The Vikings were traders as well as raiders, and founded big towns in Ireland and eastern England. In this expanding world the English kings formed a strong and ideologically coherent state, with systematic local government and tight control of coinage. Meanwhile, the countryside and its inhabitants were being organized into more self-contained farming and parish communities. To a large extent, it was during 900-1100 that market towns, villages and local churches came into
existence. Important though it was, the Norman Conquest of 1066 changed little of this fundamentally.

One of the excitements of studying this period is to realise how much of the Britain that we know today had its origins so long ago. Students are brought into contact with fast-developing investigations, not least in archaeology and ethnology. They also have an advantage which students of later periods lack: because the written sources are limited it is possible to approach the subject (and the work of historians) in direct and sometimes original ways. Texts such as Bede’s Ecclesiastical History, Beowulf and the other Old English poems, may be read in translation.

II: 1042-1330

Medieval society with its warriors and kings, bishops and peasants, can seem alien to us, but these three centuries saw the emergence of essential pre-conditions for modern society. The whole spectrum of human activity was transformed, both through increasing collectivization – in villages, towns, churches, and under governments – and by greater pluralization in ways of life.

England’s own particular turning-point, the Norman Conquest, opens the paper: but just how much did it change and how much endured from previous centuries – or indeed would have changed anyway in a period of European-wide development? Its immediate result was a century of political instability, as England was drawn into the politics of northern France. Yet the Conquest also provided the foundation for a precociously strong monarchy, and the system of common law which still endures.

These developments had important effects. Kings and their warrior nobles, increasingly characterized by the culture of chivalry, attempted to colonize and dominate Britain. The different societies of Wales, Ireland and Scotland were affected in different ways by English imperialism, especially in Edward I’s successful conquest of Wales and unsuccessful assault on Scotland.

On the other hand, the power of English kings had to be restrained internally: in Magna Carta the barons demanded that the ruler treat his subjects lawfully and make their interests the concern of government. This was developed into a sophisticated political ideology of royal accountability, which could be used at the end of the period to depose a king: Edward II was seen as inadequate to provide stable government and secure justice to a national community increasingly conscious of the duties of kingship.

Royal ideology was also challenged by the church: the clergy backed by the papacy sought to exempt themselves from lay authority, a conflict seen most dramatically in the murder of Thomas Becket. Yet church reform gradually transformed social experience by putting religion at its centre, seen in the prevalence of saints’ cults and shrines, the popularity of the crusading ethos, and the rapid spread of monasteries and parish churches.

Education also underwent a sea-change: the ‘twelfth-century renaissance’ inaugurated a literate society, which created new institutions and administered them in more regular and
bureaucratic ways. It also revived the cultural leadership of the western world, evident in the glorious cathedrals constructed at this time, and the revival of scholarship in the universities.

These were centuries of important social and economic change. More land was settled by an expanding population, markets and towns multiplied, and increasing trade created a more commercialized mentality. Family structures and the position of women were thus fundamentally affected. Recently historians have become increasingly intrigued by the role of perception in economic, social, and political life: was change led as much by culture, ideology and attitudes as by what used to be seen as more tangible factors? Gender is an important case in point, given that changes in ideology had specific effects on the roles not only of women but also men, and on the social, legal and political relationships between them.

In some ways this phase of European development was decisively brought to an end in the fourteenth century, with economic slow-down, widespread political instability and above all the Black Death. Even so, the fundamental changes of the central middle ages left a legacy to the modern world of political sophistication, social and economic diversification, and cultural dominance.

III: 1330-1550

For England, Scotland, Ireland and Wales this was a period of dramatic conflict and change which presents many fascinating paradoxes. Thus the Black Death of 1348-9 in which a third or more of the population died, the Peasants’ Revolt of 1381, and frequent complaints of urban decay all suggest economic and social crisis; yet the cloth industry grew, living standards rose and economic opportunities for women temporarily widened. In the early fifteenth century the Welsh rose in revolt under Owain Glyn Dŵr, yet within a century and a half they were peacefully assimilated to the Tudor state. The Scots were united enough to resist English aggression, yet slew two of their kings in rebellion. The English won spectacular victories in France – Crécy, Poitiers, and Agincourt – yet lost ground to the Gaelic lords in Ireland. The English crown steadily endowed itself with one of the most effective governmental machineries in Europe, negotiating for the cooperation of local élites in the developing parliament, court and legal system; yet Richard II was deposed and his successors fell prey to factionalism in the Wars of the Roses, only for monarchical power to revive under the Yorkists and Tudors. The English church survived the challenge of the Oxford-grown heresy, Lollardy, and provided for an increasingly elaborate and informed popular piety, but fell victim to Henry VIII’s determination to become its supreme head. The universities expanded, and architecture, music and vernacular literature flourished from Barbour, Chaucer and Langland to Lindsay, Wyatt and Surrey; yet by 1550 an increasingly influential humanism affected contempt for much of medieval culture.

All these aspects of the period continue to provoke debate among historians, many of them teaching here in Oxford, and this creates an opportunity for undergraduates to forge their own understanding of a field in which political, social, cultural and religious history interact
in stimulating ways, and one in which the different societies within the British Isles can be studied both in their own right and in their mutual interaction.

**IV: 1500-1700**

Reformation, Revolution, Restoration: this is a period rich in exciting events. Throughout, political and religious authority were contested, challenged, and re-imagined afresh. The paper begins in the aftermath of the Wars of the Roses, with the Tudor dynasty consolidating a precarious grip on the English throne and a fragile hold on parts of Ireland, with a delicate peace between Scotland and England. Two hundred years later, the whole of Britain would be transformed, brought together into a Union with social and religious consequences no less important than the political implications. The long, contested process of Reformation unleashed a wide variety of religious ideas and encouraged new ways of understanding identity, community, and even family relationships. A period of sustained economic growth brought unimagined luxuries and new technologies to the growing cities, changing the social fabric of the country in complex ways. Literature, music and art flourished; Shakespeare’s plays, Tallis’s motets and Holbein’s portraits all express the grandeur and the individual anxieties of the period. And by 1700 Britain had moved from the fringes of Europe to become one of its leading powers, with a growing Empire in the Americas.

Students taking this paper have the opportunity to examine a wide range of social, political and religious developments across all three British kingdoms. The period is rich in source material, with texts and pamphlets ranging from royal proclamations to scurrilous, ‘tabloid’ newsbooks are easily accessible in libraries and online. But opinions and policies were not only formed through texts; historians are increasingly aware of the sophisticated political and religious culture which developed in this period, involving art, music and carefully staged rituals. Traces of the rich visual and artistic culture of the period can be seen across the city, in the Ashmolean and in many of the colleges, and students are encouraged to consider these sources alongside more traditional ones. Moreover, such a crucial period in British history has attracted some of the most passionate and engaged historians, and controversy over the nature of the Reformation, the flow of court politics, the causes of the civil war, and the events of the Glorious Revolution continues to arouse heated debate. No less important are questions of social and economic change, and historians now use the vast range of source materials in new and increasingly sophisticated ways. The paper offers students the opportunity to examine the central events and ideas of this period, but the flexibility of the tutorial system allows each student to spend time focusing on particular aspects of it, in consultation with their tutor.

**V: 1685-1830**

This paper begins with the ‘Glorious Revolution’ of 1688, which entrenched parliament at the centre of British government and established a system of regulated toleration for some kinds of Christian worship outside the Church of England. At its end in 1830 Dissenters and Catholics acquired full political rights, and the election of a reforming ‘Whig’ government put the reform and extension of the parliamentary franchise squarely on the agenda. At the
beginning of the period, commerce and manufactures were flourishing to such an extent that it was beginning to be possible for pamphleteers to claim for the nation the status of leading economic power; by the end of the period, Britain was ‘the first industrial nation’. These developments made Britain an object of fascination - sometimes, of admiration – for other Europeans.

The ‘British state’ was largely a creation of this period, which also saw the union of the Scottish with the English parliament (1707) and of the Irish with the Anglo-Scottish parliament (1801). A ‘British’ identity developed in parallel with English, Welsh, Scottish and Irish identities. The growth of Atlantic trade and the acquisition of substantial Indian territories added to the might of the ‘British Empire’.

Yet all these developments were associated with strains, tensions and conflicts. Britain spent almost half the period at war, defending and extending its position in Europe and the world. War impelled government growth, which in turn gave rise to concern about the changing nature of state and polity. The costs and benefits of economic development were not distributed equally. Relations between the different kingdoms of the British Isles complicated the task of devising and maintaining a legitimate political order. The legitimacy and very existence of empire were called into question by the American War of Independence 1776-83. Meanwhile, the growth of ‘enlightenment’ in Europe raised questions about Britain’s claim to be an exceptionally liberal and humane society. Self-questioning was both intensified and complicated by the outbreak of the French Revolution, and the long ensuing war. Peace in 1815 opened the way for reconstruction and reassessment.

During the past few decades this period has been the subject of much lively and creative historical writing. John Brewer, Linda Colley, Roy Porter and several Oxford scholars have explored all these developments, their impact on British values and culture, and the ways in which they were experienced by men and women at all social levels. The quality of writing on the period reflects its fundamental importance and interest for the understanding of modern Britain. Not often studied at A-Level, it is a period which has a great deal to offer at university.

**VI: 1815-1924**

The paper covers a period which is today regarded by journalists and sentimentalists as an epoch of British ‘greatness’. That it was a very remarkable epoch is certain, and its most obvious defining feature is provided by a history of political and institutional change which appears in retrospect like a blaze of technicolour. To say this is not just a comment on heroic individuals such as Gladstone and Disraeli; rather it is reflection of what all ordinary Britons (though not necessarily Irishmen) really thought: politics lay at the centre of their historical world. The centrepiece of political struggle lay in the attempts variously to reform and to preserve England’s ‘ancient constitution’. How could it be made more compatible with modern ideas about political representation, perhaps with ‘democracy’ even? But how at the same time could one preserve those unique historic features, such as traditional English liberty under the sovereignty of Parliament, which had served Britain so well since 1688 –
features which (it was alleged) would continue to protect her from foreign perils such as despotism, revolution, and dictators? The paper thus invites students to consider how satisfactory and how complete were the ‘Victorian’ reforms which still supply the basic structure of our political institutions today. Why were they so seemingly successful in Britain and so troubled in Ireland? It also asks how these notoriously insular institutions functioned in Europe and as the ultimate rulers of a large and expansive empire. Could one have both empire and liberty?

However, it is a guiding principle of this paper – and one reflected in the introductory lecture provision – to make equal provision for the study of politics and society, where ‘society’ is broadly defined to include culture and the economy. In considering British society students will be able to draw on rich and established traditions of writing on the working classes and on the traditional landed élite, alongside a more recent and open-ended body of writing on gender, to say nothing of that elusive residuum the ‘middle classes’. Of course social class can no longer be seen simply as a material fact, or as a reflection of the workplace, important though this dimension undoubtedly was. Social situation also requires a consideration of social cultures and mentalities. Of these some were class bound and some were not, and here the histories of religion and of ethnicity occupy a prominent place in the focus of the paper, both of them relatively new and expansive areas of research inquiry. In social history, too, students are invited to reflect on features which render England and Britain unique in a European context. For example: a notorious preoccupation with wealth creation; a religious geography based on the peculiarly Anglo-Saxon polarity between established Churches and Dissenters, and the absence of any tradition of a prestigious state bureaucracy on the Continental model. Were these distinctive traditions a source of comparative advantage, or did they render the British Isles merely backward and provincial? Both points of view were advanced with much enthusiasm by Britons and Europeans alike over the lifetime of this paper.

VII: Since 1900

The paper covers the history of the British Isles throughout the twentieth century. This was a period of almost unprecedented political, social and economic change. At its beginning Great Britain was the centre of a world-empire, the hub of the world’s financial system, and Ireland was still politically united to Britain. At the end of the century, the Empire was gone, to be replaced by a Commonwealth, in many respects vestigial, but still of some authority. Ireland, with the exception of the northern six counties, had become an independent republic. In 1900 the Labour Representation Committee (to become the Labour Party in 1906) was formed as a small parliamentary pressure group with a doubtful future. In 2000 it was the governing party with a huge parliamentary majority. At the beginning of the century Britain was almost wholly white; at its end it had large ‘Black and Asian’ populations whose influence on British life was profound. In the 1990s there was another demographic wave as large numbers of people came from the Middle East and eastern Europe. By 2000 Britain was no longer central to the world’s financial system, though London was still one of its most important foci, and in military terms Britain had become a middle-ranking power. Economically, particularly in its manufacturing sector, Britain found it difficult to compete and an apparent political and economic decline was, especially after the Second World War,
one of the principal themes of British politics and public life. And yet, despite its preoccupation with failure, few other societies had such a successful twentieth century. Its people experienced a rise in living standards and social opportunities which would once have been thought inconceivable; it emerged victorious from two world wars with its political institutions intact and increasingly democratic; its civil life was remarkably peaceful; it was one of the most culturally open societies in the world and its cultural productivity, at élite and popular levels, was surpassed only by the United States.

The paper is open-ended, since it has no terminal date, and it allows us to examine contemporary Britain historically. The core of the paper is political, but political in the broadest sense. It is concerned not just with parliamentary politics but with the relationships between political parties and society, the way political institutions have been shaped and the manner in which the political system coped with major challenges – for example, the two world wars, the emergence of Scottish and Welsh nationalism and the re-emergence of the ‘Irish question’, or the pervasive notion of economic ‘decline’ (something which people consciously tried to reverse) from the 1950s on. Although the period can usefully be divided into two by the Second World War – which in many ways was a ‘turning point’ – the paper and the lectures try to give the period a unity; to allow people, if they wish, to answer wider questions, while recognizing that some people will prefer to consider other questions in more detail. And the paper embraces the whole of the British Isles – Ireland as well as England, Scotland and Wales. It is, however, by no means confined to its political core: it includes those subjects which are closely allied to politics but which we usually think of as ‘social’: gender, popular culture, the extent to which Britain was, or was not, a society based upon social classes, immigration and its consequences and, not least, the degree to which British life and culture was Americanized.

2. GENERAL HISTORY
INTRODUCTION TO THE STUDY OF GENERAL HISTORY

General History, like British History, is studied in ‘outline’ papers, which are designed to introduce you to long-term developments in one of four distinct periods. The papers naturally have a much wider geographical scope, covering the whole of European history in each period. The approach to the papers therefore differs from that adopted for British History in being more thematic and comparative, requiring you to devote attention to the concepts which historians use to study developments across a number of societies simultaneously. You will be expected to consider how we should use concepts such as ‘state’, ‘gender’, ‘economy’, ‘social structure’, ‘culture’ and ‘nation’ in different periods and societies, and the ways in which they need to be refined to do justice to the constant variety evident in the history of Europe’s peoples. Equally important will be the understanding of change in the past: when and whether it is appropriate to speak of ‘crisis’, ‘reform’ or ‘revolution’ is among the critical issues to be faced in these papers.

Each paper will be provided with a supporting lecture course, given in the form of a ‘circus’ involving a substantial number of tutors involved in teaching the courses. The two medieval
General History papers have 16 lectures each (given twice weekly); General History III and IV are accompanied by 24 lectures each. The lectures for General History are intended to be more indicative of the structure and content of the papers than those for British History; and in many (though not all) colleges your tutorial programme will be related to that of the lectures. But the basis of your tutorial essays will continue to be your own reading. Seven hours of tutorial teaching are provided for each General History paper. One hour of tutorial time is available for revision in the Trinity Term and may be used for British or General History.

Given the wide, comparative scope of these papers, the recommended reading is likely to combine introductory or survey works with a selection of more specialised articles and monographs. You may find that there is pressure on the availability of the most popular introductory works; but on any topic the libraries will contain an enormous range of more specialised works which will exemplify and enable you to study the theme of your essay in specific, detailed circumstances.

General History is examined in a three-hour unseen paper. The questions, to which you must complete three answers, will cover the period as a whole or a large part of it; Paper III (but not the others) requires answers to questions from separate sections.

**DESCRIPTION OF GENERAL HISTORY PAPERS**

**Paper I: 370-900: The Transformation of the Ancient World**

This course could have been labelled ‘The Heirs of Rome’. At the time it opens, human experience around the Mediterranean and far into its hinterland had been much the same for half a millennium or more. The Later Roman Empire was only the last of a series that had brought strong government and a generally ‘civilized’ standard of life – though the first to introduce them to north-western Europe. By 370, an increasingly significant proportion of the empire was Christian, even if the traditional culture of the Greek and Latin classics was still thriving too. Alongside Sassanian Persia, its great-power rival, it provided the predominant model for early medieval society.

Yet within three centuries, most recognizable features of the world created by Rome and Persia had ceased to exist. Nearly all the most prosperous and articulate arenas of ancient civilization had succumbed to ‘barbarian invasion’ (though some historians are increasingly unsure that ‘invasion’ is a helpful way to think about what was happening). The Arab armies of Islam, the last of the world’s great religions, took over the bulk of the ancient Near East, creating an enormous new capital at Baghdad; throughout the period covered by this course, and for some time afterwards, the Islamic ‘Caliphate’ was much the most prosperous and cultivated part of the known world. The rump of the old eastern Roman Empire survived as what historians call Byzantium: it was a formidable power within its limits, but is best regarded as another of Rome’s successor states. Western Europe itself progressively fell victim to peoples of Germanic origin, who had themselves been set moving by the Huns, a steppe power from Central Asia. Germanic warriors replaced the defunct western Roman army: and although (except in Britain), they adopted the West’s Latin language and Christian religion, the military culture of their ruling élite contrasted with
that of Rome in almost all respects. The West’s new super-power was the Franks, under the rule first of the Merovingian dynasty, and then of the Carolingians; Charlemagne (768-814), their greatest king, would be as formative for the making of medieval culture as was Napoleon for the modern world. For all that, the empire he created, covering most of Western Europe, fell apart under his successors. In short, the changes affecting the known world in this period were arguably more total and more startling than any before the nineteenth-century advent of European industry and empire.

This course thus has a Eurasian rather than merely European scope, stretching from Persia’s inner Asian frontiers to the British Isles and Scandinavia. Among its chief themes is that it is unnecessary to take too negative a view of the period’s turbulence. While it was certainly harder to find a hot bath, a comfortable chair, an elaborately-served meal or a library of light literature in the ninth-century West than five centuries earlier, it was unnecessary for peasant producers to hand over a high proportion of their income to the taxman. While the ancient world was well-defined, it was culturally ‘closed’, content with tall stories about life as lived beyond its frontiers. The West’s post-Roman masters, by contrast, penetrated the non-Christian and un-Roman worlds of Vikings, Khazars and Slavs, and by exploring hitherto unknown reaches of the northern Atlantic and of the eastern forests, sowed the first seeds of the twentieth century’s superpowers. Among the achievements of Christian literature was the devising of scripts, east and west, which are substantially the same as those in use today. Western Christendom and Byzantium developed their own new forms of social behaviour, whether secular (the life of the warrior), or spiritual (that of the monk); and the dividends these yielded in metalwork or book-illumination certainly stand comparison with the masterpieces of ancient art. Although the post-Roman world could nowhere contrive to put up such mighty structures as apparently came easily to Roman – or Islamic – architects and engineers, it is a pointer to the future that so much of what was erected in the West was located in the ‘new’ North rather than the ‘old’ South. If the overall impression of the period 370-900 remains one of a Christian world struggling for survival, it is also possible to pick up the first stirrings of the aggressive expansionism that would one day carry European culture into all corners of the World.

An attractive feature of early medieval history is that because the sources are so relatively few, it is possible for students to get access to a relatively high proportion of what is available. Takers of this course will explore translations of Roman historians (including a first-hand account of an embassy to Attila the Hun), Christian chroniclers, writers of saints’ lives and Muslim literati. They will be introduced to works of art of enduring beauty, though no longer (any more than is modern art) in the humanist idiom of classical culture. By putting our few texts in their wider cultural context, and by using written and material evidence together, we can recover a good idea of what was happening. The world of Late Antiquity and the Early Middle Ages is an extremely lively field of current research and debate, both in this university and elsewhere. This course aims to show why.

**Paper II: 1000-1300: Medieval Christendom and its Neighbours**

This course explores a series of structures and processes over a period of three hundred years that were integral to the formation of Latin Christendom. This exploration involves
attending to developments within a number of important practices and institutions in western Europe itself, but also requires an understanding of changes in regions beyond western Europe, and an appreciation of the impact of hostile and peaceful encounters between western Europeans and representatives of other faiths and cultural traditions.

One way of interpreting the changes which occurred over this three-hundred-year period is to argue that in 1000 western (‘Latin’) Europe was typified by a largely agrarian society, substantial political fragmentation, a political culture dominated by unregulated violence, and highly localised religious practices. It was neighboured to the south by the territorially more powerful and culturally more sophisticated Islamic and Byzantine worlds, and to the north and east by pagans or only-recently converted Christians who retained many alien political and cultural practices. According to this line of thinking the next three centuries saw substantial internal strengthening and unification within Latin Christendom, observable in developments within both religious and secular culture; at the same time there was substantial external expansion, much of it involving religious warfare, at the expense of neighbouring cultures.

Through tutorials and lectures this course focuses on the key features of the growth and expansion of Latin Christendom while also looking at the neighbouring cultures. Crucial institutions such as kingship, papacy and empire are assessed. Attention is paid to the growth of towns, villages and trade, the product of a continental-wide experience of agrarian expansion. Important dimensions to the religious culture of Latin Christendom are analysed including monasticism, pilgrimage, crusade, and universities. Developments within secular culture and their overlap with religious practice are explored through analysis of knighthood and chivalry. The encounter of Latin Europe with neighbouring cultures focuses principally on frontier regions such as Iberia, Sicily, Byzantium and the Baltic.

Yet, while the unification and expansion of Latin Christendom are leitmotifs of this course, there is a paradox in that many of those developments also led to new forms of fragmentation, dissent, and contest. The study of topics such as heresy and gender allow us to probe the uneasy relationships between inclusion and exclusion, expansion and fragmentation inside Latin Christendom. An excellent way of assessing developments within Latin Europe since 1000 is examine how western Christians responded to the arrival in the mid-thirteenth century of a powerful new threat, the pagan Mongols.

**Paper III: 1400-1650: Renaissance, Recovery and Reform**

The period from 1400 to 1650 was a defining moment in the creation of modern Europe and its relations with the rest of the world. Beginning when population and agricultural production had been sharply reduced by plague, it saw both rise to new levels, while the development of cross-European trade began the process of economic specialization. There was a dramatic increase in the number and size of Europe’s cities, whose authorities struggled to cope with the rising numbers of poor, but also had the resources to build the palaces, mansions and churches at the heart of the modern urban landscape. At the same time explorers, adventurers and merchants were opening up the New World of America, Africa and the Far East, laying the basis of a future world economy.
Expansion of the material world was matched by enlargement of intellectual and cultural horizons. A new type of lay scholar, the humanist, rediscovered the texts of Latin and Greek antiquity, and developed intellectual interests, in language, morals and history, which differed markedly from those of medieval scholasticism. Artists and architects likewise took fresh inspiration from classical models, creating the glories of the High Renaissance and Baroque. The possibilities of new technology excited the imaginations of utopians and craftsmen, and were most dramatically realised in the invention of printing. The greatest novelty was the New World itself: faced with understanding this, it is arguable that scholastics were as successful as humanists, but that the most fertile outcome was scepticism about the universality of European values.

Yet just as Renaissance drew Europeans closer in learning and culture, Reformation created unprecedented divisions in religion. Luther and Calvin succeeded where fifteenth-century heretics had failed, creating new churches, and forcing the long process of reform within the Roman Catholic Church to harden into Counter-Reformation. Both Protestant and Catholic then set about the much more arduous task of ‘confessionalizing’ the populations within their spheres of influence, by methods ranging from the mission to the witch-hunt. Surviving Jewish and Islamic as well as heterodox Christian minorities were subjected to fearful bouts of persecution, but also showed remarkable powers of survival.

Economic and religious pressures put new strains on political structures. Expanding resources after 1500 enabled monarchs to support increasingly spectacular courts, larger administrations and more permanent armies, while forging new alliances with their nobilities. By contrast city-state republics flourished in the fifteenth century and declined in the sixteenth, only to set a new example in the successful revolt of the Dutch against the Spanish Monarchy. Few popular rebellions were as successful as this, but the variety of forms of revolt and the increasing radicalism of resistance theory underlined the reluctance of Europeans simply to acquiesce in authority.

By concentrating on these broad themes rather than on the detail of developments within individual countries, the paper offers you the opportunity to study the whole process of historical change. The lectures will introduce you to the major topics, while tutorials and classes can take advantage of the range and quality of historical writing on this period to examine a wide variety of specific problems and subjects. To encourage study of the full range of developments within the period, the examination paper will require you to answer questions from three of the four sections into which it is divided.

**Paper IV: 1815-1914: Society, Nation and Empire**

This course approaches the nineteenth century in the widest possible way, ranging from population trends and social structure to cultural history and from revolutions to imperialism. It centres on Europe (including the British Isles) although particularly when it deals with imperialism and responses to it there is an opening into non-European history.

Undergraduates are expected to attend all 16 lectures designed for the course, in order to gain a sense of the broad themes and how they interlock, although for their weekly essays
they must clearly specialize in the subjects of their choice. There is no rubric in the examination requiring answers from given subdivisions of the paper.

The course begins with the population explosion of the nineteenth century, the agricultural and industrial revolutions which helped to sustain it, the dramatic growth of towns and the various waves of emigration to the New World. A second set of topics examines the European élites, noble and non-noble, conservative and liberal. This is balanced by a study of peasants, industrial workers, and some of the social and political movements which played such a prominent role in the shaping of the nineteenth century (including the revolutions of 1830, 1848, 1871 and 1905).

The next large area of investigation relates to the state and to the spread of state structures and national institutions. This includes the formation of transnational movements (in areas such as religion or welfare reform) that, in terms of their origins and impact, went beyond the confines of a particular nation-state. Two lectures look at central aspects of cultural history: changing gender roles and ideologies, and the question of whether the century was one of secularization or religious revival.

The nineteenth century is often hailed as the century of nationalism. The construction of national identities and the pursuit of the nation-state are studied, as are the scientific ideas - such as Social Darwinism - underpinning them. It is not forgotten, however, that many peoples continued to live in multinational empires and that empires were built by the European powers encompassing non-European peoples. The factors behind the growth of empire and the positive and negative responses of non-European peoples – from Africa to India and from China to Japan – form the last part of the course.

3. OPTIONAL SUBJECTS
The prescribed texts for each option are printed below in bold. Candidates will be required to show knowledge of these texts in their examination answers.

INTRODUCTION TO OPTIONAL SUBJECTS

The Optional Subjects are based on close study of selected primary texts or documents, and offer an opportunity for more specialized study than is possible in the outline papers. They provide a first indication of the range of the interests of members of the Faculty, and are often taught by experts in the particular field of the subject. (Further opportunities for specialized study follow in the Further and Special Subjects in the Final Honour School). Note that some colleges may restrict the choice of Optional Subjects; also that Optional Subjects may be capped as a result of limited teaching resources.

Optional Subjects are taught in tutorials or classes, normally in Trinity Term, and almost all are provided with lecture courses. Six hours of tutorial teaching are provided for the Optional Subjects. They are examined in three-hour unseen papers, and you are required to complete three answers.
COURSE DESCRIPTIONS AND PRESCRIBED TEXTS

The letter C against a text indicates that it is available as a photocopy from the History Faculty Library. A charge is made for these photocopies, which become the property of the student. The letter T against a text indicates that it is to be read in specially prepared translation. Digital versions of many of the prescribed texts listed for the Optional Subjects are now available.

1. THEORIES OF THE STATE

Description

No understanding of Western history is complete without knowledge of the ideas which have fundamentally shaped social and political life; and it is as theories of the state that these ideas have been given their clearest expression. Built upon such constantly reinterpreted concepts as justice and liberty, authority and community, theories of the state have ranged far beyond the institutions of government to consider the position and power of the church, the role and responsibility of the individual, the interests and conflicts of social classes. This option provides the opportunity to study these theories through reading works by four major political thinkers, Aristotle, Hobbes, Rousseau and Marx.

Inspired by a timeless conviction of the value of political life, Aristotle's *Politics* provides a detailed account of the first and for long the model European state form, the city republic of ancient Greece. Written in the midst of civil war, Hobbes's *Leviathan* is not only a remarkable attempt to construct a science of politics on an analysis of individual motivation; it is also a classic of the English language, offering readers an unforgettable and often provoking experience of sustained, rigorous argument. Rousseau's *Social Contract*, by contrast, is a vision of what men might achieve in politics – and a radical critique of what they have been forced to put up with. Finally, Marx's *Communist Manifesto* and other works illustrate his pioneering theory of the relation between the state, economic forces and class conflict, and his hopes for a communist revolution.

The paper requires candidates to show knowledge of the prescribed texts of at least three of these authors; making connections and drawing comparisons between them will be encouraged. You will have the advantage of working with an unusually coherent and self-contained set of texts, and there will be the opportunity both to place them in historical context and to consider their subsequent relevance and lasting value. Theories of the State provides a natural introduction to the Further Subjects in the history of political thought in Schools, but its interest and relevance go much wider: it will illuminate and enhance your understanding of societies and states in all periods.

Prescribed Texts

The following texts are prescribed for study. Candidates will be required to show knowledge of the prescribed texts of at least three authors.


4. Marx, *The Communist Manifesto; The Eighteenth Brumaire; preface to the Critique of Political Economy; Critique of the Gotha Programme*.

2. **THE AGE OF BEDE, c.660-c.740**

*Description*

The seventh and early eighth centuries were a time of fundamental change for the English, in which conversion to Christianity was only one element. Influences from Ireland, Gaul and the Mediterranean operated on the warlike, aristocratic society of the Anglo-Saxon kingdoms to create a rich and innovative culture. During the few generations between the 660s and the 730s, Britain produced works of learning, literature and art which were pre-eminent in Western Europe. These changes can be approached through a well-integrated group of original sources, mainly but not exclusively from the golden age of Northumbria, which comprise the set texts, notably the historical works of the Venerable Bede. Undergraduates can also study the spectacular manuscript illumination, metalwork and sculpture of the era. The Paper is therefore an introduction both to the aristocratic society, learning and culture of early England, and to the genesis of English historical writing.

*Prescribed Texts*


2. Eddius Stephanus, *The Life of Bishop Wilfrid*.


5. C T *The Life of Ceolfrid*


3. **EARLY GOTHIC FRANCE, c.1100-c.1150**

*Description*

The first half of the twelfth century in northern France and Flanders was a period of startling economic growth, extraordinary cultural creativity, violent aristocratic competition, new political and religious practices, all set in the context of a bitter struggle among the region’s leading powers. All of this is recorded in some of the most memorable and vivid literary works of the medieval west. Those taking the paper meet such extraordinary figures as Heloise and Abelard (intellectual star and self-publicist, and a warning to tutors not to seduce their pupils -- he was castrated by her kinsmen), Abbot Suger (political fixer and artistic patron extraordinaire, credited with the invention of Gothic architecture), the charismatic, hugely influential, admired and loathed Bernard of Clairvaux, and Orderic Vitalis, the exiled English boy turned Norman monk and obsessive chronicler of his age. Looking at letters, poems, documents of all sorts, takers of the paper read the first-hand accounts of love affairs, murders, political crises, spiritual adventures, intellectual discoveries, and hair-raising violence. They look at wonderfully impressive cathedrals and castles, gold treasures and stained glass, as well as the ordinary detritus left behind by people’s everyday lives. Why was this time and place so creative? The paper throws takers into a highly contested debate. But beware. Many innocent modernists, taking the paper as an adventurous dip into the middle ages before getting back to the twentieth century, have been too gripped to give it up.

*Prescribed Texts*


4. CONQUEST AND FRONTIERS: ENGLAND AND THE CELTIC PEOPLES 1150-1220

Description

The reigns of the first three Angevin kings – Henry II, Richard I, and John – provide the first opportunity to look in some documentary detail at the impact of the English on the countries we know as Scotland, Ireland, and Wales. The story is, in part, one of military conquest and confrontation, as the English tightened their grip on Wales and for the first time (in 1169-70) began to bring Ireland under their control. But it is also a story of economic, cultural, and institutional change, as the impact of English models and practices came into contact with native societies, cultures, and polities. The results could range from close imitation (as in the governance and law of Scotland) to an entrenched duality of cultures (as in Wales and Ireland). The sources for studying these processes are exceptionally rewarding on the English side: notably the splendid accounts of the Welsh and of the conquest of Ireland by the irrepressible Gerald of Wales and a vivid and lively Anglo-Norman poem on the conquest of Ireland. These English sources can be illuminatingly complemented by Irish, Welsh, and Scottish annals and poetry. The secondary reading for this subject is also now rich and approachable.

Prescribed Texts

   The Journey through Wales and the Description of Wales, tr. L. Thorpe (Penguin Classics, 1978).


5: ENGLISH CHIVALRY AND THE FRENCH WAR, c.1330 - c.1400

*Description*

This subject focuses on the history of the fourteenth–century phase of the Hundred Years War between England and France, and on the social, military, and political preoccupations of the knightly sector of English society that was so deeply involved in it. This period, which witnessed the great victories of Edward III and the Black Prince at Crécy and Poitiers, the foundation of the Order of the Garter and Richard II’s distribution of his famous white hart livery badge, has been hailed as England’s Age of Chivalry. Though concentrating on the English side, the subject necessarily has also a continental dimension. The prescribed texts have been chosen in order to open up and illuminate a series of major themes, and it is expected that those studying the subject will want to concentrate more heavily on some of these than on others, according to individual choice and taste. A wide selection from the principal chroniclers introduces the basic narrative history, and includes detailed accounts of the major campaigns and battles. There is a substantial body of material chosen to illustrate the cultural history of the period, the ideals of chivalry and of courtly love, the contemporary concern with heraldry and with tourneying and the abiding interest in the crusades; this includes both literary and iconographic evidence, selections from Chaucer and from alliterative poetry, and artefacts such as the Wilton Diptych, the Black Prince’s tomb and some monumental brass. Another theme is the organization of war, the problems of recruitment, discipline, provision of horses, the sharing of spoils; and the problem of soldiers’ pay, and of raising of taxes to meet war expenditure. Diplomatic history, naturally, has its place too and the selection here is designed to introduce questions about the making of truces and treaties and also to open up some important related topics: war propaganda, contemporary views of the morality of war, and of the value as well as the means of making peace.

Note: the prescribed texts are printed in bold. Digital versions, where available, are accessible on the History Faculty Library's WebLearn site at [https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/lib](https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/histfac/lib) (requires SSO login). The rest can be found in the History Faculty Library.

*Prescribed Texts*


15. The Wilton Diptych, the Tomb and Achievement of the Black Prince (Canterbury Cathedral), the memorial brass of Sir Hugh Hastings of Elsynge.


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\(^1\) Also available in R. Barber, *Life and Campaigns of the Black Prince* (Ipswich, 1986), pp. 84-139.
6: CRIME AND PUNISHMENT IN ENGLAND, c.1280-c.1450

Description

By looking at the definition, prosecution and punishment of crime, historians can learn a great deal about how a society comprehends itself. The records of crime are records of social breakdown, personal moral failure, and economic or political desperation. They provide a negative image of shared values relating to public order, morality, and good citizenship. The world of medieval crime and punishment bears some comparison with our own – much in our systems of law and morality was born in this period – but there are also striking differences, such as the frequent use of capital punishment, the heavy involvement of local communities in defining and dealing with crime, and the class, gender and ethnic disparities underlying medieval thinking about morality and crime. This course will allow students to research individual crimes or groups of crimes including: homicide, infanticide, theft, prostitution, rape, abduction, heresy, treason, defamation, noble disorder, criminal gangs, and economic crimes such as piracy and poaching. Case studies in these crimes can be linked to thematic studies on the role of the local community, the influence of class and gender, the aims of punishment, crime in literature, concepts of public order, and the use of legal records to study social relations. The prescribed texts include an exciting mixture of legal records (from royal, urban, church and manorial courts), outlaw and prison literature (including the Robin Hood ballads), letters and chronicles. This is a major topic in current historical research, with a vibrant and developing secondary literature.

Prescribed Texts


7. NATURE AND ART IN THE RENAISSANCE
Description

During the fifteenth and sixteenth centuries, the term ‘art’ covered a field far broader than the ‘fine arts’ or ‘visual arts’ do in modern usage. The Latin word ‘ars’, like the Greek word ‘techne’, referred essentially to ‘skill’ or ‘craft’ and more generally to bodies of practical techniques and technologies adjoining but distinct from theoretical knowledge. The Renaissance ‘artist’, understood in broad contemporary terms, therefore occupied a central place in the cultural landscape in which the manual or ‘mechanical’ arts (typically the domain of the ‘artisan’) met the liberal arts and shaded off into the natural sciences.

This Option offers students an opportunity to explore this unfamiliar landscape, with a particular focus on the many ways in which the ‘arts’ developed new means of understanding and intervening in the world of nature. This is a world in which artists rose from the company of artisans and craftsmen on the strength of new techniques for imitating nature, where artist-engineers invented machines and perfected the arts of war, where astronomers joined forces with sailors to improve the art of navigation, where mathematical practitioners of great variety devised instruments which triggered major intellectual breakthroughs, where new species flooding in from the new world raised hopes of perfecting the art of medicine, where alchemists and natural magicians sought new arts to manipulate the deepest hidden forces of nature, and where iconic figures like Leonardo da Vinci, Albrecht Dürer, and Paracelsus rub shoulders with nameless tradesmen.

In addition to representative contemporary texts from across Europe, students will be exposed to a rich variety of visual sources, from classic works by major Renaissance artists to maps, charts, instruments, machines, and the wonderful natural and artificial objects avidly collected by princes and patricians in this period.

No technical or special linguistic background will be assumed.

Prescribed Texts

A) Introduction: nature and art


3. Polydore Vergil, On discovery (1499), ed. and trans. B.P. Copenhaver (Cambridge, MA and London, 2002), Book I: 14.5-6; 15.1, 3; 18.1-2; 20.3-5; 21.6-7; Book II: 5.1-6; 7.1, 8-9; 8.1-4; 9.1-2; 10.2-4; 11.4-7; 22.1; 24.1-5; 25.1-2; Book III: 2.1-3; 3.1; 6.1-2; 7.1-3; 9.1; 14.1-2; 15.1, 3, 7, 9-11; 18.1-11.

B) Painting and perspective: craft, art, and science


   high resolution images available to students in a shared folder in ARTstor.org (institutional subscription): [http://www.artstor.org/](http://www.artstor.org/)

C) The artist-engineer: architecture, machines, and the ‘Renaissance man’


D) Modelling the heavens? Astronomical instruments and mechanical clocks

10. Thomas Hill, *The schoole of skil containing two booke: the first, of the sphere, of heaven, of the starres, of their orbes, and of the earth, &c. The second, of the spherial elements, of the celestiall circles, and of their vses, &c. Orderly set forth according to art, with apt figures and proportions in their proper places* (London, 1599), pp. 1-30, 42-51, 59-69

   available on EEBO

11. Armillary sphere by Carlo Plato, 1588

   MHS inv. 55453 Epact database:

   [http://www.mhs.ox.ac.uk/epact/catalogue.php?Sort=Place&ENumber=33348](http://www.mhs.ox.ac.uk/epact/catalogue.php?Sort=Place&ENumber=33348)

12. Astrolabe signed Regnerus Arsenius, 1565

   MHS inv. 53558 Epact database:

   [http://www.mhs.ox.ac.uk/epact/catalogue.php?Sort=Place&ENumber=53558](http://www.mhs.ox.ac.uk/epact/catalogue.php?Sort=Place&ENumber=53558)
13. Astronomical clock (Prague):
   
   [http://utf.mff.cuni.cz/Relativity/SCAN/Orloj03.jpg]

E) Charting the seas: cartography and the art of navigation

   available on EEBO

   available on EEBO

16. Portolan chart by Albino de Canepa, 1489:
   
   [http://bell.lib.umn.edu/map/PORTO/CAN/canepa.html]

17. World maps from editions of Ptolemy:
   from Ptolemy, *Geographia* (Venice, 1511)
   
   [http://bell.lib.umn.edu/map/PTO/TOUR/1511alg.html]
   [http://bell.lib.umn.edu/map/PTO/TOUR/1511blg.html]

   from Ptolemy, *Geographia*, ed. Sebastian Münster (Basel: P Heinricum Petrum, 1545)
   
   [http://bell.lib.umn.edu/map/PTO/TOUR/1545olg.html]
   [http://bell.lib.umn.edu/map/PTO/TOUR/1545ulg.html]

18. Gerard Mercator's world map of 1569:
   
   [http://www.wilhelmkruecken.de/]

F) New worlds, new species, new cures: discovery, natural history, and medicine


   available on EEBO.

   available on EEBO.
   
   photoreprint of 1977; also available on EEBO.

G) Representing and reproducing nature: painting, illustration, engraving

23. Leonhard Fuchs, *De Historia Stirpium Commentarii Insignes* (Basle, 1542), p. 897
   [portraits of artists and engraver]
   
   http://www.rarebookroom.org/Control/leodeh/index.html (spread 465)

24. Andreas Vesalius, *De Humani Corporis Fabrica* (Basle, 1543), title-page; pp. [xii]
   (portrait), 368 (veins)
   

   

H) Collecting art and nature: cabinets of curiosities


27. *The admirable discourses of Bernard Palissy*, trans. A. La Rocque (Urbana, IL, 1957),
   pp. 23-7, 188-203 [Dedication; Warning to the reader; On the art of the earth, its
   usefulness, on enamels and fire].

28. Bernard Palissy, Oval platter c. 1560 (glazed terracotta, 52.5 cm: Musée du Louvre,
   Paris)
   

I) Controlling nature through art: alchemy and natural magic

   repr. 1950), pp. 1-13

30. Paracelsus, selections from *De natura rerum, Astronomia magna, and Labyrinthus
    medicorum errantium* in N. Goodrick-Clarke (ed.), *Paracelsus: Essential Readings*
    (Wellingborough, 1990), pp. 101-4, 109-20, 173-7


8. WITCH-CRAFT AND WITCH-HUNTING IN EARLY MODERN

   EUROPE.

Description
The early modern witch-hunt, a feature of the same age that produced Michelangelo, Shakespeare, and Montaigne, took the lives of at least 40,000 women and men. The study of witchcraft offers historians an alien and therefore exceptionally valuable entry point into the culture of Renaissance and Reformation Europe. This course aims to give students an understanding of the emergence and decline of witchcraft belief on both the popular and elite level. The early modern period was characterised by economic, social, and religious upheaval, so the witch-hunt needs to be placed within the context of wider contemporary fears and anxieties about the demonic, as well as increased pressures on the structures and fabric of social life. Witchcraft history has consequently given rise to a plethora of methodological approaches. Literary and gender theories jostle with readings inspired by anthropology, and psychoanalysis. Students will be encouraged to engage with these critically, comparing case studies and using a rich variety of sources. The primary source material offers views of witches as they were seen by visual artists, from the pulpit, and on stage. The material will also introduce students to the views of demonologists and sceptics, and to the voices of the accusers and accused themselves. Accordingly, the study of witchcraft persecution and beliefs not only offers crucial insights into the early modern period more generally but it also provides historians with rare access to mental worlds and emotional states, whether at village level or among ruling elites.

Prescribed Texts

A. Demonology


2. George Gifford, *A Dialogue concerning Witches and Witchcrafts*


7. Reginald Scot, *The Discoverie of Witchcraft* (1930), ed. Montague Summers; one of the facsimile re-prints can also be used. Bks. 1, 2, and 3; Book 4, chaps. 1-7; Book 6, chap. 1; Book 7, chaps. 8-16; Book 8, chaps. 1-2 = pp. 1-46, 64-65, 79-91.


B. Representations of Witchcraft


C. Witchcraft Trials

*England and Scotland*


**France**

1. Seven witchcrafts trials from Lorraine, 1598-1613. Abstract and translation by R. Briggs from the manuscripts records in AD Meurthe-et-Moselle.


**Germany**


**Spain**


**D. Demonic Possession**


9. MAKING ENGLAND PROTESTANT, 1558-1642

Description

Making England Protestant was a formidable task. Pre-modern societies tended to be conservative in the sense of valuing traditions, myths, and memories. Innovation was dangerous and often unpopular in such a conceptual world. Hence the frequent Catholic jibe to Protestant reformers across Europe: ‘where was your church before Luther?’ The response of Protestant reformers was to ‘build the Temple’ anew: traditional ideas of the destination of the soul after death were shattered by the propagation of daunting new ideas of salvation. The rituals, ceremonies and rhythms of everyday life were remodelled, the sounds and senses of traditional religion transformed and England’s history was re-imagined and retold to provide a definitive answer to Catholic attacks on the disreputably novel origins of the Church of England.

This course examines the ‘howling success’ of the Protestant Reformation in England from the Elizabethan Religious Settlement to the outbreak of Civil War in 1642, through an exploration of a wide variety of sources: sermons, cheap sensational print and polemic, drama, music, art and architecture, will be studied alongside liturgical and legal sources, correspondence and diaries. Protestant reformers in England succeeded in creating both a Protestant state, but also in fostering a deep-seated culture of Protestantism, manifest in the remarkably visceral fear of popery and the antichrist that exerted such immense influence on seventeenth-century society and politics. But the problems of this ‘Protestant project’ will also be addressed. How were reformers to mediate new doctrines to the laity without blunting the purity of their message? To what extent did emphasis on a doctrine of election and reprobation divide communities into a self-regarding ‘godly’ and a reprobate multitude? Over time Protestantism was prone to fracture into competing agendas and priorities as clerics and communities developed different ideas about what mattered in the English Reformation: a key determinant of allegiance – parliamentarian or royalist – during the English Civil Wars was the dispute over the identity of the true Protestant church in England.

The course will locate English religious change within broad contexts, as well as looking closely at key texts, material, visual and aural sources, and individuals. Unusually for an Oxford history course, integral case studies are located in the University itself: we will examine the architecture and interior of St Mary’s, the University Church, and the chapels of several Oxford colleges. The course may be approached without prior knowledge of the period, or chosen to complement outline work in British IV and General III.

Prescribed Texts

A. Visual

Printed images
1. Frontispiece to Lewis Bayly, *The Practise of Pietie*, 3rd edn, 1613.\(^2\)

2. *The Double Deliverance 1588 1605*, 1621\(^3\).

3. *A Mappe of the Man of Sin*, 1622\(^4\).

4. *A Thankfull Remembrance of Gods Mercie*, 1625.\(^5\)

5. *The Sound-Head, Round-Head, Rattle-Head*, 1642.\(^6\)

**Stained glass windows:**

6. (a) Lincoln College chapel (north, south, and east windows).

6. (b) University College chapel (north and south windows).

**Stone and brass funeral monuments/effigies:**

7. (a) monument of John Rainolds (Corpus chapel).

7. (b) monument of Laurence Humphrey (Magdalen chapel).

7. (c) monumental brass effigy of Henry Robinson (Queen's chapel).

**B. Musical / Aural**

Thomas Sternhold and John Hopkins, *The Whole Booke of Psalmes ..., 1583*: Psalms 75 (p. 67); 100 (p. 90); 105 (pp. 96-8); 135 (pp. 125-6); 149 (pp. 135-6) [EEBO].

**C. Texts**

i. *Shaping and Re-shaping the Church.*

ii. *Satire.*

iii. *Instructing the People.*


v. *Ballads.*

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\(^2\) British Printed Images [bpi] 1700 (online): no. 7269

\(^3\) British Museum online database.

\(^4\) bpi Print of the Month Aug. 2008.

\(^5\) British Museum online database.

\(^6\) British Museum online database.
i. Shaping and Re-shaping the Church.

The Act of Uniformity, 1559, Royal Injunctions, 1559


'The Preface', pp. 4-6.

'Of Ceremonies', pp. 214-16.


'The Ordre for the administracion of the Lordes Supper, or holy Communion', pp. 124-40.

'The Churchynge of women', pp. 175-6.

Accounts of the Hampton Court conference, 1604 [7pp.]


*King James Version [of the Bible], 1611* [23pp.].


George Abbot, *The coppie of a letter sent from my lords grace of Canterburie shewing the reasons which induced the kings majestie to prescribe directions for preachers*, 1622 – EEBO.

William Laud, 'Speech in the Star-Chamber at the censure of Henry Sherfield, Esq., Recorder of Salisbury, for breaking a painted glass window in the Church of St Edmund in the said city', 1633


*Bishop Robert Skinner’s charge at his visitation of Bristol diocese, 1637.*


*The Root and Branch Petition, 11 Dec. 1640.*


*Petitions in favour of episcopacy collected by Sir Thomas Aston* - J. Maltby (ed.), 'Petitions for Episcopacy and the Book of Common Prayer on the Eve of the Civil War 1641-1642', in
S. Taylor (ed.), *From Cranmer to Davidson: A Church of England Miscellany* (Church of England Record Society, 7, 1999), pp. 113-32 [Cheshire to Rutland incl.]

ii. Satire

'Martin Marprelate', *Epistle* [extracts], 1588.


iii. Instructing the People

Abraham Fleming, *A straunge and terrible wunder wrought very late in the parish church of Bongay, a town of no great distance from the citie of Norwich, namely the fourth of this August, in ye yeere of our Lord, 1577* [EEBO].

George Gifford, *A briefe discourse of certaine points of the religion, which is among the common sort of Christians, which may bee termed the countrie divinitie*, 1582, pp. 1-24, 43-47, 76-84.


To the Right Vertuous most Excellent and Noble Princesse, Queene

ELIZABETH... pp. 3-5.

To the true and faythfull Congregation of Christes Universall Church...

pp. 9-14.

The utilitie of this Story... pp. 15-16.


William Perkins, *A golden chaine*, 1592, foldout of the diagram of salvation (found in ch. 33, 'The order of the causes of salvation and damnation') [EEBO].

Gilbert Dugdale, *A true discourse of the practises of Elizabeth Dugdale*, 1604, (to [D3r]) [EEBO].

John Chadwick, _A sermon preached at Snarford... at the funerals of Sir George Sanct-Paule_, 1614, pp. 16-30 [EEBO].

Anon., _A Pittiless Mother_, 1616, sigs. A1r-B2r, [EEBO].

Samuel Ward, _Iethro's iustice of peace A sermon preached at a generall assises held at Bury St. Edmunds, for the countie of Suffolke_, 1618, pp. 25-40 [EEBO].

John Gee, _Hold Fast_, 1624, pp. 25-52, [EEBO].

Giles Fleming, _Magnificence Exemplified_, 1634, 21-30, 34-52 [EEBO].

John Harris, _The Puritanes Impuritie: or the Anatomie Of a Puritane or Seperatist..._, 1641 [EEBO].

Thomas Stirry, _A Rot Amongst the Bishops, or, A Terrible Tempest in the Sea of Canterbury..._, 1641 - EEBO [incl. pictures].

_Englands Reioycing at the Prelats downfall..._, 1641 [EEBO].

Henry Burton, _A divine tragedy lately acted, or, A collection of sundrie memorable examples of Gods judgements upon Sabbath-breakers..._ 1642, pp. 1-31 [EEBO].

iv. Personal Reflections


v. Ballads

Anon., _A song or psalme of thanksgiving, in rememberance of our great deliverance from the gun-powder treason, the fift of November_, 1605 [Bodleian Broadside Ballad].

Anon., _This dismall day, at the Black-fryers. Or a deplorable elegie, on the death of almost an hundred persons, who were lamentably slain by the fall of a house in the Blacke-fryers_, 1623 [EEBO / Bodleian Broadside Ballad].

Anon., _A ballad of Anne Askew intituled I am a woman poore and blind_, 1624, [EEBO]

Anon., _A very godly Song, intituled, The earnest petition of a faithfull Christian, being clarke of Bodnam, made upon his death bed, at the instant of his transmutation. To a pleasant new Tune. The second part of the clarke of Bodnam. To the same tune_, 1624 [EEBO].

Anon., _A scourge for the pope, Satyrically scourging the itching sides of his obstinate brood, in England_, 1624, [Bodleian Broadside Ballad].
10. CONQUEST AND COLONIZATION: SPAIN AND AMERICA IN THE SIXTEENTH CENTURY

Description

This subject concerns the confrontation and contact between the Spanish and American Indian peoples of Central and South America from the first landing of Columbus in 1492 until the end of the sixteenth century. It involves some study of the social and political background of the Iberian peninsula; but the main emphasis lies on the Caribbean Islands, Mexico, the Maya country and Peru. The principal topics for study include the native societies of these regions; the story of the conquests; the nature of colonial society and the policy of the Crown; the contemporary debates on the treatment of the Indians; and the impact – demographic, social, economic and religious – of the Spanish upon the Amerindians. The period is particularly rich in primary material. The texts which have been chosen illustrate both European and native views: they include narratives of the conquests of Mexico and Peru and descriptions of Aztec, Maya and Inca society. A knowledge of Spanish is not necessary for taking this course.

Prescribed Texts


11. REVOLUTION AND EMPIRE IN FRANCE, 1789-1815

Description

There is little need to emphasize the importance of this period in the transformation of the political and social system and consciousness of France and of the wider European world. The protracted wars of 1792-1815 and the almost continuous Anglo-French conflict similarly had far-reaching effects on the military and economic development of European states. The period thus provides an excellent subject for an option in the Preliminary Examination since it offers a set of clear problems within a well-defined chronological context. It also introduces undergraduates to some general issues and themes that they are likely to encounter elsewhere in the syllabus.

The emphasis of this option is on the nature of the conflicts that brought instability during the 1790s and on the character of the Napoleonic settlement after 1799. Undergraduates will be asked to reflect on the relationship between these two phases. The paper examines the process of revolutionary politics and the mechanisms of the Napoleonic system. Undergraduates will also study the multiple threads of the revolutionary political discourse, exploring the emergence of liberal, radical and conservative systems of thought, as well as examining the elements of Bonapartist and Imperial ideology. Furthermore, the paper raises the practical difficulties experienced in trying to give stable political and institutional form to theory and ideal. One central issue here is the emergence of revolutionary and Napoleonic myths and the dichotomy between ‘myth’ and ‘reality’. Finally, undergraduates will be asked to assess the degree, nature, and significance of the changes undergone by France between the Ancien Régime and the Bourbon Restoration.

With these aims in view, the prescribed texts include the famous polemical writings of the Abbé Sieyès and Edmund Burke, a selection of French revolutionary documents (acts, speeches, proceedings, and the like), and selections from Napoleon’s letters and from the Memorial of Saint Helena by the Count de Las Cases. Such texts will enable undergraduates to measure contemporary perceptions against those of historians since that time.

Prescribed Texts


2. French Revolution Documents; selected and translated by C.R. Lucas.


12. WOMEN, GENDER AND THE NATION: BRITAIN, 1789-1825

*Description*

This paper will consider the ways in which ideas of gender structured and influenced notions of citizenship in Britain in the period 1789-1825. Beginning with the dramatic consequences of the French Revolution for British culture, the pioneering feminist writings of Mary Wollstonecraft will be examined in depth, as will the counter-revolutionary texts of Hannah More. The significance of changing notions of masculinity will also be investigated, with a particular focus upon the impact of war. A central text in this regard is Jane Austen’s *Persuasion*.

The paper also provides opportunities to consider the specific literary and intellectual cultures of Scotland and Ireland, and the 1798 Irish rebellion will be a particular focus. In addition, the gendered contours of imperial activity will be traced through debates over colonial slavery and widow-burning in India. The challenges facing labouring families in the aftermath of the Napoleonic Wars are a further theme traced here through incidences of industrial and political protest. Meanwhile, the emergent ideas of political economy, as in Malthus’s influential, *An essay on population* will serve to illustrate a growing tendency to conceptualise working-class women in their domestic capacities rather than in their role as labourers.

An investigation of the Queen Caroline affair (1820) through a range of contemporary cartoons provides a vehicle for exploring the inter-connectedness of the themes of gender, national identity and citizenship. Finally the paper examines one of the most extraordinary feminist texts of the nineteenth century: *An Appeal of one half the human race: women, against the pretensions of the other half, men...* (1825), the joint production of two Irish radicals, William Thompson and Anna Wheeler.

*Prescribed texts*

*Note:*
i. items with a double asterisk are available as a digital resource via the History Faculty Library website / weblearn: Follow the link ‘resources for UGs’ there is currently a large link on HFL website to “Online undergraduate set texts”.

ii. Items with ECCO can be accessed via Solo.

A) Novels and longer texts


B) Shorter texts and extracts

4. William Thompson [and Anna Wheeler], *An Appeal of one half the human race: women, against the pretensions of the other half, men...* (1825) : introductory letter and Part II, question one.


8. Wolfe Tone *An address to the people of Ireland* (1796) [ECCO].


12. Hannah More ‘The Cottage Cook’, (1797) and ‘The Lancashire
collier girl’ (1795) from *Cheap Repository Tracts* [ECCO].


14. William Fox, *An address to the people of Great Britain on the propriety of abstaining from West India sugar and rum* (1791) [ECCO].

C) Poems

15. Richard Polwhele, ‘The Unsex’d females. A poem’ (1798) [ECCO].


D) Brief documents

20. Anne Grant, *Letters from the mountains* (1796) vol. 1: (14 Oct. 1791); vol. 2: (2 Jan 1794) [British and Irish Women’s Letters and Diaries database, available via OXLIP].


23. *Address to 'His grace, the Duke of Newcastle...’*in P.N. Stearns, *Impact...*


**25. Hansard v (3 Apr – 11 July 1821) [also available online via OXLIP], cols. 1217-1222.


27. Selected cartoons on Queen Caroline Affair: students will be directed to particular images from Rickward, Radical squibs; D. George English political caricatures (Oxford, 1959).

13. THE ROMANCE OF THE PEOPLE: THE FOLK REVIVAL FROM 1760 to 1914

Description

At the end of the eighteenth century, Europe rediscovered its oral culture. Popular culture combined with Enlightenment interest in the ancient and the primitive, as philosophes and revolutionaries sought new sources of cultural and political legitimacy in an era when ‘the people’ emerged as a political actor. From the desire to know ‘the people’ would emerge the new subject of folklore. Folk culture would prove the source of inspiration for writers, painters, and musicians, and would leave its mark on all aesthetic movements from romanticism to modernism. This cultivation of culture would spawn schools of national music and architecture, but would also have political implications as cultural distinctions led to calls for regional autonomy and national independence. However, the concept of the ‘folk’, and the validation of plebeian culture, could also be invoked by those on the left of the political spectrum. Folklore mirrored the intellectual changes of the century, developing from an antiquarian interest, via a Romantic evangelical phase, to a positivist would-be science in the later nineteenth-century, before finally being co-opted to the reaction against positivism and the valorization of the irrational.

Students will have an opportunity to study the key thinkers that influenced the development of folklore. The course opens with the late-eighteenth century forebears of romanticism, Herder and Macpherson’s Ossian. It will consider the pioneers of the folklore collecting, the Grimm brothers and their intellectual and political influence. Students will engage with key texts including the Grimms’ Household Tales, the Finnish Kalevala, and Moe and Asbjørnsen’s Norse Popular Tales. They will also consider the influence of folklore on writers and musicians such as Ibsen, Yeats, Grieg, Sibelius and Stravinsky. Students will consider the intellectual developments in folklore, and the links to other emerging areas of intellectual excitement in the nineteenth century, including subjects such as philology, anthropology and, psychology.
Prescribed Texts

ENLIGHTENMENT ANTIQUARIANS


GRIMMS


NORDIC LINK


Grieg, Edvard. *Incidental Music to Ibsen’s Peer Gynt* (opus 23) composed 1874-5, premiered in 1876. Recommended recording: Gosta Ohlin’s Vocal Ensemble, Pro

FINNISH LINK


Virtual reconstruction of the Finnish Pavilion at the 1900 Paris World Fair, available from the Finnish Design Museum. The Pavilion was designed by Gottlieb Eliel Saarinen and decorated by Akseli Gallen-Kallela.

IRISH LINK

Croker, Thomas Crofton. *Fairy Legends and Traditions of the South of Ireland*. London: Murray, 1825. Also available as an e-book from Google: *The Legend of Knockgrafton; The Young Piper; The Brewery of Egg-shells; The Changeling; The Legend of Bottle-hill; The Confessions of Tom Bourke; Master and Man; The Mac Carthy Banshee; Daniel O’Rourke; Fior Usga.*

Yeats, William Butler. *The Celtic Twilight*. London, Lawrence & Bullen, 1893. Second edition, 1902. There are many reprints of this second edition, including an e-text available at available online at


RUSSIAN LINK


14. HAITI AND LOUISIANA: THE PROBLEM OF REVOLUTION IN THE AGE OF SLAVERY
Description

‘Restored to our primitive dignity, we have asserted our rights; we swear never to yield them to any power on earth.’ With these words, which followed the only successful slave revolt in the modern era, the black people of Haiti created the western hemisphere’s second republic. Haiti’s former slaves defeated French, British and Spanish attempts to re-enslave them, forcing Napoleon Bonaparte to abandon his western design and sell Louisiana to the United States – the first republic created in the western hemisphere. Haiti’s black Jacobins drew some inspiration but little support from revolutionaries in France and America. They might have expected that their revolution would have weakened the institution of slavery in the Americas; in fact they strengthened it. This paper introduces students to the first, and one of the most powerful, world systems of the modern era – the Atlantic vectors that sustained and profited from the production of sugar using slave labour in the greater Caribbean. That the French, Haitian and American Revolutions were interconnected is a staple of the so-called ‘Age of the Democratic Revolution’. That this interconnection centred on slavery as much as on the power of revolutionary ideas, and that such interconnection renewed the power of despotism in Europe (in the process isolating America from an Atlantic trading world) while at the same time strengthening the institution of slavery via westward expansion in the fledgling democracy of the United States is less often considered. The rise and fall of slavery and abolition in the United States and the West Indies was not, the course demonstrates, determined by national factors alone. Neither, most dramatically, was the western and southern expansion of the United States of America pre-ordained, an act of American volition or of ‘manifest destiny’. Doubling the size of the United States at a stroke, while increasing demand within it for slaves, set in train events that would transform the continent and the Caribbean.

The prescribed texts for this course will be in English though students with French language skills are welcome to consult Francophone original and collateral documents where appropriate.

Prescribed Texts:

1. [Alexandre-Stanislas Wimpffen] A Voyage to Saint Domingo, in the years 1788, 1789, and 1790. Translated from the Original Manuscript, Which Has Never Been Published, by J. Wright (London 1817) Online in the Gale Group Making of the Modern World series at: Galegroup.com/mome/retrieve.do?sgHitCountType=None&sort=DateAscend&tabID=T001&prodId=MOME&resultListType=RES


3. The Code Noir of 1685
4. Address of the Free Citizens of Colour to the French National Assembly, Oct. 22, 1789

5. Decree of the National Assembly and Instructions to the Colony of St. Domingue, March 8, March 28, 1790


7. [French National Assembly] Law of April 4, 1792

8. Leger Felicite Sonthonax, Decree of General Liberty, August 29, 1793

9. [French National Assembly] Decree Abolishing Slavery, February 4, 1794

10. ‘The Plantation Policies of Etienne Polverel’ 1794

11. Jean-Baptiste Belley, ‘The True Colours of the Planters...’ (1795)

12. [Council of the Five Hundred] Law on the Colonies, 1798

   Items 3-12 above are all reprinted in Laurent Dubois and John D. Garrigus eds., *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents* (Boston and New York: Bedford St. Martin’s, 2006)


   Items 13-15 above are reprinted as appendices 1, 13 and 14 in Marcus Rainsford, *An Historical Account of the Black Empire of Hayti* ed. Paul Youngquist and Gregory Pierrot (Durham and London: Duke University Press) also available online at: http://solo.bodleian.ox.ac.uk/primo_library/libweb/action/dlDisplay.do?vid=OXVU1&docid=oxfaleph013895318

16. [Marguerite-Elie Guadet] An Inquiry into the Causes of the insurrection of the Negroes in the Island of St. Domingo: To which is added Observations of M. Garran-Coulon on the same subject (1792) [Evans Early American Imprints] [searched under title ‘St. Domingo’] OR in the Gale Group Making of the Modern World series at: Galegroup.com/mome/retrieve.do?sgHitCountType=None&sort=DateAscend&tablD=T001&prodID=MOME&resultListType=RES
17. A Particular Account of the Commencement and Progress of the insurrection of the Negroes which began in August 1791 (Speech made by deputies from St. Domingo to French National Assembly) [Making of the Modern World, searched under St. Domingo, as above]


http://solo.bodleian.ox.ac.uk/primo_library/libweb/action/dlDisplay.do?vid=OXVU1&docid=oxfaleph013895318

19. Thomas Clarkson, *The True State of the Case, Respecting the Insurrection at St. Domingo* (1792) On line at:

http://solo.bodleian.ox.ac.uk/primo_library/libweb/action/dlDisplay.do?vid=OXVU1&docid=oxfaleph016280878


http://solo.bodleian.ox.ac.uk/primo_library/libweb/action/dlDisplay.do?vid=OXVU1&docid=oxfaleph016276158 [from p. 323, image 375]

21. James Stephens, *The Crisis of the Sugar Colonies; Or, An Enquiry Into the Objects and Probable Effects of the French Expedition to the West Indies; and Their Connection with the Colonial Interests of the British Empire. To Which are Subjoined, Sketches of a Plan for settling the vacant Lands of Trinidad* (London 1802) Available online at:

http://solo.bodleian.ox.ac.uk/primo_library/libweb/action/dlDisplay.do?vid=OXVU1&docid=oxfaleph012651939

22. [Second Continental Congress] *The Declaration of Independence, July 4, 1776*

23. [Thomas Jefferson] *Notes on the State of Virginia* Query XIV, XVIII

24. Thomas Jefferson to James Madison, 30 January, 1787

Thomas Jefferson to William Short, 3 January, 1793

Thomas Jefferson to James Monroe, 14 July 1795

Thomas Jefferson to St George Tucker, 28 August, 1797

Thomas Jefferson to James Monroe, 24 November, 1801

Thomas Jefferson to Rufus King, 13 July, 1802
Thomas Jefferson to John Breckenridge, 12 August, 1803

Thomas Jefferson to Wilson Cary Nicholas, 7 September, 1803

Thomas Jefferson to Joseph Priestley, 29 January, 1804

Thomas Jefferson, Third Annual Message to Congress, 17 October, 1803

Thomas Jefferson, Second Inaugural Address, 4 March 1805

Timothy Pickering to Thomas Jefferson, 24 February, 1806 [defending Dessalines]

Thomas Jefferson to Henri Gregoire, 25 February, 1809


27. Robert R. Livingston, ‘Thoughts on the Relative Situation of France, Britain and America, as commercial and maritime nations’ c. 1803, pp 1201-1208

28. Rufus King to James Madison, 5 February 1802, and King to Madison, 15 January 1802, p 1021

29. For the actual purchase see 7th Congress, 2nd Session, pp 369-74, Peroration ‘The alternative is war’.

Items 25-29 above are available online through Annals of Congress at the Library of Congress’ American Memory website A Century of Lawmaking.

15. THE NEW WOMAN IN BRITAIN AND IRELAND, C. 1880-1920

Course Description

The ‘New Woman’ divided intellectual and popular opinion in Britain and Ireland in the late nineteenth and early twentieth centuries. To some commentators, she promised political, economic and sexual liberation. To others, she represented a threat to British standards of decency and even to the country’s standing as a Christian nation. There was no single New Woman, nor even an agreed set of characteristics which defined her. The term itself was coined in 1894 and came to encapsulate a number of representations of the modern woman. These included ‘the girl graduate’, the popular novelist, the feminist and the ‘bachelorette’,
all of whom were featured and dissected in a variety of novels, political expositions and newspapers and journals.

This paper will consider the many ways in which debates about the New Woman reflected contemporary anxieties about the social, political and economic position of women in Britain and Ireland at the fin de siècle. Beginning with an introduction to the ‘Woman Question’ and the ‘New Woman’, we will explore the broad areas of education and paid work, family and marriage, literary and cultural life, sex and society, and political engagement. The prescribed texts include a rich and representative mixture of journal articles, novels, autobiographies and propaganda pieces which engaged with ideas about the New Woman and reflected the growing desire among middle-class women for greater autonomy in their public and private lives. Students will be encouraged to consider how aspects of the New Woman debate differed between Britain and Ireland and will explore how particular debates reflected broader social and political shifts in the United Kingdom.

**Prescribed texts:**

**The New Woman and the Woman Question:**


**Paid Work and Education:**


**Marriage and Family:**


**Literary and Cultural Life:**


**Sex and Society:**


Havelock Ellis, *Studies in the Psychology of Sex*, (vol. II), London, c. 1901, chapter IV and Appendix B.


**Political Engagement:**


Texts marked with an asterisk are available through SOLO in electronic format.
16. THE RISE AND CRISES OF EUROPEAN SOCIALISMS: 1883-1921

Description

Karl Marx in his life time was an obscure theoretical scribbler, and his death in 1883 received barely a mention in the London Times. By the turn of the century, however, millions of European workers subscribed at least rhetorically to his doctrine of revolutionary socialism. Even socialist ‘reformism’ anticipated no mere tinkering but a complete transformation of society. Real democracy was widely understood to be incompatible with the continued existence of capitalism. The working masses, so long despised and abused, seemed ready to ‘storm heaven’. Liberals were astonished and disturbed to find themselves no longer in the vanguard of ‘progressive politics’. The mighty executive states of Europe swung between concession and repression as they grappled with the radicalism of a politicised working class. When war and revolution did shatter the stability of the old order, however, socialists found themselves, not coming into their inheritance, but plunged into division and retreat.

This paper examines the federation of socialist parties that sprang up from the 1880s across Europe and even further afield. Within this ‘Second International,’ political debate was passionate. There were few discussions of abstract principles: almost the entirety of core socialist belief had already been developed by intellectuals and idealists in the first half of the nineteenth century. The Second International instead grappled with practical problems: Would a naturally expanding proletariat bring socialists to power on a majority vote? Was there any need for, or hope in, revolutionary insurrection? How might women or oppressed nationalities be appealed to? Was militarism a harbinger of capitalism’s decline, or a brutal strengthening of the elites? What would a socialist government actually do, the day after the ‘revolution’? We shall be looking at how an international, messianic movement played out in particular and national, even regional, contexts. The anarchist challenge to mainstream socialist assumptions, both in terms of intellectual libertarianism and of dramatic terrorist assassinations and bombings, will be examined. The response of liberals, conservatives and – ultimately – fascists to the socialist challenge will be considered. This is not a paper discussing the socialist movement in isolation: as such it provides an insight into an entire era in history, one very different from our own but, with the strains of globalisation again so apparent, rich in relevance. Most sources are short and all are accessible and non-technical. The aim here is not intensive examination of classic texts. We seek instead to get a broad feel for the cut and thrust of vibrant debate in the period. While the Second International was in formal existence from 1889 to 1916, we shall cover the period c. 1883 to 1921, so as to trace its emergence and demise. No prior knowledge of political theory will be assumed.

Prescribed Texts

1. Frederich Engels, *The Prussian Military Question and the German Workers’ Party* (1865), Part III, Marx-Engels Internet Archive
   [http://www.marxists.org/archive/marx/works/1865/02/12.htm](http://www.marxists.org/archive/marx/works/1865/02/12.htm)


17. 1919: REMAKING THE WORLD

*Description*

This paper will offer students an introduction to contemporary international and transnational history by considering a series of major global themes in the twentieth century through the prism of the remaking of world order in the aftermath of the First World War. Beginning with a conventional starting point in international history—the world situation in 1919, the politics and diplomacy of peace-making, and the shape of the international arena at the beginning of the interwar period—the course will progressively expand its focus to consider a number of themes from a transnational perspective, i.e., considering actors, institutions, organisations and arguments emerging at this time outside, in between, and across the apparatuses and jurisdictions of nation-states.

In particular, the course will examine problems of international governance (both political and economic), the nature and impact of internationalism and humanitarian activism, and the problematic relationship between the Wilsonian principle of self-determination, minority protection and imperialist realities. The chronological scope of the paper will be quite narrow, with documents focusing on the events of 1919 and their immediate consequences into the early 1920s. Broader contextualisation (occasionally as far back as the 1890s) will be provided wherever necessary by the accompanying lectures. Readings will focus on case studies drawn from a variety of regions, institutions, or international debates. Specific issues covered include the nature of the League of Nations; peace, disarmament and arbitration; markets, money and labour; emergency relief efforts, the international women’s movement, children’s rights and ideas of racial equality; the Jewish question in Eastern Europe and Palestine; the small nations of Eastern Europe; imperialism and anti-colonial nationalism in Turkey, the Middle East and North Africa.

*Class outline:*

1. After the war: transnational and global perspectives on 1919
2. The Practice of Diplomacy
3. Wealth and Workers
4. Civil rights, minorities, and race
5. Arms, arbitration, and disarmament

Prescribed texts:

1. After the war: transnational and global perspectives on 1919


http://www.archive.org/stream/leaguenationswa01mialgoog#page/n6/mode/2up


President Woodrow Wilson’s Fourteen Points, 8th January 1918. Available at: http://avalon.law.yale.edu/20th_century/wilson14.asp

Covenant of the League of Nations. Available at:
http://avalon.law.yale.edu/20th_century/leagcov.asp

2. Practice of diplomacy in 1919


Following sources are taken from United States Department of State: Papers relating to the Foreign Relations of the United States 1919. The Paris Peace Conference (online Madison Wisconsin)

Volume 1:‘President Wilson’s World League Plan speech Paris 14 February 1919’, pp. 74-80;
Two speeches by General Smuts, pp.505-531.

Volume 3:

‘Tentative draft for an association of nations’, 30 November 1918,

Correspondence: ‘The Council of Ten- Minutes of the meetings Jan 12- Feb 14’, p.468 (Note on the documents), pp.531-538,


3. Wealth and Workers

The Collected Writings of John Maynard Keynes: Vol. XIV Activities,1914-1919: The Treasury and Versailles

‘Memorandum on the Treatment of Inter-Allied Debt Arising out of the War’, pp. 420-428.


Chapter VI: Europe After the Treaty ca. 10pp.

[Cross reference to reparation clauses in the Treaty of Versailles under topic 1]


Keynes to Salter, 18th October 1919.

Keynes to General Smuts, 27th November 1919.

Keynes to Austen Chamberlain 8th December 1919; Austen Chamberlain to Keynes, 22 December 1919 5pp total (omitting Keynes to Bonar Law).

(Available via PROQUEST)


The Papers of Donald Grant, Hoover Institution, Stanford [PC to supply typed copy] Grant's Diary of Breakfast in Vienna Scheme 4pp.

Suda Lorena Bane and Ralph Haswell Lutz (eds.), Organizing American Relief in Europe, 1918-1919 (Stanford, CA, 1943).

Mr Hoover’s Address to the Special Conference of Federal Food, 12 November 1918, pp.42-46.

Hoover to Wilson, pp.82-84, 117-119.


Letter from Office of International Relief and Mutual Understanding (Vienna) accompanying booklet, Food Supply of the Republic of Austria (Vienna 1920) 2pp.

Food Supply of the Republic of Austria (Vienna 1920), pp.14-25

Minutes of the First Session of the Governing Body of the International Labour Office, Washington, Nov. 1919. 11pp (Sets up structure and functions, incl. children, women & election of Thomas & ILO’s relationship with the League.)


League of Nations, The Restoration of Austria: Agreements arranged by the League of Nations and Signed in Geneva on October 4th 1922, pp.5-14. Available online at:

http://www.archive.org/stream/restorationofaus00leagrich#page/n9/mode/2up

Discusses League’s role in stabilizing Austria, and need for international oversight and deficit control.

4. Minorities and race

‘Resolutions presented to the Peace Conference of the Powers in Paris’, WILPF 2nd Congress (Zurich, Switzerland, 1919), at

‘Pan-African appeal to the Congress’, at
http://www.international.ucla.edu/africa/mgpp/sample09.asp


‘Secretary’s Notes of a conversation held in M. Pichon’s Room at the Quai d’Orsay, Paris, on Wednesday 29 January 1919 at 11 am’, and ‘Continuation of this meeting at 3:30’, *Papers relating to the Foreign Relations of the United States. 1919. The Peace Conference*, Vol. 3, pp.773-782, at [http://digital.library.wisc.edu/1711.dl/FRUS.FRUS1919Parisv03](http://digital.library.wisc.edu/1711.dl/FRUS.FRUS1919Parisv03)


pp98-99, Extract from letter to Mr. Koppel [F.O.], 8 May 1919 on his role in the New States Committee, (Paragraph 1 only).

pp.105-106, Letter to Sir Maurice Hankey, 13 May 1919 on the article in the Polish treaty safeguarding the Jewish Sabbath.

pp.108-111, Memorandum on the right of appeal of minorities to the League of Nations 16 May 1919.

pp112-117, Extract from diary, undated, dealing with last minute efforts for minorities esp Jews, prob 18 May 1919.
pp120-121, Letter to Mr. P. N. Baker 20 May 1919 dealing with the right of appeal to the League, with reference to Polish Jews.

pp.133-137, Extract from diary 1 June 1919, dealing with Romania with ref to historic treatment of Jews.

pp139, Memorandum 5 June 1919, on how to appeal to the League.

p.157, Letter to Sir Maurice Hankey 23 June 1919, use of Yiddish in schools

pp173-177, Note of interview with three Polish Jews 26 June 1919; Extract from letter to Mr. Namier [F.O.] 30 June 1919 re Jewish nationalism in Poland.


Henry Davison, The American Red Cross in the Great War, Part 2, Chapter XXI (about 2pp).

5. Beyond Versailles: Peace, disarmament and arbitration 1920-1924

‘The Geneva protocol for the pacific settlement of International disputes 2nd October 1924’.
Available at http://www.refworld.org/docid/40421a204.html.

Available at http://www.icrc.org/applic/ihl


6. A Wilsonian moment? Self-determination and imperialism

From J. C. Hurewitz (ed.), The Middle East and North Africa in World Politics: A documentary record (2nd ed., 1979) vol 2, British-French supremacy, 1914-1945:


‘The Arab Question: Correspondence between Mr. Israel Zangwill and Mr. Lucien Wolf’, *Jewish Chronicle* 3 Jan 1919 – specifically opposes the situations of minorities in Palestine and Poland.


Extracts (pp. 196-8, 204-12) from the conclusion to ‘Abd al-‘Aziz al-Tha ‘alibi, *La Tunisie martyre, ses revendications* (Paris, 1920), on Tunisia’s contribution to the Entente war effort and nationalist demands.

Huda Shaarawi, *Harem Years: Memoirs of an Egyptian feminist* (New York, 1976), Conclusion (pp.112-137), on the 1919 Egyptian revolution.
18. **RADICALISM IN BRITAIN, 1965-1975**

*Description*

The ‘new left’ flourished in Britain in the late 1960s and early 1970s. With faith in traditional soviet communism waning in the aftermath of the USSR’s suppression of the 1956 Hungarian uprising, new forms of radicalism took root. Many of them originated in the universities, where student radicalism found a voice in the Vietnam Solidarity and Anti-Apartheid movements, as well as in campaigns against the conditions of student life. In Britain, as in the United States and much of Europe, 1968 marked the high point of protest against the Vietnam War and other supposed manifestations of capitalist imperialism. In the years that followed, however, the voice of radical protest in Britain moved from the universities and from international campaigns to a community-oriented concern with domestic issues and the politics of the community, taking shape in new-wave feminism, sexual politics, squatting, claimants’ movements and other forms of urban protest, as well as in enhanced industrial militancy.

This paper looks at this web of radical movements. It uses not only primary and secondary printed literature but also the forty or so interviews gathered from the oral history project ‘Around 1968: Activists, Networks, Trajectories.’ Extracts from the transcripts of some of these interviews are included among the set texts, and students are encouraged to make wide use of the ‘Around 1968’ online database of interview recordings and transcripts. In addition to examining the movements themselves, students are asked to consider the methodological strengths and weaknesses of oral history in the context of this type of study.

**Set texts:**

**Interviews:**

- Paul Atkinson (libertarian socialist, community activist)
- Clifford Harper (Anarchist, Eel Pie Island communard, London squatter)
- Alan Hayling (Big Flame activist)
- Lynne Segal (Socialist Feminist, etc)
- Martin Shaw (LSE radical, International Socialist, etc)
- Hilary Wainwright (feminist activist, Young Liberal, IMG)
- Melvyn Wallis (trade unionist, Militant, housing activist)
- Nick Wates (squatter, community activist)
- Jeffery Weeks (gay rights activist, etc)
- Nick Wright (Communist, Hornsey School of Art radical, etc)

**Published texts:**
19. THE WORLD OF HOMER AND HESIOD, as specified for Preliminary Examination in Ancient and Modern History

Description

This subject covers the epic poems of Homer and the didactic poetry of Hesiod which are our main literary evidence from early Greece before the city-states or the art of writing became widespread. Although neither poet is a straightforward source of historical evidence, their poems do convey a range of institutions and social and religious attitudes which are too specific or coherent to be dismissed as uncontrolled literary fiction. To study them is not only to enter into the delicate relationship between social history and the imagination: it is also to appreciate values which these great poems made central to the upbringing, religion and self-consciousness of the educated Greek-speaking public for more than a thousand years. Knowledge of Homer helps us to go on to understand aspects of the work of the first historian, Herodotus, and the great Athenian dramatists. It also helps us share the culture of many of the great men of ancient history, whether Alexander the Great or the pagan Emperor Julian.
The poems have been keenly discussed by recent historians and sociologists who are using their awareness of modern studies of small societies where literacy is also not current and political life is embryonic. Their comparative social studies have thrown new light on the poems’ marriage-customs, ideas of justice and gift-giving, the notions of honour and a ‘shame-culture’, kinship and social relations and the distinction between fledgling ‘proto-states’ and ‘semi-states’. This ‘world’ is central to the subject, giving scope for criticism of particular social theories (the ‘world of Odysseus’), insights from social anthropology, comparative studies of ‘heroic ages’ in other literatures and cultures and of the poems as oral poetry, illumined by its place in other societies.

Both poets also describe a material culture which has been widely compared with the known archaeology of particular periods. Nobles and palaces, death and burial, trading and travelling, warfare and weaponry are among the topics with which a growing body of archaeological evidence connects. No one date for the Homeric epics will be presupposed between c.1000-700 B.C., but candidates will become aware of the merits of the various theories, perhaps even reaching a reasoned preference of their own.

The paper will include passages from the poems for comment, focussing on these issues. Essays will give a choice from an agreed range of social questions and there will also be an optional question to allow detailed use of archaeological evidence on agreed aspects of the poems’ material setting. The poems themselves are set in English translations. Although no translation can hope to be Homer or Hesiod, their readers will still catch something of Hesiod’s art and something, too, of the pathos, nobility and imagination of the great Homeric epics.

Prescribed Texts

Homer, Iliad (tr. R. Lattimore, Chicago)

Odyssey (tr. R. Lattimore, Chicago)

Hesiod, Works and Days (tr. M.L. West, Oxford)
20. AUGUSTAN ROME, as specified for Preliminary Examination in Ancient and Modern History

Description

Rome is ‘the Eternal City’, because throughout European history she has played a central role. This subject looks at the city of Rome and its culture at its highest point and at its crucial period of transition. Augustus, the first emperor, sought to renew the institutions of an ancient city state to fit it to its status as ruler of the Mediterranean world. The governing class, the senate, was purged and prepared for the transition from political élite to imperial bureaucracy; the other orders and the people were depoliticized. Of the monumental centre, Augustus said ‘I found a city of brick and left a city of marble’; great complexes of public buildings were created, and a network of civic amenities was established. The religious institutions were revived according to a conscious programme. Patronage of literature created the first ‘Augustan Age’, and an independent canon for Latin literature. In art Rome was the centre of public and private patronage. Beyond Rome lay Italy, and the ideal of a country life based on a revived agriculture.

But there were many tensions. Civil war was not easy to forget; the loss of political liberty was resented among the traditional leaders; changes in the countryside reflected widespread confiscations. The new moral standards were the product of an ethical conservatism widely resented by the literary and social élite.

Archaeology, art history and literary criticism are relevant to this subject, as well as the traditional historical techniques. The texts have been chosen to reflect the various official and unofficial views of the period, to allow the study of its greatest literature within a historical context, and finally to introduce the historian of culture to those classical works which have been the basis of European cultural history from the Middle Ages to the eighteenth century – notably Virgil, Ovid, Horace and Vitruvius.

Prescribed Texts

6. Horace, Odes I. 1-2, 12, 37; II. I, 12; III. 1-6, 8, 14; IV. 4, 5, 14-15; Centennial Hymn, tr. W. G. Shepherd (Penguin).
7. Propertius, Elegies, II. 1, 7, 31; IV. 1, 6, 9, 10, tr. G. P. Goold (Loeb).

10. Ovid, *Tristia* I. 1-3; III. 1; IV. 2, 10; *Letters from Pontus* I. 1; II.1, 8; IV. 4, tr. A. L. Wheeler, rev. G. P. Goold (Loeb).


12. Vitruvius, *De Architectura*, I preface; II. 8, 16-18; III omitting 4-5; VI. 1, 5; X. preface, tr. F. Granger (Loeb).


21. **INDUSTRIALIZATION IN BRITAIN AND FRANCE 1750-1870**

*(available only for those studying History and Economics)*

*Description*

This subject in comparative economic history is concerned with the main relationships involved in the industrialization of Britain and France from 1750 to 1870. It will provide an introduction to modern economic history and candidates will be encouraged to think thematically and systematically about the problems of why some countries (e.g. Britain) developed modern industry and an urbanized society before others (e.g. France). They should become more familiar with the corpus of theory and elementary quantification that inform modern approaches to economic history, basically by detailed study of such topics as the connections between industrialization on the one hand and demographic change, agricultural productivity, capital formation, entrepreneurship, technical progress, education, transportation, foreign trade and governmental policies on the other.

In selecting two major European economies for detailed study this option also introduces students directly to the problems of comparative history. Thus the texts have been selected to exemplify contemporary British commentaries on the strengths and weaknesses of the French economy and the perceptions of well-informed Frenchmen of the progress and desirability of industrialization and urbanization as they proceeded across the channel from 1750 to 1870.
Prescribed Texts

A. Texts by British Authors:


C 5. Great Exhibition, *The Industry of Nations as Exemplified in the Great Exhibition of 1851* (London, 1852), pp. 223-7. (Bodleian reference 177e. 15.)


B. Texts by French Authors (translated into English):


Paper 4. APPROACHES TO HISTORY; HISTORIOGRAPHY; LANGUAGE TEXTS; QUANTIFICATION IN HISTORY

REGULATION

Paper 4: Either (a) Approaches to History or (b) Historiography: Tacitus to Weber or (c) Foreign Texts, or (d) Quantification in History as specified below.

Candidates in History must choose one of these papers for study; the prescribed topics and texts for each alternative are printed below.

Students taking the Preliminary Examination in Ancient and Modern History or History and Economics MUST also study one of the Paper 4 papers. Students taking the Preliminary Examination in History and English or History and Modern Languages or History and Politics MAY choose to do so, but do not have to do so. For the precise requirements in each case, see the Handbooks for the individual Joint Schools.

INTRODUCTION

The following papers offer a choice of introductions to the ways in which history has been and is being written. They are designed to encourage reflection on the variety of methods used by historians, and on the many forms of historical writing; choices (c) and (d) also offer the opportunity to improve linguistic and quantitative skills. Seven hours of tutorial teaching, or the equivalent, are provided for them. *Note that some colleges may restrict their undergraduates’ choice of these papers.*

**Approaches to History** and Historiography: Tacitus to Weber are both often taught in college classes rather than tutorials; there are lectures for these two papers, and for the Quantification paper, in Michaelmas and/or Hilary Term. In all three the examination is a three-hour unseen paper; candidates must complete three answers.

**Foreign Texts** are taught in classes or tutorials as appropriate. There are lectures on Einhard and Asser, Machiavelli and Tocqueville; there may be lectures on the other texts if numbers justify them. The texts are examined in three-hour unseen papers; candidates must comment on four short passages from the text(s), and complete answers to two essay questions.

**(A) APPROACHES TO HISTORY**

*Description*

This paper introduces students to ways of looking at the past that will probably be novel to them. The course explores both the strengths and the weaknesses of looking at the past from the perspective of other intellectual disciplines, with their varied methodologies and their different types of evidence (Anthropology; Archaeology; Art History; Economics; Gender and...
Sociology). The paper also offers a chance to examine the particular perspective on History offered by an awareness of the role of gender and gender difference, an approach that has been developed powerfully in recent decades. Classes and tutorials are supported by a comprehensive lecture-course which runs in the Michaelmas Term. Students are encouraged to attend lectures on all the different disciplines, since these include a number of overlapping themes and interests; in contrast tutorials normally concentrate on only two or three of the disciplines. The study of each Approach is organized around a series of broad sub-topics which are described more fully below and are supported by short bibliographies. However none of the reading is prescribed and a course-tutor could perfectly well approach each subject with a different set of examples, chosen from any period.

Prescribed topics

The paper is concerned with the ways in which the writing of history has been influenced by other disciplines, methods and techniques. Candidates will be required to show knowledge of at least two different ‘approaches’ out of the six set out below. The sub-headings give guidance to areas in which questions will be set:

1. **Anthropology and History**: Family and Kinship; Authority and Power; Religion; Magic and Popular Culture; The Construction of History.

2. **Archaeology and History**: Landscape; Production and Exchange; Burial: Belief and Social Status; The Built Environment: Form and Function.

3. **Art and History**: Creation and Consumption; Art and Politics; The Power of Images and Ways of Seeing; The Idea of the History of Art: Displaying, Writing and Collecting.

4. **Economics and History**: From Poverty to Mass Prosperity; The Spread of Commerce; Economics and Population Change; Economics and Social Structure.

5. **Gender and History**: Family and Sexuality; Gender and Work; Gender, Religion and Culture; Gender and Political Change.

6. **Sociology and History**: Sociological Techniques; Social Stratification; Power and Authority; Sociology and Religion.

**ANTHROPOLOGY AND HISTORY**

This Approach introduces students to the work of cultural and social anthropologists, to the way it has influenced the thinking of historians in recent decades. As with the other Approaches, the aim is to offer students new broader perspectives on the ways in which the past can be studied and to think more carefully about the concepts they use. The four broad sub-themes and supporting bibliographies allow students to read some of the classic works of anthropology and thereby appreciate the diversity of ways in which anthropologists have approached the study of humans in the present. Students can consider the extent to which functionalism and field studies at a micro level have influenced
historical work, or the possibilities for historians of the cultural anthropology exemplified by the work of Clifford Geertz. Students will also be encouraged to take note of the extent to which there is a two-way interaction between anthropology and history and to consider the implications of the intense self-criticism of anthropology as an agent of colonialism.

Family and kinship
This topic offers students the chance to analyse how anthropological work has sharpened historians’ understanding of the central role of family and kinship structures in societies and of the diversity of forms which these structures may take. As a central topic of much anthropological work it exemplifies the way anthropological approaches have been contested and have developed over the last half century – from the stress on scientific categorization in the mid-twentieth century to the more recent emphasis of Pierre Bourdieu on fluidity and improvisation.

Authority and Power
This topic introduces students to another central interest of anthropologists – to the way authority is constructed and maintained in small face-to-face societies and to the role of rituals in legitimizing power or authority. Areas of particular study might include the strengths and limitations of the functionalist approach to feuds and rebellions, or the way in which historians have learnt from anthropologists’ attempts to analyse how rituals work.

Religion, Magic and Popular Culture
This topic examines an area where the debt of many historians to the work of anthropologists has been extensive and has opened up a number of lively debates. The work of Evans-Pritchard or Clifford Geertz and its influence on historians such as Keith Thomas or Robert Darnton offers a classic example. At a general level the topic encourages students to examine why religion and magic make sense to their participants and to consider the limitations of concepts such as popular culture.

The construction of history
This topic explores the way anthropologists have looked at and thought about the past, be it myths, genealogies, oral histories, or the work of professional historians, as an attempt by participants within a society to explain who they are and to legitimize, contest or make sense of the world as it is. Students are encouraged to consider the applicability of such interpretations to historical testimonies and records from the past or indeed to the work of professional historians and anthropologists in the present.

ARCHAEOLOGY AND HISTORY
The aim of this Approach is to introduce history students, very familiar with working with the evidence of words and texts, to a different type of evidence for the human past: mute material remains. The course underlines the very considerable strengths of material objects as evidence, but also their limitations, and how they are subject to varying interpretations. It also offers a chance to show how an archaeological approach has altered historians’ perceptions of the past. The course, while arranged thematically, introduces students to
aspects of archaeological methodology (such as how to find and interpret traces of buried landscapes). It is not centred around theoretical debates within ‘Archaeology’ itself, though students may engage with these if they wish. The introductory explanations and attached bibliographies give some idea of how each theme might be studied though each can equally be approached with a different set of examples, chosen from any period. It is also possible to centre a topic on a specific site or group of material (e.g. for ‘Burials’ the Spitalfields crypt, or the Sutton Hoo barrows).

**Landscape**

This topic will introduce students to many of the different types of surviving evidence for ancient landscapes (crop-marks revealed through air-photography; pottery-scatters through field-survey; modern topographical features; etc.). It will show how we can read in the landscape changing patterns of economic exploitation, settlement and ideology.

**Production and exchange**

This topic explores the evidence for the manufacture and exchange of goods examining both production sites and the distribution patterns of archaeologically identifiable products.

**Burial: belief and social status**

In this topic students are invited to consider the extent to which the dead, and what is buried with them, can provide evidence of belief and social differentiation.

**The built environment: form and function**

By looking at both whole townscapes and individual buildings, this topic encourages the student to explore the builders’ intentions and the way that people have used the built environment.

**ART AND HISTORY**

The goal of this Approach is to broaden the historian’s sensitivity to an infinite variety of visual evidence. In most history writing, disproportionate attention is paid to written sources: this course is designed to foster a more balanced approach. However, using visual evidence is far from simple. ‘Art’ in this context is very broadly defined, to include not merely the western canon of ‘high art’, but the entire gamut of material cultural production, and its consumption. The short bibliography can be supplemented with case-studies from different periods and places. Indeed, students should be encouraged to engage in detail with particular images – including any to be found in Oxford’s museums and galleries. While for brevity and convenience it is largely focused on western art traditions, this is not intended as any constraint on the scope of the course. The course is structured around four broad – and overlapping – themes.

**Creation and consumption**
The first theme relates to the social context of art: how, precisely, are the variety and changes in artistic production (styles of painting, forms of architecture, etc.) related to contemporary social developments? Consideration needs to be given not only to structures of patronage, but also to broader issues of markets and consumption.

**Art and politics**

The second theme includes, but extends beyond, the use of visual imagery as a form of propaganda. Images have been deployed for subversive, no less than authoritarian, purposes. Analysis often reveals a creative tension in the interpretation of an image, whose ‘true’ meaning is contested.

**The power of images: ways of seeing**

The third theme explores varieties of visual response. Intense emotional identification with a picture, or a violent desire to destroy a statue, are repeatedly documented phenomena. To study these responses in context is to shed new light on historical societies.

**The idea of the history of art: displaying, writing and collecting**

The last theme is the particularly western way in which ‘the history of art’ has been conceived. This notion has been profoundly influential (through collecting, the construction of museums, art writing and art history), and rewards study. The post-medieval European idea of ‘fine art’ is a highly particular category: to recognize it as such is to become more fully aware of the richness of a far more inclusive realm of visual culture *beyond* the ‘fine’ arts, both in European and non-European traditions.

**ECONOMICS AND HISTORY**

The aim of this Approach is to introduce students to the ways in which economic models and statistical sources can be used to understand history. It encourages students to tackle the central issue of how economic development has changed the character and quality of human life and, to this end, to look at the ways in which economics has tried to define and measure concepts such as character and quality. The course can be approached both by taking a broad perspective on the economic evolution of the globe and by looking at specific thematic issues and case studies in different periods, for example the role of technological change. As with the other Approaches, it is organized around four broad themes. In the course of these students will be introduced to the grand theories of economic development expounded by Adam Smith, Robert Malthus and Karl Marx; the ways in which historians have sought to apply, refine, or refute these grand theories in the light of evidence from different times and places can be closely assessed.

**From poverty to mass prosperity**

This topic examines questions such as when did mass prosperity originate? When did incomes in developed countries diverge from those in the rest of the world? When did Europe pull
ahead of China? Why did some countries prosper while others languished? What evidence can historians use to measure such things and what problems of interpretation does it raise?

**The spread of commerce**

This topic considers the relationship between markets, incomes and living standards. Has trade always been mutually beneficial as Adam Smith believed or have some countries gained at the expense of others? How can ‘Smithian growth’ be detected and its importance assessed in past societies? What is the role of the state in promoting mass prosperity?

**Economics and population change**

This topic looks at what determines the rise and fall of population and how population change affects living standards and income distribution. How do Malthusian population dynamics relate to family structure, inheritance, marriage customs, and the roles of men and women? Can long run growth patterns be explained by preventive and positive checks? Does ‘overpopulation’ remain an explanation of poverty and a threat to sustainable development?

**Economics and social structure**

Can history be divided into stages like feudalism and capitalism as Marx argued? Is capitalism more conducive to economic development than other social structures? Do diminishing returns or class conflict explain the distribution of income? Is culture explained by technology and economic organization? How do free market development, government regulation, or state ownership advance or hinder the interests of either the population as a whole or specific groups within the population?

**GENDER AND HISTORY**

This Approach enables students to look both at the historiography of gender history and at the contribution it has made to other historical agendas. The contributions of women’s history are evaluated alongside the more recent stress on gender as a category of historical analysis, which has demonstrated the degree to which masculinity is a contested social category. The paper allows students to look at the means by which gender hierarchies are maintained and contested. The methodological problems of recovering the histories of women and men are addressed; key concepts like patriarchy are interrogated; some of the most influential models of change (such as ‘the separation of spheres’) are evaluated; and the contribution of other disciplines assessed.

**Gender and work**

This topic looks at the ways in which men and women’s work has been differentiated, at the relationship between the social and sexual division of labour, and at the determinants of change in male and female roles in the household and workplace.

**Gender and political change**
This topic examines the contribution of gendered approaches to the stuff of conventional history, such as war, colonialism, and nationalism. In what ways are the languages of colonialism, nationalism, and citizenship gendered? How far does war reinforce or undermine gender stereotypes? By what means have women been excluded from formal political structures, and what varieties of informal power have they exercised?

Gender, religion, and culture

This topic explores the ways in which religious, legal, medical, and scientific discourses have contributed to the construction and subversion of gender roles. The variety of forms of religious expression available to men and women is discussed. The complex relationships between intellectual and religious change and the positions of women and men are assessed.

Family and sexuality

This topic encourages students to look at varying household and family structures, at the determinants of male and female roles within the family, at how and why they vary between cultures, and at how they change. Another rich area of investigation is provided by the history of sexuality, looking at the ways in which the sexual identities (including homosexuality) of men and women are culturally variable. Particular attention is paid to the interdisciplinary insights provided by anthropology, demography, and literary theory.

SOCIETY AND HISTORY

The aim of this Approach is to introduce students to the discipline of sociology, to explore ways in which sociological method has influenced historians, and to look at ways in which sociology and history over the years have diverged or converged.

Students are introduced to the discipline of sociology as the study of man as a social animal, shaped by social institutions but at the same time able to construct or reconstruct them. How much scope different sociologists give to the individual and human agency is discussed. The course is organized around four broad themes.

Sociological techniques

The approach of sociology to sources, concepts, the comparative method and ‘grand theory’ is compared to that of historians, and examples from the hybrid of historical sociology are examined. The traffic is not all one way and the appeal to some sociologists of the narrative and biographical approach is also illustrated.

Social stratification

This topic introduces students to the sociological theories of social stratification, especially those of Marx on class and Weber on social status, and examines how they have set the agenda for much social history. It also explores how such concepts have lost some of their explanatory force and how historians have refined them in new and exciting ways.
Power and authority

This topic examines ways in which sociologists have conceptualized the state and political institutions and at how they have analysed political obedience in terms of power (coercion) and authority (the recognition of legitimacy). It explores different notions of power developed by theorists such as Foucault, and ideas of bureaucracy, social discipline, revolt and revolution. Ways in which historians have used or developed these ideas are discussed.

Sociology and religion

This topic examines ways in which religion has been treated by sociologists. It looks in particular at the concept of the secularization of modern society, both as a debate among sociologists of religion and as a research question for historians who have refined and challenged the theory in the light of empirical evidence.

(B) HISTORIOGRAPHY: TACITUS TO WEBER

Description

Historians commonly approach the study of historical writing in two quite distinct ways: either by study of the techniques which we hold to be immediately relevant today, or by looking at the “history of history”, as for example by focussing on classic texts in Western historical writing. This paper takes the second road. Its principal agenda are as follows:

1. the close reading of texts which really will bear close reading — reading being still the most fundamental of all historical “methods”.

2. Consideration of central problems which affect all historical writing: the scope and proper subject matter of history; historical objectivity; the interrelation between the author’s past and present; the relation of literature to history; the question of whether there is a “Whiggish” progression in historical writing, so that modern writing is necessarily better than that of earlier periods; and (not least) why we should bother with history at all.

3. The outlines of how the Western historical tradition has evolved in fact.

Prescribed Texts:

This paper is concerned with important historians and their works.

Candidates will be required to show knowledge of at least three authors and texts. Passages for comment will not be set.

(i) Tacitus, *Annals*, Bks I-IV; and *Agricola* (both available in Penguin edns.).

(ii) St Augustine, *The City of God*, Bk V; Bk XII, chs. 10-28; Bk XV, chs. 4-17; Bk XVIII, chs. 1-27; Bk XIX, chs. 10-24 (available in Penguin and Cambridge paperback edns.).

(iv) Gibbon, *History of the Decline and Fall of the Roman Empire*, chs. 1-3, 8, 9, 14 and 15, ‘General Observations on the Fall of the Roman Empire in the West’ (available in Penguin and Everyman edns.).

(v) Ranke, *History of the Reformation in Germany*, Author’s Preface; Bk II, chs. 1, 3, 4; Bk III, chs. 1, 3, 5; Bk IV, chs. 2, 5.


(C) FOREIGN TEXTS

Prescribed Texts:

A paper based on a text or texts in one of the following languages: Classical Greek, Latin, French, German, Italian, Russian, Spanish. Candidates will be required to comment on passages from the texts, but translations will not be required.

Note: Students are advised that an existing reading knowledge of the language is desirable. Opportunities to begin or improve a language are provided by the University Language Centre (see below, section 16), but teaching will not be specifically directed to learning these texts. Individual colleges may be able to offer additional help.

(i) Herodotus, V. 26-VI. 131, to be read in Greek, ed. C. Hude (Oxford Classical Texts, 3rd edn., 1927).


(iii) Tocqueville, *L’Ancien Régime et la Révolution*.

(v) Machiavelli, Discorsi, Bk. I.
(vi) Juan Diaz del Moral, Historia de las agitaciones campesinas andaluzas.
(vii) Leon Trotsky, 1905, pp. 1-9, 17-245. – (Paper suspended for 2016-17)

Descriptions of individual texts

(i) HERODOTUS, V. 26 - VI. 131 to be read in Greek, ed. C. Hude (Oxford Classical Texts, 3rd edn., 1927)

The central part of Herodotus' Histories studied in this paper analyses the causes and course of the Ionian Revolt and the first Persian invasion of Greece, which ended in defeat at the hands of the Athenians and Plataeans on the plain of Marathon in 490 BC. Included in Herodotus' account of these events, however, is also his account of the circumstances in which Kleisthenes got the constitutional reforms which created democracy passed at Athens, a long speech on tyranny at Corinth, and much discussion of internal politics at Sparta and of Spartan foreign policy during the reign of King Kleomenes (c.520-c.490).

Herodotus’ text is our major source for all these events, and our understanding of them depends upon an understanding of Herodotus’ sources and his historical methods. By close study of the way in which Herodotus tells his story, making comparison where possible with evidence contemporary with the events described and with other later accounts, it is possible to understand both what Greeks of the middle of the fifth century had come to regard as the foundations of their current political arrangements, and also to assess the reliability of the traditions which Herodotus exploits. Problems concerning the nature of Athenian and Spartan politics in these years, as well as of the state of relations between Persia and Greece, for which there is also some Persian evidence, are the central historical concerns. But understanding Herodotus is important not only for our comprehension of the events of the period but for our understanding of the development of western historiography at whose head Herodotus stands.

Candidates are required to comment on gobbets set in Greek but are not required to translate Greek in the examination paper.

(ii) EINHARD, Vita Karoli Magnis Imperatoris
ASSER, De Rebus Gestis Aelfredi

The paper offers students the chance to engage with two of the most famous Latin texts of the early middle ages. Einhard’s biography of Charlemagne and Asser’s of Alfred bring the student face to face with the nature of early medieval kingship and, more specifically, with two momentous transformations in European and British history. From whatever angle we look at the Carolingian and Alfredian ages, the Emperor Charlemagne and King Alfred emerge as great instigators in the process by which military greed and opportunism were wrought into new political, religious and literary cultures. Einhard’s Vita Karoli (written within a decade or two of Charlemagne’s death in 814) and Asser’s De Rebus Gestis Aelfredi (written in the
890s during Alfred’s lifetime) are the preeminent texts by which these transformations were captured. Both authors were alive to the achievements of their subjects and to the attitudes and aspirations of their times. Moreover as learned scholars and powerful figures in their own right they also had their own agendas. Despite the brevity of Einhard’s Vita (a mere 40 pages in Penguin) every phrase bristles with undertones and allusions; the extent of Einhard’s debt to classical writers and the significance of what he does and does not say have continued to generate enormous scholarly attention and debate. By closely focusing on these works and their interpretation students can gain experience and practice of how to approach primary sources at the start of their Oxford careers, thereby acquiring a skill which will prove invaluable for their work on subsequent papers. Passages from the texts are set in Latin for detailed comment but the modest length of the texts means that students with basic Latin should have little difficulty coping with them. Students studying this paper may attend the Latin reading classes offered for graduate students (subject to the agreement of the tutor concerned). Helpful translations are readily available (the Penguin Classics: Einhard and Notker the Stammerer, Two Lives of Charlemagne, trans., L. Thorpe and Alfred the Great: Asser’s Life of King Alfred and other Contemporary Sources, trans., S. Keynes & M. Lapidge).

(iii) ALEXIS DE TOCQUEVILLE, L’Ancien Régime et la Révolution

Tocqueville’s L’Ancien Régime et la Révolution, first published in 1856, is one of the most famous accounts of the origins of the French Revolution ever written. Noted for its wide-ranging and subtle analysis of the government, society and culture of eighteenth-century France, it has always been an essential point of departure for any student working on the Revolution, admired not so much as a piece of historical research but as a brilliant study of political economy. If, today, many of its assumptions have been qualified in the light of recent research, it is still an extremely lively and powerful account of the underlying causes of 1789, which repays detailed attention. Moreover, the text is more than just a study of the causes of the French Revolution. Written in the aftermath of the coup d’état of Napoleon III in 1851, it was intended as an oeuvre à thèse, which would explain to contemporary mid-nineteenth-century Frenchmen their failure to establish a permanent liberal democracy.

Traditionally L’Ancien Régime et la Révolution is taught by a wide cross-section of college tutors. Students will be introduced to the complexity of Tocqueville’s argument, in particular his conception of the centralized French absolute state, his views on the genesis and significance of class conflict, and his understanding of the role of the Enlightenment in causing the French Revolution. Beyond this, there are various ways in which the text may be placed in a wider context. Students may examine the historiography of the causes of the French Revolution in order to compare and contrast Tocqueville’s analysis with earlier and subsequent explanations. They may seek a deeper understanding of the more recent historiography of eighteenth-century France to see how Tocqueville’s vision has been refined or challenged. Finally they may re-examine the text in the light of Tocqueville’s own intellectual development and political career.

The course is intended to give students the opportunity to develop their reading ability in the French language, and in the first term at least they should expect to spend much of the time
getting to know the text in the original. It also enables students to get to grips with an extremely rich and influential work of history that will give them a graphic insight into the problems of historical method and the historian’s craft.

(iv) **FRIEDRICH MEINECKE, Die Deutsche Katastrophe: Betrachtungen und Erinnerungen (Wiesbaden, 1949) pp. 5-104.**


This paper is intended to introduce German-reading undergraduates to two of the most influential twentieth-century historians of modern Germany, Eckart Kehr and Friedrich Meinecke. Each made a distinctive contribution to the development of modern German historiography: Meinecke was perhaps the most influential of all the later historicists: Kehr was an inspiration to the so-called critical school of social history, whose emphasis on the primacy of socio-economic factors in politics has informed an immense literature since he was ‘rediscovered’ by Hans-Ulrich Wehler in the 1960s. The set passages of the two authors not only give students a flavour of their methodology, but also introduce some of the key historical debates which relate to the period 1870-1945. In general, the paper provides an introduction to the continuing debate on the ‘peculiarity’ of modern German history and allows students to become familiar with the so-called *Sonderweg* (‘special path’) theory.

(v) **MACHIAVELLI, Discorsi sopra la prima deca di Tito Livio, Bk I**

Machiavelli’s reputation as an advocate of ruthless and unscrupulous politics does serious injustice to the richness, generosity and subtlety of his political thought. The *Discourses on Livy* (written c. 1513-1519) reveal these latter qualities well. They provide an indispensable corrective to the familiar picture found in his better-known treatise *The Prince*. In the *Discourses* Machiavelli uses historical examples from ancient and modern times to illustrate the ways in which rulers and people habitually behave in the political life of republics and kingdoms. He asserts his belief that history can be used by citizens and statesmen to build up the kind of ‘case-lore’ already utilized in the practice of medicine and of law.

The text is a powerful and attractive example of Renaissance historical writing and at the same time an introduction to the Florentine genre of critical political analysis. Classical stories are set to work by Machiavelli to teach his fellow-Florentines how to rescue their city from the disasters which beset it in his day and how to capture for themselves by emulation something of the glory of Republican Rome.

A capacity to read straightforward material in present-day Italian will be enough to enable candidates to cope with the language in which this text is written. Any modern Italian edition will suffice: those published by Rizzoli, Feltrinelli and Einaudi have good introductions and notes.
Machiavelli’s *The Prince* should certainly also be read; the best recent edition in English is that by Quentin Skinner and Russell Price in the series *Cambridge Texts in the History of Political Thought* (1988).

**(vi)** **JUAN DÍAZ del MORAL, Historia de las agitaciones campesinas andaluzas**

This paper offers you the opportunity to delve into the history of the vast and diverse Hispanic world from the time of Moorish Iberia to the eve of the Spanish Civil War through the detailed study of one of the foundation texts of modern Spanish historiography: Juan Díaz del Moral’s *Historia de las agitaciones campesinas andaluzas*. At the heart of this book, first published in 1928, is the origin and development of anarchism as a dominant force within the international radical left from the 1860s to the late 1920s. This pioneering work is based largely on printed sources produced by socialists, anarchists, regionalists and Catholic activists at home and abroad, as well as interviews with a large number of peasants in the Andalusian province of Córdoba. While it serves to shed light on many problems that beset the Spanish State and society during the nineteenth and early twentieth centuries, a critical and contextual reading reveals the importance and interconnection of key issues and events that took place not just in Spain, but also in the rest of Europe and in the Americas, from the region of the Great Lakes to the Straits of Magellan. This course introduces students to methods in cultural, transnational, local and oral history. As a result, you should develop improved reading skills in Spanish, a sound knowledge of an important period of Spanish and world history, as well as a thorough understanding of the methodological opportunities and difficulties inherent in studying poor, rural, largely illiterate communities in the past.

**(vii)** **TROTSKY 1905 pp. 1-9, 17-245 (available for purchase as a photocopy from the History Faculty Library)**

**(SUSPENDED FOR 2015-16)**

A study of Trotsky’s *1905* aims to examine Trotsky’s ideas as expressed in his history and to place them within the context of Russian Marxism in general. Issues raised by the study of the period include: the development of the Russian Social Democratic movement, the worker’s movement, the development of Russian liberalism and the part it played in the events of 1905, the nature of the Russian Imperial Government and the effect of the Russo-Japanese war on Russian society and politics, the Russian agrarian question. There are a number of recent monographs on these subjects and the study of this period provides the opportunity to discuss many of the problems associated with the last years of the Russian autocracy.

**(D) QUANTIFICATION IN HISTORY**

**Description**

The purpose of this course is to introduce historians to the statistical exploration of historical problems. It imparts statistical skills which enable students to read and understand quantitative
economic and social history research, and also to undertake elementary quantitative work on their own. The aims of the course are to:

1) To provide an introduction to elementary topics in parametric and non-parametric statistics, culminating in basic regressions. No prior knowledge of statistics is assumed and A-level mathematics is not required. The course concentrates on the concepts behind the statistics, more than on the mathematics involved.

2) To examine computer-based historical datasets throughout the course in weekly problem sets. Additionally, it explores and evaluates the uses and limitations of quantification through historical case studies.

3) To introduce students to history and computing, providing training in the most widely used statistical package in economic and social history, Stata.

Candidates will be required to show understanding of the following:

- the application and limitation of quantitative methods to historical problems
- levels of measurement and the appropriate classification and arrangement of historical data (tables, charts, graphs, histograms, etc.)
- summarizing historical facts: univariate descriptive statistics (frequency distributions, means, medians and modes, measures of dispersion, concepts of normality)
- exploring historical relationships: bivariate descriptive statistics (correlation, measures of association including correlation coefficients, linear regression)
- drawing inferences from historical data (sampling, distributions and confidence intervals; hypothesis testing; significance and probability, parametric and non-parametric measures of association and sample statistics; multivariate analysis)
- use of computer-based statistical packages (data entry and verification, classification and transformations, statistical manipulation, interpretation and presentation)
- Understanding basic ANOVA, and running their own basic regressions.

Ten classes in statistical methods will be taught in the History Faculty. No previous knowledge of statistics is required and comprehensive documentation will be distributed as class materials.
The main textbook is:

Feinstein and Thomas, *Making History Count: A primer in quantitative methods for historians* (Cambridge 2002). It uses a number of journal articles and books, and the data from them, and these would also be helpful to read.


3. Daniel K. Benjamin and Levis A. Kochin, 'Searching for an explanation for unemployment in interwar Britain', *Journal of Political Economy* 87 (1979), pp.441-78 (NOTE This led to quite a lengthy and politically charged debate with a further five articles published in the journal)


Additional reading:


