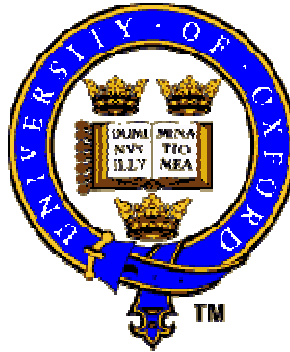


**MODERN HISTORY
AT OXFORD**



THE SECOND AND THIRD YEARS

HANDBOOK

FOR THE HONOUR SCHOOL OF MODERN HISTORY

and for the Joint Schools of

**ANCIENT AND MODERN HISTORY
MODERN HISTORY AND ECONOMICS
MODERN HISTORY AND ENGLISH
MODERN HISTORY AND MODERN LANGUAGES
MODERN HISTORY AND POLITICS**

2006-2008

Board of the Faculty of History

This Handbook is intended as a guide to the second and third years of study of Modern History at Oxford. It gives the regulations prescribing the content of the syllabus and the subjects for examination in the Final Honour School of Modern History in 2008, descriptions of the courses available in School (most of which are also available in the Joint Schools with Modern History), and other information useful to undergraduate historians. It should be read in conjunction with the relevant pages of the *Examination Regulations* for the current years.

Please note, though, that changes may have been made to the regulations after the publication each year of the Grey Book. This handbook, which was up-dated in the summer for issue at the start of Michaelmas Term, therefore contains the definitive regulations in force at the start of each academic year.

This Handbook is also available on the history website: <http://www.history.ox.ac.uk>

A supplement to the Handbook, containing details of any courses added to or removed from the syllabus, or any alterations to prescribed texts, may be issued by the History Faculty Board in Week 4 of the Hilary Term of the first year of the currency of this handbook.

CONTENTS

	Page
Format of the Handbook	2
1. Examination Regulations	3
2. Introduction to the Final Honour School of Modern History	12
3. Plagiarism	26
4. History of the British Isles	30
5. General History	42
6. Further Subjects	65
7. Special Subjects	138
8. Disciplines of History	237
9. The Compulsory Thesis	240
10. Criteria for Marking Examination Questions in Modern History	258
11. Criteria for Marking Theses and Extended Essays in Modern History	261
12. The Joint Schools with Modern History	263
13. Examination of Oxford Students on the Oxford-Princeton Exchange	264
14. Libraries	266
15. The History Faculty	269
16. Guidelines for Students with Disabilities	271
17. Feedback and Complaints Procedures	274
18. Languages for Historians	281
19. Information Technology	283
20. Prizes and Grants	285
21. Appendix: Members of the History Faculty who hold teaching appointments in the University	288

Anything printed in bold in this handbook (other than chapter headings) is or has the status of a formal regulation.

Ordinary print is used for descriptive and explanatory matter.

Italics are used to give warning of particular points of which you should be aware.

1. EXAMINATION REGULATIONS

HONOUR SCHOOL OF MODERN HISTORY

A.

1. The examination in the School of Modern History shall be under the supervision of the Board of the Faculty of History, and shall always include:

- (1) The History of the British Isles (including the History of Scotland, Ireland, and Wales; and of British India and of British Colonies and Dependencies as far as they are connected with the History of the British Isles);
- (2) General History during some period, selected by the candidate from periods to be named from time to time by the Board of the Faculty;
- (3) A Special Historical subject, carefully studied with reference to original authorities.

2. No candidate shall be admitted to examination in this school unless he or she has *either* passed or been exempted from the First Public Examination *or* has successfully completed the Foundation Course in Modern History at the Department for Continuing Education.

3. The Board of the Faculty of History shall, by notice from time to time, make regulations respecting the above-named branches of examination, and shall have power

- (1) To name certain periods of General History, and to fix their limits;
- (2) To issue lists of Special Historical subjects, prescribing particular authorities where they think it desirable.

4. The examination in the Special Historical subject may be omitted by candidates, but such candidates shall not be placed in the Class List.

5. The Board of the Faculty may include in the examination, either as necessary or as optional, other subjects which they may deem suitable to be studied in connection with Modern History, including translation from foreign languages of passages not specially prepared, and may prescribe books or portions of books in any language.

B

The History Board shall issue annually the Handbook for the Honour School of Modern History by Monday of Week 1 of the first Michaelmas Full

Term of candidates' work for the Honour School. A supplement to the handbook shall be issued to candidates at the beginning of Week 4 of the first Hilary Full Term of their work for the Honour School, and posted in the History Faculty Building and circulated to tutors.

All candidates are required to offer Subjects I, II, III, V and VI, below. No candidate may be placed in the Class List unless he or she also offers Special Subject IV, below.

Candidates who have taken the Foundation Course in Modern History rather than the Preliminary Examination are required to offer at least one paper from either Subject I or Subject II which relates to a period between 285 and 1550 (this may be taken to include Periods (I), (II), or (III) of the History of the British Isles), or Periods (i), (ii), (iii), (iv), (v), (vi), or (vii) of General History).

Students participating in the Princeton Exchange will have to substitute either a General History or History of the British Isles paper with courses taken at Princeton. The Princeton courses will be examined at Princeton, and the grades awarded will be reviewed and moderated by the Examiners to produce a single University standard mark, according to procedures laid down in the Handbook and Examiners conventions.

I. 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.**

No candidate may offer a period offered when passing the First Public Examination.

The History of the British Isles is taken to include the history of the Irish Republic in the twentieth century, and of British India and British Colonies and Dependencies as far as they are connected with the History of Britain.

II. General History: any one of the listed periods:

- (i) 285-476; (ii) 476-750; (iii) 700-900; (iv) 900-1122; (v) 1122-1273; (vi) 1273-1409; (vii) 1409-1525 (viii) 1500-1618; (ix) 1600-1715; (x) 1715-1799; (xi)**

1789-1871; (xii) 1856-1914; (xiii) 1914-1945; (xiv) 1941-1973; (xv) Britain's North American Colonies: from settlement to independence, 1600-1812; (xvi) From Colonies to Nation: the History of the United States 1776-1877; (xvii) The History of the United States since 1863; (xviii) Europe and the Wider World 1815-1914.

The four periods of British and General History offered by a candidate in the First Public Examination and the Honour School must include at least one from the following groups:

1. Medieval History

(I) c.300-1087; (II) 1042-1330; General History (taken in the First Public Examination): I: 370-900; II: 1000-1300; (taken in the Final Honour School) (i) 285- 476, (ii) 476-750, (iii) 700-900, (iv) 900-1122, (v) 1122-1273, (vi) 1273-1409.

2. Early Modern History

(III) 1330-1550; (IV) 1500-1700; General History (taken in the First Public Examination): III: 1400-1650; (taken in the Final Honour School): (vii) 1409-1525; (viii) 1500-1618; (ix) 1600-1715.

3. Modern History

(V) 1685-1830; (VI) 1815-1924; (VII) since 1900; General History (taken in the First Public Examination): IV: 1815-1914; (taken in the Final Honour School): (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) 1914-1945; (xiv) 1941-1973; (xv) Britain's North American Colonies: from Settlement to Independence, 1600-1812; (xvi) From Colonies to Nation: the History of the United States 1776-1877; (xvii) The History of the United States since 1863; (xviii) Europe and the Wider World 1815-1914.

Candidates with Senior Student status, and candidates who have passed the First Public Examination in a course other than Modern History are required to offer one paper in British History and one in General History, to be taken from two out of the three period groups (1. Medieval History, 2. Early Modern History, 3. Modern History).

III. Further Subject: any one of the Further Subjects specified below.

- 1. Anglo-Saxon Archaeology of the Early Christian Period, 600-c.750**
- 2. The Near East in the Age of Justinian and Muhammad, 527-c.700**
- 3. The Carolingian Renaissance**
- 4. The Viking Age: War and Peace, c. 750-1100**
- 5. The Crusades**
- 6. Culture and Society in Early Renaissance Italy, 1290-1348**
- 7. Flanders and Italy in the Quattrocento, 1420-80**
- 8. The Wars of the Roses, 1450-1500**

9. **Literature and Politics in Early Modern England**
10. **English Society in the Seventeenth Century**
11. **Society and Government in France, 1610-1715**
12. **Court Culture and Art in Early Modern Europe**
13. **The First Industrial Revolution, 1700-1870**
14. **Medicine, Empire, and Improvement, 1720-1820**
15. **The Age of Jefferson, 1774-1826**
16. **Culture and Society in France from Voltaire to Balzac**
17. **Nationalism in Western Europe, 1799-1890**
18. **Intellect and Culture in Victorian Britain**
19. **Imperialism and Nationalism, 1830-1980**
20. **Modern Japan, 1868-1972**
21. **British Economic History since 1870 (as prescribed for the Honour School of Philosophy, Politics and Economics)**
22. **British Society in the Twentieth Century (as prescribed for the Honour School of Philosophy, Politics and Economics)**
23. **Revolutionary Mexico, 1910-40**
24. **Nationalism, Politics and Culture in Ireland, c.1870-1921**
25. **A Comparative History of the First World War, 1914-20**
26. **China in War and Revolution, 1890-1949**
27. **The Soviet Union, 1924-41**
28. **Culture, Politics and Identity in Cold War Europe, 1945-68**
29. **Scholasticism and Humanism**
30. **The Science of Society, 1650-1800**
31. **Political Theory and Social Science**

IV. Special Subject, consisting of

- (a) a paper including compulsory passages for comment;
- (b) an extended essay.

1. **From Julian the Apostate to St Augustine, 350-395**
2. **Francia in the Age of Clovis and Gregory of Tours**
3. **Byzantium in the Age of Constantine Porphyrogenitus, 913-959**
4. **The Norman Conquest of England**
5. **Royal Art and Architecture in Norman Sicily, 1130-94**
6. **Saint Francis and Saint Clare**
7. **England in Crisis, 1374-88 (*subject to Faculty approval*)**
8. **Joan of Arc and her Age, 1419-35**
9. **Politics, Art and Culture in the Italian Renaissance, Venice and Florence, c. 1475-1525**
10. **Government, Politics, and Society in England, 1547-58**
11. **The Scientific Movement in the Seventeenth Century**
12. **Commonwealth and Protectorate, 1647-58**

13. **English Architecture, 1660-1720**
14. **Politics, Reform, and Imperial Crisis, 1774-84**
15. **Church, State, and English Society, 1829-54**
16. **Slavery and the Crisis of the Union, 1854-65**
17. **Political Pressures and Social Policy, 1899-1914**
18. **Art and its Public in France, 1815-67**
19. **The Russian Revolution of 1917**
20. **India, 1919-39: Contesting the Nation**
21. **The Great Society Era, 1960-70**
22. **Nazi Germany, a racial order, 1933-45**
23. **France from the Popular Front to the Liberation, 1936-44**
24. **War and Reconstruction: ideas, politics and social change, 1939-45**
25. **The Northern Ireland Troubles, 1965-85**
26. **The Evolution of a Modern Metropolis: London 1955-75**

Candidates will be examined by means of a timed paper including compulsory passages for comment, and by means of an extended essay, which shall not exceed 6,000 words (including footnotes but excluding bibliography), and shall be on a topic or theme selected by the candidate from a question paper published by the examiners on the Friday of the fourth week of Michaelmas Term in the year of examination.

Essays should be typed or word-processed in double spacing and should conform to the standard of academic presentation prescribed in the course handbook.

Essays (two copies) shall normally be written during the Michaelmas Term in the year of examination and must be delivered by hand to the Examination Schools (addressed to the Chairman of Examiners, Honour School of Modern History, Examination Schools, Oxford) not later than 12 noon on the Friday before the beginning of Hilary Full Term of the year of examination. Candidates delivering essays will be required to complete a receipt form, which will only be accepted as proof of receipt if it is counter-signed by a member of the Examination Schools staff. Essays (two copies) must be placed in a sealed envelope (bearing only the candidate's examination number) together with a formal declaration signed by the candidate that the essay is his or her own work. The University's regulations on *Late Submission of Work* will apply. Any candidate may be examined *viva voce*.

Depending on the availability of teaching resources, not all Further and Special Subjects will be available to all candidates in every year. Candidates may obtain details of the choice of options for the following year by consulting lists posted at the beginning of week four of Hilary Full Term in the History Faculty, the History Faculty website and circulated to History Tutors.

V. Disciplines of History

Candidates will be expected to answer three examination questions selected from a paper divided into three sections. No more than two questions may be answered from one section. The sections are:

- 1. Comparative History (Candidates will be expected to demonstrate knowledge of at least two societies or historical periods);**
- 2. Sources of History;**
- 3. Varieties of History.**

VI. A thesis from original research

1. Candidates must submit a thesis as part of the fulfilment of their Final Examination.

2. Theses shall normally be written during the Hilary Term of the Final Year. All theses must be submitted not later than noon on Friday of Eighth Week of the Hilary Term of the Final Year.

3. A candidate may submit

(a) any essay or part of any essay which the candidate has submitted or intends to submit for any university essay prize; or

(b) any other work

provided in either case that (i) no thesis will be accepted if it has already been submitted, wholly or substantially, for a final honour school other than one involving Modern History, or another degree of this University, or a degree of any other university, and (ii) the candidate submits a statement to that effect, and (iii) the subject is approved by the Chairman of the Examiners for the Honour School of Modern History.

4. The provisos in cl. 3 above shall not debar any candidate from submitting work based on a previous submission towards the requirements for a degree of any other university provided that

(i) the work is substantially new;

(ii) the candidate also submits both the original work itself and a statement specifying the extent of what is new. The examiners shall have sole authority to decide in every case whether proviso (i) to this clause has been met.

5. Every candidate must submit the title proposed together with a typed synopsis of the thesis topic and proposed method of investigation (no more than

500 words) and the written approval of their College History Tutor to the Chairman of the Examiners for the Honour School of Modern History, the History Faculty, Broad Street, Oxford, not earlier than the beginning of Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than the Friday of Eighth Week of Michaelmas Term in the Final Year. If no notification is received from the Chairman of Examiners by the first Monday of Hilary Full Term of the Final Year, the title shall be deemed to be approved. Any subsequent changes to title require formal application to the Chairman of Examiners by the Friday of Week 4 of the Hilary Term of the Final Year and subsequent approval.

6. Theses should normally include an investigation of relevant printed or unprinted primary historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation. Candidates shall be expected to have had a formal meeting or meetings with their College History Tutor, and, if necessary, an additional meeting or meetings with a specialized thesis adviser in the Trinity Term of their Second Year, as well as a second formal meeting or meetings with their thesis adviser in the Michaelmas Term of their Final Year, prior to submitting the title of their thesis. While writing the thesis, candidates are permitted to have further advisory sessions at which bibliographical, structural, and other problems can be discussed. The total time spent in all meetings with the College History Tutor and/or the specialized thesis adviser must not exceed five hours. A first draft of the thesis may be commented on, but not corrected in matters of detail and presentation, by the thesis adviser.

7. No thesis shall exceed 12,000 words in length (including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the Chairman of Examiners, appendices). All theses must be typed or word-processed in double spacing on one side of A4 paper with the notes and references at the foot of each page, with a left-hand margin of one-and-a-half inches and all other margins of at least one inch. The thesis should conform to the standards of academic presentation prescribed in the course handbook. Failure to conform to such standards may incur penalties as outlined in the course handbook.

8. All candidates must submit two copies of their thesis, addressed to the Chairman of Examiners, Honour School of Modern History, Examination Schools, Oxford, not later than noon on Friday of Eighth Week of the Hilary Term of the year in which they are presenting themselves for examination. The University's regulations on *Late Submission of work* will apply. Every candidate shall present a certificate, signed by him or herself and by his or her College

History Tutor, bearing the candidate's examination number, addressed to the Chairman of Examiners. The certificate (forms are available from the History Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that it does not exceed 12,000 words in length, (d) that no more than five hours have been spent in preparatory or advisory meetings between the candidate and his or her College History Tutor or thesis adviser, and (e) that only the first draft of the thesis has been seen by the thesis adviser. Candidates delivering theses will be required to complete a receipt form, which will only be accepted as proof of receipt if it is countersigned by a member of the Examination Schools staff.

9. Candidates shall not answer in any other paper, with the exception of Disciplines of History (V), questions which fall very largely within the scope of their thesis. Candidates should not choose a thesis that substantially reworks material studied in the Further or Special Subjects, and should demonstrate familiarity with and use of substantially different and additional primary sources.

VII. An optional additional thesis

- 1. Any candidate may offer an optional additional thesis.**
- 2. Regulation VI 3. above applies.**
- 3. Regulation VI 4. above applies.**
- 4. Every candidate intending to offer an optional thesis except as defined in VI 3(a) above must submit the title proposed together with the written approval of a thesis adviser or College History Tutor to the Chairman of the Examiners for the Honour School of Modern History, the History Faculty, Broad Street, Oxford, not earlier than the beginning of Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than Friday of the first week of the following Hilary Full Term. The Chairman shall decide whether or not to approve the title, consulting the faculty board if so desired, and shall advise the candidate as soon as possible.**
- 5. Optional additional theses should normally include an investigation of relevant printed or unprinted historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's College History Tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation (which should conform to the standards of academic presentation**

described in the course handbook). The College History Tutor or thesis adviser may comment on the first draft.

6. No optional additional thesis shall exceed 12,000 words in length (including footnotes but excluding bibliographies). All theses must be typed or word-processed in double spacing on one side of A4 paper with the notes and references at the foot of each page, with a left-hand margin of one-and-a-half inches and all other margins of at least one inch.

7. Candidates must submit two copies of their theses, addressed to the Chairman of Examiners, Honour School of Modern History, Examination Schools, Oxford, not later than noon on Monday of the first week of Trinity Full Term in which they are presenting themselves for examination. Every candidate shall present a certificate signed by him or herself and by a College History Tutor or thesis adviser, bearing the candidate's examination number, addressed to the Chairman of Examiners. The certificate (forms are available from the Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that it does not exceed 12,000 words in length.

8. Candidates shall not answer in any other paper, with the exception of Disciplines of History (V), questions which fall very largely within the scope of their optional additional thesis.

2. INTRODUCTION TO THE FINAL HONOUR SCHOOL OF MODERN HISTORY

The second and third years of studying history will present you with challenges different from those of the first year, and should be still more demanding and absorbing. You will by now be familiar with the pattern of work expected: you will need to read both widely and deeply to prepare for tutorials and classes, to write essays that answer the question set, and to engage actively in tutorial discussion. But in the next two years you will also be expected to extend your range as a historian, to enhance the subtlety of your thinking and to sharpen and polish your writing. In the second year, when the final examination may seem a deceptively distant prospect, you should be prepared to experiment intellectually: in your choice of papers and in the way that you approach different types of historical question. This process should be stimulated by a course structure that will look rather different from the first year. Most of you will take a document-based Further Subject in the Hilary term of the second year, which will be your first encounter with teaching in classes at a Faculty level operating in conjunction with more familiar tutorials. You will receive some teaching in the 'Disciplines of History' course, most probably via college classes. From Trinity term you will also begin preparation for your thesis. Thus, while continuing to operate within a teaching structure dominated by the paired or single tutorial, you will gain valuable experience in planning and delivering formal class presentations and playing a constructive role in larger group discussion, and you will also have an initial opportunity to think about the piece of independent historical research which will play a large part in the work of your third year. In the third year you will have substantial opportunity to work with primary source material, whether the prescribed texts, documents and other source materials that are the bedrock of all Special Subject work, or the requirement to pursue the independent research programme that will underpin the writing of your thesis. With Finals now imminent you will find that the creative opportunities as well as the demands of the course are at their highest. Those who have made good and imaginative use of the second year will profit most from the opportunities of the third.

The remainder of this introduction will provide an outline of the syllabus of the Final Honour School, an explanation of its rationale, and a warning about some constraints on your choice of papers. It will also provide you with some guidance on the patterns and styles of teaching in the second and third years, and on some issues relating to unfamiliar types of working and examination.

This handbook is designed specifically for the guidance and help of second and third year students, and has been constructed accordingly. It is available both in hard (printed) version, and on the Faculty website: (<http://www.history.ox.ac.uk>). Also available are the “Programme Specifications” for the History Degree, placed in a separate section on the History Faculty website. The Programme Specifications are primarily intended as a formal statement of our official syllabus aims and student outcomes, in response to requirements. The Specifications provide some detail on the range of skills and capacities fostered by the History Degree which might be useful in justifying the study of History to employers, and show you the kinds of expectations that your tutors have of students undertaking the degree in Modern History.

1. The nature and purpose of the syllabus

The basic elements of the syllabus are set out in the **Examination Regulations**, printed in the University’s Regulations (the ‘Grey Book’, a copy of which was issued to you at the start of your first year). However the Regulations have been changed since then. The new Regulations are in Chapter 1 of this handbook. The **regulations** governing each individual paper in the School are reproduced again at the start of the chapter of the handbook dealing with the paper (i.e. in the text of chapters 3-8 below). Throughout the handbook the **regulations** are printed in **bold**. In the case of the Further and Special Subjects and the thesis, the **regulations** refer to additional detailed specifications which will be provided in the handbook. These specifications have the status of **regulations**, and are accordingly also printed in **bold** in the handbook.

The syllabus is made up of outline and more specialized papers, including one which explicitly invites you to think about both the comparative nature of historical study and about methodological and historiographical issues some of which you may have encountered in study for other courses. There is also the requirement to write a thesis, a substantial piece of work on a subject of your choice, based on a combination of primary source material and usually on an in-depth reading around the broader historical context. The Schools syllabus thus continues to require study of extended periods of time and of societies across a geographical range, while enabling you to engage with the rich variety of the past, from intellectual and cultural history to everyday social history. Increasingly as the course progresses this engagement will be through the intensive study of primary texts and documents. It offers both a greater range of choices than was available to students studying for the first year Preliminary Examination, and also expects you to engage with historical questions at a higher level of sophistication.

The 'outline' papers are in British and General History. You just study one British and one General History paper for the Final Honours School, and these will usually be studied, in no particular order, in the Michaelmas and Trinity terms of the second year.

History of the British Isles is divided into the same seven periods as in the Preliminary year (and you may not study the same period again in the Final Honours School): the papers require you to study the history of England and of the other closely-related societies of the British Isles across long but coherent periods of time. Chapter four describes the papers and explains how the expectations of tutors and examiners will differ from those you encountered in the Preliminary Examination. **Chapter four also draws attention to a few important restrictions on overlapping work between adjoining British History courses that you should be aware of.**

General History is now divided into eighteen periods, which cover the whole of European history and its engagement with the non-European world from the fall of Rome until 1973, with additional papers in American history and the history of the wider world in the nineteenth century. Not only can you study periods unavailable in the Preliminary year; but all periods are studied in greater depth, requiring you to examine the distinctive features of individual societies as well as to grasp broad themes. Chapter five describes these General History papers.

Study of primary textual and documentary evidence is required as part of two formal taught courses, the Further Subjects and the Special Subjects; there are over twenty to choose from in each case.

Further Subjects were originally so called because they were 'further' to the British or General History papers, enabling students to deepen their understanding of a particular topic within the scope of those papers. Though it is no longer necessary to do so, many students do relate their choice of Further Subject to their chosen outline papers. In other cases the choice of Further Subject may reflect initial ideas about possible topics for a thesis, serving as a stimulus for potential subject matter and ensuring wide familiarity with the surrounding issues. Texts and documents are integrated into the work, and you are required to refer to them in your examination answers. In most cases colleges will organize the teaching of Further Subjects in the Hilary term of the second year. Chapter six contains descriptions of the individual Further Subjects and details of their prescribed texts.

Special Subjects were created to enable undergraduates to study primary sources as historical scholars, constructing their own understanding of a given subject from the original evidence. Special Subjects are almost always taken in the Michaelmas term of your third year. It is the only part of the syllabus to be examined through two components. One of these, a three-hour examination paper, requires comment

on a number of passages taken from the full range of the prescribed texts. The other assessment consists of a 6,000-word extended essay, to be submitted before the beginning of the Hilary term, on a subject chosen from a list of questions provided by the Examiners around the middle of the Michaelmas term. This will provide you with the opportunity both to demonstrate your knowledge of the source material and the wider historiographical debate about a particular issue or problem, and to submit a well-constructed piece of work, displaying a full scholarly apparatus of references and bibliography, on a scale which is appropriate to the depth of study required of a Special Subject. Chapter seven contains descriptions of the various Special Subjects and details of their prescribed texts, which as you will see are considerably more extensive than those prescribed for the Further Subjects.

Disciplines of History seeks to bring together an awareness of the potential of comparative historical study, historical methodologies ('sources of history') and the development and character of some of the main trends in historiography ('varieties of history'). Comparative historical study seeks to examine historical problems as they have arisen in different societies or periods. Historical comparison may involve looking at a specific issue (for example, slavery or the effectiveness of representative institutions) simply in two historical contexts, or it may examine a wider range of examples and circumstances. The aim in either case is to arrive at a more sophisticated and critically sensitive awareness of how an institution, a structure or a concept may operate in different societies and how far there may or may not be common ground between its development or operations in these different contexts. It is intended that students will take the opportunity to think comparatively about topics and issues which they may well have studied in the context of particular societies or periods in previous courses. The methodological element of 'Disciplines of History' seeks to raise critical consciousness about the nature and problems of source material and about different types of historical evidence, and to encourage students to think about the implications of their use in the practice of history. Again, it is assumed that an interest in these issues will build out from some of the previous course work undertaken, and that study of them will contribute towards tackling the source-base for a thesis. The third historiographical element will encourage reflection about how and why history has been written, offering a range of questions extending from the Ancient world through to contemporary debates about the nature of history.

It is assumed that in most colleges Disciplines of History will be taught via a series of classes while Faculty lectures will be offered on themes from each of the three elements of the course. Disciplines of History will be examined by a three-hour examination paper, and it will be necessary to choose questions from at least two of the three categories. Full details of the regulations for Disciplines of History are included in chapter eight.

British and General History, the Further Subject, the Document Paper (I) of the Special Subject and Disciplines of History are all examined in three-hour unseen papers at the end of the third year: you will be required to complete answers to three questions on each paper, with the exception of Paper I of the Special Subject, where you must write commentaries on twelve passages from the prescribed texts. The point of this concentration of examination papers at the end of the course is to enable you to bring your knowledge together, enriching your understanding of different papers by cross-fertilisation of ideas and cross-referencing of examples.

But there are two other papers in which you have the opportunity to submit work written in your own time, and a third, optional means to supplement this with further, submitted work.

The **Extended Essay** in the Special Subject tests your ability to conceptualize and structure a substantial (6,000-word) essay on one of a selected group of questions that the Examiners of that Special Subject will propose. It is intended that this essay be written on the basis both of extensive secondary reading and knowledge of the primary sources prescribed for the Special Subject, and will provide an opportunity to demonstrate both your familiarity with these sources and your ability to interpret critically and intuitively.

The **Thesis** will, for many of you, represent the most satisfying piece of work that you produce while pursuing the history degree at Oxford: an opportunity to select a topic entirely independently and to devise your own research strategy to explore it in detail. You will be encouraged to begin thinking about a possible subject for a thesis in your second year – either in the Trinity Term or before. All undergraduates will receive tutorial guidance and support in thinking about the practicalities of researching a chosen topic, and later in bringing together the source material, constructing an argument and drafting a plan for writing up. The thesis is to be no longer than 12,000 words, including references, but excluding the bibliography. Practical advice and detailed regulations for the writing of theses are included in chapter nine.

In addition any undergraduate may choose to submit a further, **Optional Additional Thesis**. This must also be a maximum length of 12,000 words, on another subject of choice (restricted only by not overlapping in any substantive way with the compulsory thesis), and would be submitted in addition to the other papers required in the regulations by Friday of week 0 of the Trinity Term in which the candidate took Finals examinations. In such cases the Final Honour School Examiners will arrive at a formal degree result by taking the highest seven marks out of the eight papers (including the optional thesis) submitted. The optional thesis would be written in time set aside by the student, most probably in the vacations, and will not receive the same level of formal advice and guidance from tutors as the compulsory thesis. Few students are in practice likely to take up this opportunity,

and obviously a candidate in the FHS is better served by producing one excellent rather than two mediocre theses. But for diligent and capable students, who find intractable problems in doing themselves justice in three-hour closed examination papers, it is an option to be considered in consultation with your college tutors.

2. *Your choice of papers*

With over seventy papers in the syllabus, the great, distinguishing feature of the Final Honour School is the range of choice it offers. But you do not have complete freedom of choice, for two reasons. One is to ensure that you study papers across the chronological range of the School. The other is administrative: if your choices were not limited in certain specific contexts, it would be impossible for college tutors and the Faculty to organize your teaching properly and to ensure that the number of undergraduates wishing to take courses could be related to the available teaching resources.

There are three ways in which your choices may be limited in the Final Honour School:

- i. you are required to take at least one of the **British** and **General History** papers taken across both the Preliminary and the Final Honour School from each of three chronological groups: medieval (papers up to 1409); early modern (papers from 1330-1715); and modern (papers from 1685 onwards). [See the **regulations** for details.] The requirement that your choice of outline courses should cover this chronological range **CANNOT** be offset by choosing other courses (such as the Further or Special Subject), or the subject for your thesis, from the missing period.

- ii. capping of certain **Further** and **Special Subjects**. In order to ensure that there is adequate teaching provision, certain popular Further and Special Subjects have to be ‘capped’ at a pre-determined number of takers for the year. The procedures for capping are explained in detail below in chapters 5 and 6. **Please note that the regulations concerning capping have been changed in the light of discussions within the Faculty and at the Undergraduate Joint Consultative Committee. The detail of arrangements in the present handbook entirely supersedes previous accounts of the selection of capped and uncapped subjects.** The Teaching Committee of the Faculty Board monitors the caps that are applied to specific courses each year, and is keen to ease the pressure on popular subjects by new Faculty appointments (when the opportunity arises), and by the creation of new Further and Special Subjects which will provide attractive alternatives. The definitive lists of available Further and Special Subjects will be sent out at the appropriate time to College History Tutors for

distribution to their students. Such lists will necessarily vary from year to year both in the subjects capped and the size of the cap imposed according to the availability of teaching resources.

- iii. The choice of subject for your **thesis** (and in relevant cases, an additional optional thesis) may impose certain restrictions on the use you may make of material from it in answering questions in other papers. These are set out in the **regulations** and the accompanying 'notes for writers of theses' in chapter nine.

Please be aware of these limits on your choices from the outset. It is your responsibility, and not your tutors', to ensure that your choices fall within the regulations.

In general, please remember that the arrangement of your teaching, and particularly of tutorials, is a complex business, over which tutors take a great deal of time and trouble. When your tutor asks you to make a choice, do so promptly, and at all events by the date specified: otherwise it may not be possible to arrange teaching in the subject you want.

3. Forms of teaching

With one major addition, the forms of teaching are the same as for the Preliminary year, but the expectations are more rigorous and exacting.

1) Tutorials remain the principal form of teaching within the History Faculty and as with the Preliminary year a course may involve up to seven tutorials over a single term. Each tutorial will usually involve a pair of students and a tutor, though in some cases the student may be allocated individual tutorials and in others may be in small groups of three or four students. Tutors' approaches to the conduct of tutorials will vary to some degree, reflecting his/her personality, intellectual interests and chosen approach, and an assessment of the capabilities, experience or interests of the students. What can be said is that the tutorial is not primarily about the learning of facts and the provision of information about a subject. It is assumed that a capable and committed student will have used the pre-tutorial period of reading, preparation and writing to acquire a factual knowledge of the historical issues and the principal lines of historiographical debate about them. A tutor will expect the

student, whether or not s/he has produced a piece of formal written work, to come to a tutorial with a substantial knowledge of the outlines and the detail of the topic, and to be prepared to discuss problematical issues and to raise questions about difficulties in understanding or interpretation. It is from this base of assumed knowledge and identified problems that the tutorial aims to explore the topic and its issues in greater depth. The objectives are both to foster in the students the ability to think critically (allowing them to interact with the tutor about the significance and appropriate interpretation of the material studied), and for the tutor to be assured that the student has a thorough and well-grounded understanding of the various issues and of the connections between them, both on the level of theoretical principle and in more immediate and concrete instances. A key aim is to develop flexibility and argumentative subtlety in the student by challenging initial ideas and approaches, pushing for responses to criticisms and alternative approaches, and encouraging depth and coherence in defending or expanding interpretations.

Tutors' approaches to the assessment of student performance in tutorials and their provision of feedback for the students may vary. Some tutors expect students to have shown evidence that they have read extensively from a bibliography and/or have used their initiative in selecting other sources for the preparation of an essay, while in other tutorials attention may be focused on a smaller number of key books and articles, with the tutor expecting the student to show in-depth understanding of these. Some tutors regard the essay as an important piece of finished work, and, especially if handed in for marking before or after the tutorial, expect high standards of presentation, full bibliographies and appropriate referencing. Others regard the essay as work-in-progress, and may on occasions suggest that students come prepared to discuss the topic on the basis of notes rather than a formal written essay. (This may be especially the case when two or more students are present in a tutorial.) The essay or written work 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. These practices will reflect in large part the tutor's individual approach to the tutorial. For some, the tutorial is a discussion focused tightly on the essay written by the student and the issues arising from the content and argument of this essay. For others it offers the opportunity for a broader discussion of the issues and historiographical debates surrounding a topic, only one element of which may have been considered by the particular student essay. In all cases however the student should feel that the tutorial has provided a number of reactions and clarifications to their own ideas, and a discussion that is both related to his/her written submission or opinions and opens up wider issues.

The strength of the tutorial is its highly personalized character. Tutors should respond to tutees and their needs and concerns; equally, students should regard the tutorial as a pro-active experience in which their own contribution is vital to ensure

that discussion relates to issues of concern or uncertainty, and allows them to test out their own ideas and interpretations.

Students may find the feedback from tutorials varying in style and quantity between tutors. They will all probably receive a written commentary on some of their essays or written submissions. This may include a specific mark or grade; more often it will make reference to factual errors, will comment on stylistic strengths and weaknesses and upon the larger structure of the argument, issues omitted or key works not read, but without distilling these criticisms and commendations into a single overall mark. Many tutors are wary of providing a mark, which may too readily be taken as a simple verdict on whether the essay is 'good' or 'bad'. The student should also be aware that the verbal comments and discussion that the tutor will provide in the tutorial, often in direct response to the student's own interventions and comments, constitute an important element of formative assessment. The style of this verbal commentary may vary between tutors, some of whom will offer commentary/assessment on performance in a formalized manner at a particular point in the tutorial, others offering advice, criticism and suggestion in a more extensive and informal way. Any successful tutorial will provide substantial, detailed feedback, but students should be alert to interpreting and understanding the combination of written and verbal assessment, criticism and encouragement received.

Two tutorial hours are available for revision in the Trinity term of the third year, normally one for British and one for General History. Students should show initiative in using these tutorials as part of their overall plan for examination revision and should expect to do preparatory work for each such tutorial to refresh and develop the work done on these courses in the second year.

But 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 genuinely 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 his/her 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) *Lectures* continue to be offered for all outline papers and for some of the specialized ones, though in all cases relevant courses of lectures will not necessarily be held in the term in which you study the paper in tutorials. While you are welcome to attend the lecture courses provided for the British and General History papers in the Preliminary Year, you will find that lectures directed at Finals papers will be more focussed: they will aim to open up fresh aspects of a paper or topic, and will not in most cases be intended to give you an introductory outline to the paper as a whole. Lectures are for instruction and stimulus beyond what can be obtained from your reading: they reflect the benefits of a research-active academic

culture in which many members of the Faculty will have their own specific appreciation and interpretation of these historical issues based on serious study. But in consequence it should not be assumed that lectures intended for the Final Honour School will serve up a subject on a plate, ready for straightforward regurgitation to examiners.

Please bear in mind therefore that the guiding purpose behind the lectures offered in conjunction with second- and third-year courses is fundamentally different from the substantial twice- or thrice-weekly first-year lecture 'circuses' specifically intended to provide introductory and historiographical orientation for those taking Preliminary British and General History courses. By the second year of the History degree it is assumed that you will be able to undertake such orientation in a new period of history on your own initiative.

3) *Classes* are used as a further means of teaching both by colleges and by the Faculty. While tutorials continue to be the most distinctive element of the undergraduate learning experience at Oxford, classes are a no-less important component. You may already have had experience of class-based teaching within your colleges for Approaches to History or other courses during the first year. Colleges will usually use classes for teaching in Disciplines of History for the Final Honour School. The Faculty offers classes in Further and Special Subjects (unless numbers are too low to justify one). Classes provide a very different learning experience from tutorials. Because of the greater numbers of students involved, the terms of intellectual exchange between students and tutor are altered, and students have greater opportunities for working in groups and for learning from each other. The focus on analyzing primary sources in the Further and Special Subjects presents opportunities for students to be exposed to variation in the interpretation of the texts under discussion. This in turn will require students to develop their capacity for identifying assumptions in the interpretation of texts and critically assessing competing views.

The precise purpose and form of any series of classes is largely determined by a range of factors that a class tutor will take into consideration: the particular challenges of the material to be discussed, the range of prior knowledge within the group and the relationship of the classes to lectures and tutorials. However, in general classes may involve a variety of things: a presentation by one student followed by a discussion; a series of short presentations by several students; collective presentations by groups of students; the discussion of particular problems and themes identified in advance. The class convenor may mix these approaches both within sessions and between them.

Many classes will involve some kind of presentation, and it is important to appreciate the ways in which a successful presentation differs from a tutorial essay. The purpose of a presentation will vary from class to class, and typically tutors will

brief students about how the presentation will contribute to the class as a whole. For example in a presentation that is intended to stimulate debate among students already familiar with the material the student should not merely convey standard factual information; rather they should identify issues for discussion by the group. They can be much more open-ended than a tutorial essay.

It is important to stress the responsibility of students making presentations towards other members of the class. A poorly-researched, ill-thought-out or unduly thin presentation can inhibit the learning of the entire class in the session in which it is made.

Those students who are not presenting in any given week will nevertheless be expected to have prepared for the class by having undertaken a body of reading which will have been identified by the convenor. Students are encouraged to use the classes to raise problems they have encountered in their reading, particularly (in the case of Furthers and Specials) in the interpretation of texts.

Successful classes depend on a range of skills, many of which are shared with tutorials, but some of which are developed much further. In common with tutorials, classes require careful preparation, a willingness to ask questions (both of the convenor and of other students), attentive and purposeful listening, and the ability to refine and defend an argument in the light of discussion. Among those skills which classes take further are: an understanding of how individuals interact in groups; the playing of a variety of roles within the group (leading, supporting, challenging, ice-breaking, and some convenors may use student chairs to direct the discussion); working collaboratively with others; presenting material in an engaging, attention-grabbing manner.

4) *Bibliographies* will either be provided by your tutor for the specific topics on which you have chosen to write essays, or the tutor may talk you through essential and otherwise important or relevant books on a more substantial Faculty bibliography when setting up a topic for the next essay. The Faculty prepares such general bibliographies for all papers on the syllabus; all of these are normally available on the Faculty's website: <http://www.history.ox.ac.uk> – go to current undergraduates, then bibliographies. But as always in the History School you should be prepared to use your own initiative, and to supplement bibliographies you may have been given or directed towards by a willingness to be eclectic and adventurous in discovering additional books and articles. Do not assume that any of the Faculty Bibliographies, however apparently voluminous, represent everything published, even in recent years, on a particular subject. It is particularly important to be aware of this when compiling bibliographies and amassing reading for your thesis and your Special Subject extended essay. In getting beyond the Faculty bibliographies, on-line bibliographic resources are particularly useful: for more details of these see chapter eighteen – 'Information Technology'.

The Faculty positively encourages feedback from you on the teaching that it provides, and a willingness to comment constructively on teaching provision is an essential means by which the Faculty can seek to improve the quality and relevance of its provision: details of the various ways in which feedback can be offered are provided below, in chapter seventeen.

5) Languages

The availability of language instruction is set out below in chapter eighteen, but the importance of languages is something that you should be aware of from the outset of your undergraduate career, whether or not you studied one of the language texts in the Preliminary Examination. Languages are an essential part of historical enquiry. It is obvious that a society which writes and speaks a language other than English requires a knowledge of that language to be understood at all well. A serious History School, such as Oxford, does expect you to make an effort to maintain or learn the relevant language if you are to study another society at a specialized level. Evidence that you have attended and passed any relevant examinations in a language course offered by the University Language Teaching Centre is one of the *a priori* grounds for admittance to a restricted ('capped') Special or Further Subject.

Several Special and a handful of Further Subjects require an ability to read a modern foreign language (these subjects are listed in chapter eighteen). The proportion of texts set in a foreign language varies among these subjects; in some it is quite small, and the relevance of the language skill may primarily lie in the ability to read relevant secondary books or articles. But if you think you may want to study one of these subjects you should take steps early to keep up or improve your knowledge of the relevant language: the Language Teaching Centre offers you an excellent opportunity to do so. Knowledge of foreign languages also of course broadens the scope of all of your secondary reading, equips you to benefit more from travel, and provides a marketable additional skill when it comes to seeking employment after university.

6) Beyond the Final Honour School of Modern History

Study for the Final Honour School will occupy just 21 months of your life from October of your second year to June of your third year. But at the end of it you will have acquired skills and knowledge that will make you a historian for life. As such you will have limitless opportunities for a satisfying career.

Students who have graduated from the University of Oxford with an Honours degree in Modern History will have:

- Demonstrated a knowledge and understanding of the past, characterized by range, depth and conceptual sophistication.
- Engaged and enhanced their critical skills, imagination and creativity as an intrinsic part of an intense learning experience in a demanding tutorial system.
- Developed the skill of independent, analytically rigorous, thinking, drawing on technical skills in historical investigation and exposition.
- Acquired skills, some of relevance to the continued professional development of historical understanding, others which are transferable to a wide range of employment contexts and life experiences.

These latter, transferable, skills involve:

- The ability to find information, organize and deploy it.
- The ability to draw on such information to consider and solve complex problems in ways that are imaginative and analytically acute, yet sensitive to the needs and cultural expectations of others.
- The ability to work well both independently with a strong sense of self-direction, and in constructive cooperation with others.
- The ability effectively to structure and communicate their ideas in a variety of written and oral formats.
- The ability to plan and organize the use of their time effectively.

Your tutors certainly hope that some of you will want to continue to be active historians, by going on to do research as a graduate student, by entering the teaching profession, in which it is especially vital that history continues to be strong and dynamically and effectively taught, or by training to work in a museum, library or archive. Tutors can advise you on all these possibilities.

But there are many other historians: in the professions, in business, in the civil service, in the media. Historians, thanks to the range of skills acquired in their undergraduate course, flourish in all of these and more. For advice and guidance on

the possibilities, and on the careers which are likely to suit your aptitudes and interests, you should make use of the **Careers Service**, at 56 Banbury Road. The Careers Service has a large library for you to consult, and the advisors there have a wealth of experience and suggestion. You should visit the Careers Service first of all during your second year, in order to start narrowing down your choices. You should not get yourself into the situation where a preoccupation with finding a job damages your work in the third year, when the Special Subject and the thesis will require a very high proportion of your time.

Above all, however, life after the Final Honour School will be the better if you have enjoyed and taken the fullest opportunity to study history while here. The paths of history are never straight and narrow, and studying at Oxford gives you every opportunity to explore their variety, complexity and irony.

3. PLAGIARISM

Definition

Plagiarism is the presentation as if it were your own work of material copied from another source. Such sources include printed publications, information or text from the internet, unpublished essays and theses written by other people, and lecture handouts. The most common form of plagiarism is the use of a passage taken unchanged and unacknowledged from another author; but you will be guilty of plagiarism too if you disguise your borrowing in the form of a close paraphrase. Plagiarism also includes the citation without due acknowledgement from secondary sources of primary materials that you have not consulted yourself, and collusion, in which you collaborate with one or more other people in the composition of an essay or thesis which is then presented as the work of only one of those authors.

Explanation

Plagiarism is a serious offence. It is dishonest in that the plagiarist is claiming credit for work and writing that he/she has not done. It deprives the author of the plagiarized passage of credit for the work that he/she has done. And if undetected in essays and theses submitted for assessment, it devalues the achievement of honest students who have done the work themselves but get the same marks as the student who has cheated. Furthermore, the plagiarist remains dependent on the opinions of others, and therefore fails to develop the independence of mind that is required of a historian, and indeed of anyone with an Oxford degree.

The University and the Faculty of History respond to plagiarism very severely. Students found guilty of plagiarism in any piece of work will be penalized. Even inadvertent plagiarism – the result, for example, of careless note-taking, where you have copied down in your notes what another author has written, and then transferred that wording to your essay or thesis without realizing that it is not your own – will be punished.

Guidance

Everything you write at Oxford – tutorial essays, extended essays, theses – will inevitably involve the use and discussion of material written by others. If material written by others is duly acknowledged and referenced in your work, no offence will have been committed. And it is not of course necessary to provide a full reference for every fact or idea that you mention in your work: some things – such as the date of the Battle of Hastings, for example – can be said to be common knowledge. Such legitimate practices must however be clearly distinguished from plagiarism, which is the appropriation without proper acknowledgement of material that has been produced by someone else. What therefore should you do if you need to make use of

or discuss information or ideas from another (published or unpublished) source? There are two ways in which you can proceed.

- a) Material from another source might be presented by a direct quotation in inverted commas, as follows, with the source clearly indicated in a footnote:

‘The idea of providence [became] powerfully divisive in early modern Ireland since each confessional group was convinced that it had unique access to the power of God’.¹

Note the use here of square brackets to indicate an alteration to, or interpolation in, the quotation from Professor Gillespie’s book. It is important always to make clear to the reader what is your own work, and what has been taken (with acknowledgment) from another writer.

- b) Alternatively, you might paraphrase the passage from the source. This is acceptable, as long as the paraphrase is written entirely in your own words: it is not enough merely to change or omit a few words of the original text. Note too that such a paraphrase still requires a footnote reference to the original source:

Providence caused conflict in early modern Ireland: each confession claimed particular Divine favour.²

The example used here is very brief – a single sentence. But the same principles apply when you want to make use of a longer quotation, or to discuss a more extensive argument from another source.

When you conduct research for your thesis, you should always consult the primary materials, as far as possible, rather than depending on secondary sources. The latter will often point you in the direction of the original sources, which you must then pursue and analyse independently. There may, however, be occasions when it is impossible to gain direct access to the relevant primary source (if, for example, it is unprinted and located in a foreign or private archive, or has been translated from a language with which you are unfamiliar). And of course, when you are preparing a tutorial essay, there is rarely time to check the primary sources cited by other authors. In these circumstances, you may cite the primary source from the secondary source; but make sure that you always acknowledge in a footnote where you found the quotation you are using. This should be in the following form, here using a Welsh-language example:

1 R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50.

2 R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50.

‘In order to buy this [the Bible] and be free of oppression, go, sell thy shirt, thou Welshman’.³

When choosing your thesis subject it is important to check that you can gain access to most of the primary materials that you will need, in order to avoid the type of dependence discussed here.

Guidance for note-taking

The best way to ensure that you do not engage in plagiarism is to develop good note-taking practices from the beginning of your career in Oxford.

When you are working on a primary source, whether for essays or for the thesis, keep a full record of author, title, editor if appropriate, place and date of publication, and page numbers (for printed sources), and of the library/archive where it is held, plus any other details, shelf marks and page/folio numbers necessary (for unpublished sources). Make sure that you distinguish clearly in your notes between words that you have copied directly from another source, and summaries or paraphrases that you have composed yourself.

When you are working on a secondary source, always record the author, title, place and date of publication at the head of your notes. For shorter pieces in books and journals, record also the full details of the publication in which the essay or article appears. Material derived from electronic media should also be carefully sourced (keep a note of the URL for anything obtained from the internet, for example, and the date you accessed it). When taking notes, do not simply copy down what the author says word for word: summarize the argument in your own words, and include page-numbers of the sections you take notes on so that you (and your eventual readers) can identify the source precisely later. If you think you might want to quote a sentence or phrase from another author in your essay or thesis, put it in quotation marks in your notes from the outset, so that there can never be any confusion between your wording and that of the other author. And if you find in a secondary source a quotation from a primary source which you want to use later, make sure you record also all the detail necessary to enable you to cite it properly in your own work, as indicated above.

Penalties

The Proctors regard plagiarism in the examinations as a serious form of cheating, and offenders should expect to receive a severe penalty. Where plagiarism is identified in an extended essay or thesis, for example, a mark of zero may be returned, a punishment that will have a devastating result on the final degree

³ Thomas Jones, *Hen Gwndidau Carolau a Chywyddau*, cited and translated in G. Williams, *Wales and the Reformation* (Cardiff, 1997), p. 358.

classification. Even the lightest penalties for plagiarism will almost certainly have the effect of pulling down a candidate's overall examination result by a class. The examiners do check all submitted work for plagiarism, and will use electronic forms of detection if necessary to identify it.

4. HISTORY OF THE BRITISH ISLES

REGULATION

I. 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.

No candidate may offer again for the Final Honour School a period taken as the British History element of their Preliminary Examination.

Students should be aware that where they do select two adjoining periods of British History for their Preliminary Examination and then for the Final Honours School (for example, BH III (1330-1550) and BH IV (1500-1700), they should not substantially repeat topics and themes between the two papers which lie within the shared chronology. This will be the case between BH I and II, III and IV, IV and V, VI and VII. Tutors, if informed, will be prepared to ensure that the choice of essay topics and chronology in the tutorial work will avoid such overlap.

The History of the British Isles is taken to include the history of the Irish Republic in the twentieth century, and of British India and British Colonies and Dependencies as far as they are connected with the History of Britain.¹

The four periods of British and General History offered by a candidate in the First Public Examination and the Honour School must include at least one from the following groups.

1. Medieval History

British History (I) *c.*300-1087; (II) 1042-1330; General History (taken in the First Public Examination): I: 370-900, II: 1000-1300; (taken in the Final Honour School): (i) 285-476, (ii) 476-750, (iii) 700-900, (iv) 900-1122, (v) 1122-1273, (vi) 1273-1409.

¹ Candidates will be given a wide choice of questions on the main aspects of British history, e.g. political, constitutional, social, economic, and cultural, but they are advised not to concentrate too narrowly on a limited topic within any paper.

2. Early Modern History

British History (III) 1330-1550; (IV) 1500-1700; General History (taken in the First Public Examination): III: 1400-1650; (taken in the Final Honour School): (vii) 1409-1525; (viii) 1500-1618, (ix) 1600-1715.

3. Modern History

(V) British History 1685-1830; (VI) 1815-1924; (VII) since 1900, General History (taken in the First Public Examination): IV: 1815-1914; (taken in the Final Honour School): (x) 1715-1799, (xi) 1789-1871; (xii) 1856-1914, (xiii) 1914-1945, (xiv) 1941-1973; (xv) Britain's North American Colonies: from Settlement to Independence, 1600-1812, (xvi) From Colonies to Nation: the History of the United States 1776-1877, (xvii) The History of the United States since 1863, (xviii) Europe and the Wider World 1815-1914.

Candidates with Senior Student status, and candidates who have passed the First Public Examination in a course other than Modern History, are required to offer one paper in British History and one in General History, to be taken from two out of three period groups (1. Medieval History, 2. Early Modern History, 3. Modern History).

INTRODUCTION

The history of the British Isles continues to be one of the foundations of the Final Honour School, offering you the opportunity to study the development of the closely-related societies of England, Scotland, Wales and Ireland over long periods of time. The periods into which British History is divided are the same as in the Preliminary Examination in Modern History: unless you have changed into Modern History from another School, you will therefore have studied one of these periods already, and will be familiar with the nature of British History as an outline paper. You will find, however, that the expectations of both tutors and examiners in the Final Honour School are significantly different.

In your tutorials you will probably be asked to read more, in the monographic literature and in selected primary sources. You will almost certainly be expected to engage more precisely with specific issues within your chosen period(s); and the examination questions may reflect this. You will also be encouraged to show greater historiographic awareness in your approach to a period. This does not mean that the paper(s) will become a study of what historians have said; but you will be expected to recognise why you are being asked certain questions. Finally, you are expected and encouraged to relate your British History paper(s) to other papers studied in the FHS wherever your choices make this feasible (and especially in the cases of General History, the Further Subject and the Disciplines of History course).

At the same time, the British History paper in Schools will continue to require you to show breadth of understanding. While you may wish to concentrate on the central political developments in a period, it is possible to study a very wide range of topics in political, economic, social, cultural and intellectual history: you should take the initiative in discussing with your tutor what you wish to cover during the term. Depending upon the period and topic, there will be the opportunity to pursue interests in Scottish and Irish as well as English History, and to adopt a British perspective on common problems.

Seven hours of tutorial teaching are provided for each paper in the history of the British Isles; normally one of the two hours of revision tutorials in Trinity Term of the third year is also available for it.

Lecture provision: while you are very welcome to attend the lecture courses provided for each paper in Prelims in the Michaelmas Term, you will also be provided with more specialized series of lectures, offered by members of the Faculty with specific interests in a period. These will introduce you to particular themes and topics, and will review the most recent scholarly literature in the field. *Note that these lectures may be offered in any term of the year: you should be prepared to attend such lectures even if they are not offered in the term in which you are yourself studying the paper.*

The Examination: in Schools as in the Preliminary Examination, British History is examined by means of three-hour unseen papers, each normally containing not more than 25 questions. The rubric of the papers is expected to read: *Candidates should COMPLETE THREE answers. Candidates are encouraged to display breadth of knowledge and understanding within the period.* You are advised that examiners may also asterisk a proportion of the questions to indicate alternative ways in which they may be answered.

I: c.370-1087

<http://www.history.ox.ac.uk/currentunder/honours/history/british/1index.htm>

These centuries saw the growth of new forms of social, religious and cultural organization after the collapse of Roman Britain, and the forging of the ethnic and political identities that would eventually be England, Wales, Scotland and Ireland. During the last twenty years the period has seen some remarkably lively debates and re-evaluation, which enable you to engage both with new ideas and – perhaps more surprisingly – with new evidence. The central written sources (for instance Bede’s *Ecclesiastical History*, and *Beowulf*, which may be read in translation) are limited enough to allow the subject to be approached directly through them, while the new emphasis on archaeology, landscape and art makes students confront challenging methodological problems. Those who study this period will quickly develop a sense of how diverse fragments make the foundation for a coherent picture.

During c.400-550, Germanic settlements in eastern Britain established the communities who would eventually think themselves ‘English’. The west and north still comprised Celtic states which remained Christian, literate and in contact with the Mediterranean world, while the Irish were developing a remarkable literary, artistic and religious culture; their overseas impact included the colonization of western Scotland, and missionary activity in Europe. Some long-accepted orthodoxies, such as the scale and ethnic homogeneity of the Germanic settlements, or the distinctive character of the ‘Celtic Church’, have recently come under attack, and students can re-examine these issues in the light of new perspectives.

The seventh-century conversions of the English to Christianity were part of an extraordinary series of cultural and political developments, involving increased contacts between the various inhabitants of the British Isles and of Europe, in which the sequence of cause and effect leaves much room for debate. Outstanding works of art were produced, such 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. 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, plunder and the blood-feud. In 850 Britain was still divided between British and English states, while in Ireland provincial kingships were forming. Students can debate the size and ferocity of the late ninth-century Viking attacks, and the extent to which they altered the political map (by destroying some states, allowing others to expand) and the economic map (by linking Britain and Ireland to Scandinavian trade networks).

Alfred of Wessex (871-99) and his heirs built a unified, ideologically coherent English state, with systematic local government and tight control of the coinage. Meanwhile, the countryside and its inhabitants were being organized into more self-contained farming and parish communities; the network of manors, villages and market towns crystallized. All this makes late Anglo-Saxon England look much more developed than it seemed thirty years ago. The Norman Conquest, conventionally taken as a starting-point, is the epilogue to this paper: by the time you reach it, you will be well-placed to make up your own mind about how much it really changed.

II: 1042-1330

<http://www.history.ox.ac.uk/currentunder/honours/history/british/2index.htm>

Historians have debated for centuries whether the Norman Conquest was a turning point in English history, and the controversy shows no sign of slackening. Yet part of the enduring fascination of the topic is that larger changes were transforming Europe in this period, in politics, the economy, society, culture and religion. As historians adopt new approaches to old questions, they continue to generate historical exploration and debate.

It has long been obvious that medieval England cannot be studied in isolation: the Conquest immersed England in the Continent politically and culturally, while the pope's jurisdiction expanded throughout this period. Recently historians have opened up more comparative perspectives by foregrounding the other occupants of the British Isles. This time it was the 'English' who attempted to dominate the very different societies of Ireland, Wales, and Scotland, reaching a climax with Edward I: was this 'the first age of English imperialism'? Colonial themes have also informed the central concept of medieval lordship, through an emphasis on aristocratic aggression and expansionism.

Our view of the aristocracy has also been influenced by the recent cultural dimension in historical writing, through investigation of their lifestyle and ideals – 'Chivalry'. The physical manifestations of kingship have also come under the spotlight, as the Plantagenets sought to reflect a dominant ideology through buildings (notably Westminster Abbey). A cultural concept long central to this period, the 'twelfth-century renaissance', in fact describes a range of changes, from the evident transformation of art and architecture (seen in the great cathedrals),

through the revival of learning (and foundation of Oxford), to the spread of practical literacy, governmental institutions and the law.

These perspectives have in turn enriched political history, and older themes have appeared in a new light, especially the constitutional relationship of king and people. The growth of the crown's power provoked its subjects into setting safeguards on government, for instance in Magna Carta; and the period ends with the deposition of a king, Edward II, on the basis of a sophisticated political ideology of the responsibility of crown to 'the community of the realm'.

The history of the church has also been subjected to a more cultural approach; while issues about the relationship between secular and ecclesiastical authority remain important ('church and state', most obviously focused on Thomas Becket), historians increasingly investigate religion from the point of view of its consumers. How were miracles understood and experienced? Why were saints important to people? What were the stories, ideas and practices which structured social experience? The history of religion is thus increasingly a part of social history.

These were also centuries of important social and economic change and diversification. Markets and towns proliferated, and increasing trade created a more commercialized mentality. More land was settled by an expanding population, although in this period the main beneficiaries were the lords, who strengthened their lordship over the rural population. Family structures and the position of women were thus fundamentally affected. Whether economic growth ended before the Black Death continues to be debated by historians adopting different approaches.

This paper therefore offers the study of both fundamental changes to western society within the particular context of Britain, and historical debates which remain lively and innovative.

III: 1330-1550

<http://www.history.ox.ac.uk/currentunder/honours/history/british/3/index.htm>

This period presents the opportunity to study political, religious, economic, social and cultural history across the British Isles from a deeply-researched historical literature. Ongoing debate among historians, many of them teaching here in Oxford, concerns both large-scale changes in economy, society and government and the detailed dynamics of politics, secular and religious. Thus this paper poses challenging questions of historical interpretation about issues as diverse as the effects of the Black Death on rural and urban society and on the status of women, the origins and persistence of academic and popular heresy, the rise of vernacular literature, the nature of aristocratic power, the qualities needed for success in English and Scottish kingship, the growth of courts, parliaments and judicial systems and the causes of the Reformation.

Such debate rests on a rich range of primary sources, many, like the Paston Letters, the Book of Margery Kempe or the various portraits of Richard II and Henry VIII, readily available to students. It increasingly employs comparisons and

contrasts across the British Isles, to ask for example why Scotland had no equivalent to the Wars of the Roses and why Wales was more effectively assimilated to the English state than Ireland. It also enables students to look beyond the British Isles if they choose: common themes from the Hundred Years War and Black Death to the Renaissance and Reformation make this a stimulating paper to study in conjunction with General History papers VI-VIII. It can provide a foundation for the Special Subjects on 'Lancaster and York, 1444-1461' and 'Government, Politics and Society in England, 1547-1558'. It can link with paper II or IV to give an understanding of the development of the British Isles over a more extended period. But it can also be studied by itself as a period of dramatic conflict and change which poses absorbing problems of historical understanding.

IV: 1500-1700

<http://www.history.ox.ac.uk/currentunder/honours/history/british/4index.htm>

'An erring colleague,' R.H. Tawney wrote ruefully, 'is not an Amalekite to be smitten hip and thigh'. Tawney was reflecting on a particularly venomous contribution to the debate on the social origins of the Civil War that he had inaugurated with his essay on 'the Rise of the Gentry', but the historiography of this period has been rich in such smittings. Theories that have depicted the period as one of major watersheds have been advanced, often in the language of Revolutions – *in Government* in the 1530s; *Bourgeois* a century later; *Glorious* at the end of the period. The Scientific Revolution thought by some writers to characterize the 17th century has been paralleled by similarly seismic views of transformed attitudes to the family, or to Imperial expansion. Each of these suggestions has been challenged by scholars stressing continuity or contingency. These debates often parallel the contentions of contemporaries concerning the startling events of their own lifetimes, and draw their vibrancy from their language. Was the English reformation merely an Act of State? Harpsfield and Foxe had clashed on that issue within a few decades of the event. Was the execution of Charles I rooted in a fundamental breakdown of the political system: Harrington argued that case; Clarendon was not persuaded. Our period has a dense historiography, littered with spent hypotheses, and yet its study remains extraordinarily vigorous and creative. The intellectual duels have proved fertile in suggesting new lines of inquiry, new research agendas.

One of these is implicit in the British focus of this paper. The accession of James VI and I necessarily gives a British dimension to the political and religious history of the 17th century. The events of 1642-1651 were a British Civil War, and saw the collapse of a British monarchy: anglocentric explanations have been abandoned or revised to accommodate the perspective of an Atlantic archipelago. The potential inherent in approaching old sources in new ways has also been demonstrated. Elton's 'Tudor Revolution in Government' was firmly rooted in the history of administration and of the formalities of legal texts. Those who assailed his interpretation have focussed on the court as the centre of political life, on ways of

fashioning monarchy through display – building projects; pageants and masques; portraiture – and on political discourses encoded in works of literature. New areas of research have galvanized old themes. So work on the central themes of social history – on attitudes to gender, or concepts of stratification, on definitions of crime, and responses to poverty – has revealed the potential inherent in previously overlooked sources. And this has been reciprocated in the concerns of historians of religion (Was the Break with Rome popular?) and of political development (Who supported the Parliamentarians in 1642?) to create a vibrant field of research into popular religious and political culture.

The drama of the period and the vitality of the controversies surrounding it have drawn a number of great Oxford historians to its study. Its infinite variety makes it still a subject for intellectual engagement and excitement.

V: 1685-1830

<http://www.history.ox.ac.uk/currentunder/honours/history/british/5index.htm>

During the past three decades, there has been a great upsurge of interest in the history of this period, which is currently one of the liveliest in early modern and modern British historiography.

Whereas it was once portrayed as a somnolent ‘age of oligarchy’, only belatedly challenged by the rise of a reformist popular politics, recent work has stressed that the period as a whole saw a complex interplay between politicians, ‘public opinion’ and popular opinion. The period began with a revolution which left many loose ends. Historians have stressed the continuing power of dynastic and especially religious preoccupations to divide and disturb thereafter. There has been new work on the structures and practical operation of government at all levels – from the court to the street. Interest in political culture has helped to extend the study of political life out beyond formal political processes – allowing due weight to be given to, for example, the power exercised by aristocratic women as well as aristocratic men.

The period has much to offer to those interested in interactions between the different peoples of the British Isles, and in the nature of ‘national identity’. It saw the English parliament united first with that of Scotland (1707) secondly with that of Ireland (1801). There were important economic, cultural and political differences as well as similarities between the different parts of the British Isles – most dramatically manifested in the Jacobite rebellions of 1715 and 1745 and the Irish rebellion of 1798. Leading figures in the Scottish Enlightenment interacted at an especially high level with continental European intellectual life. The period saw British power successfully challenged in North America, with the revolt of the Thirteen Colonies, but expanding in India; the impact of these developments on Britain provides another focus for study.

‘Polite culture’ and its diffusion, and the impact of commerce and consumerism have also attracted recent interest – and ‘class’ and other social identities have been

re-examined, and are the subject of some debate. The nature and impact of the industrial revolution remains a major preoccupation.

Many members of the Oxford History Faculty have contributed to these debates. If you choose to study this period, you will have the opportunity to join in the process of rethinking it!

VI: 1815-1924

<http://www.history.ox.ac.uk/currentunder/honours/history/british/6index.htm>

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 technicolor. 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. So 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 privileged 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

<http://www.history.ox.ac.uk/currentunder/honours/history/british/7index.htm>

This paper is a history of the British Isles in the twentieth century. The significance of the twentieth century lies in the speed and extent of political, economic and social change, and in the immense national and international pressures to which British society was subject. The twentieth century, for example, produced two world wars whose intensity and destructiveness, the demands they made on the combatants, were unprecedented. Britain alone of the major powers fought in both wars from their beginnings to their ends; and the British spent per capita on these wars more than any other nation. At the end of the first world war the formal British Empire in both territory and numbers reached its apogee. At the end of the second world war not only was that Empire still in place, but British troops occupied the French and Dutch empires in the East, much of the Mediterranean littoral, and large parts of Germany and Austria. Yet within less than a generation that Empire had disappeared, the British had withdrawn from Asia and the Mediterranean, Germany was restored and Britain was a middling power struggling to remain competitive with the rest of the world. One of the themes of this paper, therefore, is Britain in the world; and more particularly Britain's relations with Germany and the United States – the two powers who have had, negatively and positively, most influence on Britain – and with the nationalist movements which eventually made formal British imperialism untenable.

Nationalism was also active within the British Isles. The relations between Great Britain (England, Scotland and Wales) and Ireland have been central to British history: as much in the twentieth as in previous centuries. The end of the Union with Ireland, and the establishment of the Irish Free State (later the Irish Republic), did not, however, settle the 'Irish Question'. Dormant for some time in the 1950s it re-emerged in 1968 in the North and once again relations between Great Britain and Ireland became of political significance. Although their historical experiences diverged with the repeal of the Union, the histories of Britain and Ireland cannot be understood in isolation from each other. Thus the history of Ireland in the twentieth century – both North and South – is an important part of HBIVII, as are the electorally powerful nationalist parties which developed in Scotland and Wales in the last third of the century, a development which in turn led to major constitutional changes within Great Britain.

In 1900, although there had been significant Jewish migration since the 1880s, the British Isles were overwhelmingly Anglo-Celtic; at the end of the century, much

less so. In fact, the century has seen constant demographic movement. There was continuing Irish migration to England until the 1970s; Jewish migration before 1914, then again in the 1930s. From the 1950s there was migration to Britain from the West Indies, East Africa, West Africa and Southern Asia which has had profound social and cultural consequences. In the 1990s there has been large-scale migration from the Middle East and Eastern Europe. The changing ethnicity of the British Isles – and all that follows from it – is thus inevitably also an important part of HBIVII.

In the twentieth century the process by which Britain became a political democracy was more or less completed. In 1900 Britain was a semi-democracy: a majority of men were enfranchised (though many were not), but no women were. Two Labour MPs were elected in the general election of that year but the prime minister was one of the grandest of Britain's peers and was soon to be succeeded by his nephew. At the end of the century all men and women over the age of 18 were enfranchised, there were no hereditary peers in government, most of the hereditary peers no longer sat in the House of Lords and the Labour Party had over 400 seats in the House of Commons. The consequence of such change has been the fact that, despite two world wars, increasingly British politics have centred around, not empire and war, but social and economic issues – broadly speaking, who gets what of the country's economic and cultural wealth. Furthermore, arguably one result of Britain's wars was actually to accelerate the speed with which this happened. Political democratisation widened the notion of citizenship and thus of social rights and entitlements. Another of the aims of this paper, therefore, is to see how far the social and economic issues raised by an ever expanding definition of democracy were settled, if they were settled, and how far the country's political institutions adjusted or failed to adjust to democracy. Why, for instance, was the Conservative Party, a party based upon well-defined social hierarchies, to be so successful throughout much of the twentieth century?

Many of the most important questions of domestic politics were 'standard-of-living' ones. As a result, the performance of the British economy – its capacity to meet the expectations of its citizens as well as strategic-military demands – was a fundamental preoccupation of domestic politics. Although real income and personal wealth rose in the twentieth century at rates never before attained, there was often a sense of economic failure – and not just during the interwar depression – which we examine. Was this sense of failure justified and what were its consequences?

The core of the paper is political, but the definition of politics is broad. Much of what is normally thought of as 'social history' is embodied in the paper. Social class, both as a concept and a fact – how can we define classes and how did they change over the century – is central. We examine not just the political consequences of large-scale migration to Britain but its cultural impact. A significant determinant of political allegiance in Britain has been religion; but religion has been important to many as personal faith. We are interested not only in its political significance, but in the nature of religious belief in the twentieth century, and how far we can legitimately speak of the 'secularization' of the British Isles. Similarly, we are

concerned not just with the political significance of feminism, but the effect of the women's movement on society and social life more generally. And we study what is usually called 'popular culture'; both in its own terms and its wider political significance. How far, for example, has Britain been 'Americanized' via popular culture or is British popular culture simply part of a common Anglo-American culture which has now become internationally predominant?

5. GENERAL HISTORY

REGULATION

II. One period of General History must be taken in the Final Honours School - any one of the listed periods may be taken:

(i) 285-476; (ii) 476-750; (iii) 700-900; (iv) 900-1122; (v) 1122-1273; (vi) 1273-1409; (vii) 1409-1525; (viii) 1500-1618; (ix) 1600-1715; (x) 1715-1799; (xi) 1789-1871; (xii) 1856-1914; (xiii) 1914-1945; (xiv) 1941-1973; (xv) Britain's North American Colonies: from settlement to independence, 1600-1812, (xvi) From Colonies to Nation: the History of the United States, 1776-1877, (xvii) The History of the United States since 1863, (xviii) Europe and the Wider World 1815-1914.

The four periods of British and General History offered by a candidate in the First Public Examination and the Honour School must include at least one from the following groups:

1. Medieval History

British History (I) c. 300-1087; (II) 1042-1330; General History (taken in the First Public Examination): I: 370-900, II: 1000-1300; (taken in the Final Honour School); (i) 285-476, (ii) 476-750, (iii) 700-900, (iv) 900-1122, (v) 1122-1273, (vi) 1273-1409.

2. Early Modern History

British History (III) 1330-1550, (IV) 1500-1700; General History (taken in the First Public Examination) III: 1400-1650; (taken in the Final Honour School): (vii) 1409-1525; (viii) 1500-1618, (ix) 1600-1715.

3. Modern History

British History (V) 1685-1830; (VI) 1815-1924; (VII) since 1900, General History (taken in the First Public Examination): IV: 1815-1914; (taken in the Final Honour School): (x) 1715-1799 (xi) 1789-1871; (xii) 1856-1914; (xiii) 1914-1945; (xiv) 1941-1973; (xv) Britain's North American Colonies: from Settlement to Independence, 1600-1812, (xvi) From Colonies to Nation: the

History of the United States, 1776-1877, (xvii) The History of the United States since 1863, (xviii) Europe and the Wider World, 1815-1914.

Candidates with Senior Student status, and candidates who have passed the First Public Examination in a course other than Modern History are required to offer one paper in British History and one in General History, to be taken from two out of the three period groups (1. Medieval History, 2. Early Modern History, 3. Modern History).

INTRODUCTION TO THE GENERAL HISTORY PAPERS

General History is a second foundation stone of the Final Honour School: a choice of eighteen periods is available, and you may study one of these. The papers differ from those available in the Preliminary Examination in several important respects. First, the whole of European history from the fall of the Roman Empire to the Cold War is covered, across fourteen periods. Second, in many of these periods, and increasingly from the sixteenth century onwards, it is possible to study the interaction of European with extra-European history; by the late twentieth century, European history is also necessarily world history. Third, there are now three papers devoted specifically to American history, and one devoted to the wider world in the nineteenth century, studied as far as possible from a local rather than a Eurocentric perspective.

Tutorial study: where General History in Prelims was designed to be studied in thematic and broadly comparative topics, the Schools papers encourage you to develop a comparative understanding on more specific foundations. In most papers the subjects of tutorial essays are likely to be a mixture of territorially and politically specific topics and broader connecting themes. As in your British History papers you should take the initiative in devising your tutorial programme so that it makes the most of both your own and your tutor's interests.

Seven hours of tutorial teaching are provided for each paper in General History; normally one of the two hours of revision tutorials in Trinity term of the third year is also available for it. Your tutor will normally provide you with bibliographies for your essays. The Faculty prepares a general bibliography for each paper, principally for the guidance of tutors. These are available on the Faculty website.

Lectures: you should find that at least one course of lectures is offered within the period of your paper over the two years in which you study for the Final Honour School. From the early modern papers onwards, lectures will usually be offered every year (although the same course will not often be given annually). In the most modern periods, relevant lectures may well be available in every term. *In any case you should be prepared to attend lectures in a term or terms other than that in which you study the paper tutorially.*

Examination: all the General History papers are examined by a three-hour unseen examination paper: you are required to complete three answers, choosing from a wide range of questions. You are encouraged to use knowledge gained from your Further Subject where this is relevant. Conversely your knowledge of General History may be used to inform and enhance your answers on papers in British History, the Further and Special Subjects, and your work for the Disciplines of History course.

GENERAL HISTORY

Description of papers

General History I (285-476)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/1index.htm>

Ancient and medieval history meet in this period. In 285 it was still possible for a humbly-born autocrat to impose his will, more or less, upon an empire which extended almost from the Cheviot to the Sahara, from the Atlantic to the valleys of the Euphrates, the Tigris and the Nile. Within this vast area, which for centuries had been a cultural, economic, political unity, it was still possible for an ordinary citizen to travel anywhere unarmed, if he carried one coinage and spoke two languages. Early in the fifth century a theologian born in Britain, educated at Rome, could by his teaching stampede bishops in Africa and Palestine. But by 476, the end of this period, when the last Roman emperor of the West was deposed, although there was still an emperor in the East, most of Roman Africa, almost all of Roman Europe, had been fragmented into a medley of sub-Roman kingdoms ruled by the descendants of German invaders. This is the moment when Edward Gibbon's history of the Decline and Fall – as he memorably calls it – pauses mid-way, as if to catch its breath.

Few scholars would now agree with Gibbon, when he reflects upon the end of the western Empire, that 'the story of its ruin is simple and obvious'; but many share his surprise that 'it had subsisted so long'. In the richly-documented fourth century, if we read A.H.M. Jones's monumental *The Later Roman Empire* (1964), it is fascinating to see how the Empire actually functioned; its army and bureaucracy, its self-congratulating aristocracy and intellectuals, the steep-sided, appalling economic pyramid, all those 'emperors and barbarians, soldiers, landlords and tax-collectors' brilliantly dismissed by Peter Brown from *The World of Late Antiquity* (1971); and rightly so, for this was also a century which produced the last great Roman historian (incidentally a Greek who wrote in Latin), the first illustrated edition of Virgil, the greatest autobiography of all antiquity, Augustine's *Confessions*, and which even saw the invention (at least on paper) of the paddle steamer. Where Gibbon saw 'the ripening of the principles of decay', we might see a renaissance strangled; and see the conversion of Constantine and the progressive Christianization of the Empire, his foundation of a New Rome at the cross-roads of Europe and Asia, as the catalysts of change and survival.

'Survival' is too negative a word for this great age of transition and transformation. Yet we must try to answer the questions posed – or evaded – by Gibbon. Were the Empire's neighbours, the Germans and Persians in particular, its mortal rivals or its partners in a dangerous but fertile symbiosis? Did the Church fatally weaken the Empire with its 'idle mouths' and other-worldly teaching, or did

it revitalize it? Did Christian unity, imposed by argument if not by force, make for strength or for division? Was 'heresy' a human perversity, or the latest flowering of Greek ingenuity, philosophy and intellectual gymnastics? Did paganism fall, or was it pushed? Are these 'interesting times' a hazardous age of social mobility, of careers in Church, army and government open to talent, or the dull landscape of repression and conformity painted by imperial legislation? Was late-Roman art and culture going down the easy road of 'decadence', or was it striking out in new directions? Why did Byzantium and the East prosper? Why did Rome, the Eternal City, cease to be the capital and lapse into a run-down museum of Roman collaborators ruled by a German king?

General History II (476-750)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/2index.htm>

Two events of great symbolic significance frame this period – the final, formal elimination of imperial rule in the western half of the Roman empire in 476 and the installation of a new Abbasid regime in the Caliphate in 750. In a period such as this of dramatic shifts of political fortune and impressive military feats, the history of events attracts its due share of attention – whether it be the creation of a large, unitary Frankish kingdom in Gaul, or Justinian's determined reassertion of East Roman authority in the West, or the Islamic conquests. But the principal concern of tutors is to encourage analysis of structural change and cross-cultural comparisons.

A wide range of cultures come under scrutiny. The whole of western Eurasia, from the inner Asian frontiers of Iran to the Atlantic, lies within the potential remit of this period. In practice the individual taker's coverage is more limited and tends to be geographically clustered – with perhaps one week devoted to probing an outlying culture by way of contrast and another dealing with a thematic topic (religious, say, or economic) which transcends individual polities. Actual pathways through the subject are determined by the varying expertises of tutors and specific interests of pupils. The principal justification for this restriction in the range of study is that it enables undergraduate historians to probe individual topics in depth and, in particular, to read many of the relevant primary sources. Mastery of the primary material is achievable by undergraduates in the course of weekly essay assignments, the sources themselves being easily accessible in convenient English translations. It is therefore possible for students to subject the principal sources to proper critical appraisal, and thereafter to explore the subjects of their choice with considerable independence.

The overarching theme is that of continuity/discontinuity at all levels of history – economic, social, governmental, religious and cultural. In the economic sphere, students can investigate the sharp contrast between the fortunes of Europe and the Mediterranean, on the one hand (clear evidence of steep and fairly generalized economic decline), and the eastern hinterland of the Mediterranean, on the other (three centuries of sustained growth following the coming of Islam). In the pattern

of society, a number of central themes can be examined: in the West the fate of Roman élites in the new Germanic states, the pattern of Germanic settlement, and the interplay between the two cultures; in the East, the initial impermeability of the Slavs to classical culture in central and south-eastern Europe, the far-reaching social effects of Byzantium's war effort, and the promotion of urban life and the growing tension in relations between Arabs and non-Arabs in the Islamic community. In government, thought must be given to another sharp contrast between West and East: in the latter developed fiscal systems continued to function, in the former they gradually failed, thereby weakening the institutions and eroding the ideology of centralized monarchical rule. In religious life, the period saw a number of new developments – in particular the spread of monasticism and the rise of the Papacy as an independent force within Western Christendom – but also some important continuities, such as the vital role of the bishop as a force for stability in a rapidly changing world. Finally, a divergence in cultural fortunes between West and East must be registered, although, in this case, continuity characterized Christendom (as exemplified by the collectors and systematisers of knowledge such as Boethius and Isidore of Seville), while in the East the coming of Islam eventually brought about a complete cultural revolution.

General History II confronts undergraduate historians with a number of fascinating problems that require a direct appraisal of the surviving evidence (how much faith to put in hagiographical sources? how much can be read into a highly selective archaeological record of trading activities? how much have historical narratives been shaped by a wish to present a very particular image of the past?). It demands that polities and cultures be studied in the round, as whole systems of interconnected economic, social, institutional and ideological phenomena, and, thanks to the accessibility and manageability of the source material makes it possible for undergraduates to do so. It encourages sound judgement and controlled imagination. It introduces undergraduates to what is undoubtedly the formative period in which the main component parts of modern western Eurasia took shape.

General History III (700-900)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/3index.htm>

This period began with the frontiers of Christendom shrinking under the impact of Islam to the smallest area that it ever occupied after Constantine's conversion. It concluded with writers using the word 'Europe' in a recognizably contemporary sense. One of the pivotal periods of European history by any standards, it was also one of expansion in almost all areas of human activity.

The central episode from most points of view was the reign of Charlemagne, king of the Franks 768-814 and 'emperor' from his coronation at Rome on Christmas Day 800. He was the most powerful ruler that western Europe saw between the end of the Roman empire and the reign of his namesake Charles V: his significance for

the history of medieval Europe was comparable to that of Napoleon for modern times. The ruthlessly effective leader of the army of the Franks, the West's 'superpower', Charlemagne could be said in his famous biography by Einhard to have doubled the area of his kingdom: at his death, it stretched from the Ebro and Voltorno to the Channel and the Danish border, and from Brittany to Bohemia. His reign also saw an explosion of visible government activity, whether in law-making or economic management (through coinage). More important, it was an era of ideological reform: of a Renaissance conceived literally as society's spiritual rebirth through observance of the Bible. The pressure to reform generated prodigious growth in the output of books: three times as many Latin manuscripts survive from ninth-century Francia as from the entire period prior to 800. So important was this activity to the survival of the Classics that Italian humanists believed its elegant and versatile 'Caroline minuscule' script to be that of Cicero's time, which is why its letter-forms are those we still use today. The object of the exercise, however, was not to rediscover antiquity but to forge a Christian Society; intellectually, the period was one of vigorous theological controversy, which was already raising some of the central issues of the Reformation (predestination, the Eucharist) 700 years before Luther, and which featured in the Irish John the Scot one of the most brilliantly original philosophers of any age. Developments in the visual arts left no less palpable marks in manuscript illumination of vivid creativity, and in the first monumental buildings to survive north of the Alps since Roman times – most obviously Charlemagne's own palace chapel at Aachen.

The Franks may be the central characters of the period, but it was also one of major developments in other parts of the documented world. The Papacy began to reorientate itself from allegiance to the emperor at Constantinople in favour of a more obviously western outlook. Having narrowly escaped extinction at the hands of Islam, the Byzantine empire began the recovery that would restore most of its old frontiers and glory by 1000, and also commenced the expansion of its influence among the Slavs, leading to the conversion of the Bulgars (and the creation of Cyrillic, another script still in use). The Islamic caliphate itself, based at Baghdad, was certainly the most prosperous, urbanized, literate and generally 'civilized' society that the known world had seen since the end of Antiquity: it was a culture capable of creating from scratch a city the size of Greater London. At other corners of Europe, a rival Arab dynasty in Spain was forging the state and culture that would make it the most formidable and colourful polity in the tenth-century West; while in the far North, the 'Vikings' burst into the consciousness of literate man in a movement that was not only one of 'Vikings' (i.e. raiders) but also of urban and commercial growth throughout the North and West of Europe – one whose settlements east of the Baltic are the acknowledged origins of Russia, and whose North Atlantic adventures created in the Icelandic republic the first major stepping-stone in Europe's route to the New World.

Among the most attractive features of earlier medieval history is the amount that is not and never will be known about it. There is always scope for debate and speculation. But this much is certain: while any period of western history can lay

claim to its own special importance, the Carolingian era saw more seminal developments than most.

General History IV (900-1122)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/4index.htm>

This option offers you the challenge of coming to grips with societies quite different from our own, whether they be those of the emerging medieval kingdoms and churches of western Europe or the neighbouring and more developed worlds of the Byzantine Empire and Muslim Caliphates of Cordova and Baghdad. You can now also approach the period through a rich body of translated sources as well as material sources (e.g. Romanesque churches, illuminated manuscripts, archaeology, numismatics).

In the West the period opens with the invasions of Vikings, Arabs and Magyars following the collapse of the Carolingian Empire: here the focus is as much on the fragmentation of authority as on the gradual formation of the new kingdoms and empires which were to hold sway for much of the middle ages. Instead of taking the rule of kings and nobles for granted, you are encouraged to ask what were the bases of their power and authority, looking at topics such as sacral authority and ritual, kinship and gift-giving, rebellion and feud, and the way in which castle building transformed the landscape of power. The tenets of classic works such as Marc Bloch's *Feudal Society* (1961) will be explored and questioned. The role of monasteries, the church and the miraculous (the cult of saints) provide further central themes. The nature of religious reform will come into stark relief, whether in relation to monasteries such as Cluny and Gorze in the tenth century, or in relation to the eleventh-century papal reform movement named after Gregory VII, which established the papacy as a central institution in the Middle Ages and beyond. By the end of the period we see the first stirrings of the twelfth-century renaissance, brought alive by sources such as the letters of Abelard and Heloise.

Any attempt to analyze what life was like for those within this world will lead you to consider the extent to which we are still dealing with a subsistence economy at the beginning of this period but one in which we can chart the increasingly vigorous stirrings of a moneyed and market-orientated economy. With the emergence of Venice, Genoa and the towns of Flanders and the Baltic it becomes possible to speak with confidence of urban life and long-distance trade for the first time since the decline of the Roman Empire. At one level the peasantry can be viewed as mere chattels of the élite, but from other angles it is population growth, the peasant land market and peasant colonization which provided the most dynamic and decisive forces shaping this period. Consideration of the role of women will challenge the idea that development was all one way; for instance, in the late tenth century the German Empire, West Francia, Lorraine and England were all ruled by women on behalf of their sons.

Many students will concentrate on western Europe, turning to neighbouring societies as points of comparison and contrast, but for others these neighbouring societies will be central to their work. Key areas for study include: the relations between Muslim and Christian Spain, the former with a far more developed economy and culture than anything in the West during this period; the wider Muslim world centred on the vast metropolis of Baghdad; the First Crusade, pogroms and the Jewish communities of Europe and the Middle East; the Byzantine Empire which can be glimpsed so vividly through the translated writings of Liudprand, Psellus and Anna Comnena; and the emergence of the kingdom of the Russ through a process of ethnogenesis between Slavs and Vikings.

General History V (1122-1273)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/5index.htm>

On this course you will have the opportunity to study the main political developments in the monarchies of France, Spain, the western Empire, Byzantium, and the kingdom of Jerusalem. Together with the achievements of monarchs or dynasties, these developments will be understood to include the fortunes of Italian cities, the papal-imperial contest, and the rise of powers to the east of Germany and north of Byzantium like Poland, Hungary and the Mongols. The papacy, present in some of these developments as an Italian territorial interest or as the organizer of crusades, was also the focus of the church's system of canon law, as of many of its religious and intellectual aspirations (as shown, for instance, by Cistercian monasticism, the rise of the friars, scholastics such as Abelard and Aquinas, and the University of Paris). Popes also helped organize ecclesiastical reactions to heresy, the Albigensian heresy among others, and in order to investigate heresy, towards the end of the period, they devised a special court in the form of the heresy-inquisition. While these political, religious and intellectual themes will form the main subject-areas for a student's choice of essays, they cannot be understood without some knowledge of social, economic and artistic developments. Once you are grounded in political and institutional history, these latter can be tackled in more specialist essays. Topics here might include population-growth, the relation between the sexes, urbanization, trade, technological innovation (as in Gothic building) and the burst of vernacular writing that created courtly romance and the poetry of the troubadours. If the variety of such topics were not endless the subject would stagnate – one thing the study of this period, at least, never does.

General History VI (1273-1409)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/6index.htm>

The fourteenth century is usually associated with disaster: the famines of 1316-22, the Black Death, popular revolts, the Hundred Years' War, schism in the church.

It is also an era of innovation: the birth of western art, the first great age of vernacular literature, the invention of banking, the compass and reading glasses. The primary sources, chronicles such as that of Froissart or travellers' accounts like Ibn Battuta's, are accessible and richly rewarding, not to mention Dante and Boccaccio. You will be considering why this is the great age of the soldier of fortune or exploring the character of lordships which were not quite states such as the duchy of Brittany and the territories of the Este family round Ferrara. Or if you are interested in social history you can examine the effect of plague on rural or urban communities. Popular religious movements were a feature of the age and invite intelligent study. The interaction of Latin Christendom with the orthodox and Islamic world is another rich theme of this period. The scholarly study of the era has generated a body of first-class historical literature, most of which is easily accessible.

General History VII (1409-1525)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/7/index.htm>

For many of the students who follow this period of General History, its significance in European cultural history is likely to prove a principal attraction. The concept of 'The Renaissance' provides an opportunity to analyze the interplay of innovation and tradition in a number of different contexts. And the religious life of lay people in the period suggests challenging issues as well: unprecedented evidence of popular piety contemporaneous with massive movements of dissent among Hus's Czechs or Luther's Germans.

Political historians once tagged the period the age of 'new monarchy'. Some more-or-less monarchical systems did acquire greater cohesiveness, for reasons that you may wish to explore. But the scope for political enquiry and comparison goes a lot further than that: the period saw challenging assertions of consultative principles (not least within the Catholic church); a bewildering proliferation of city-states and city-leagues; and some ambitious plans for dynastic aggrandisement, from the Trastámara of Iberia to the house of Jagiellon in East-Central Europe.

'Christian Europe' is itself a notion that invites critical reflection. In the Spanish lands, centuries of Christian-Islamic-Jewish coexistence were coming to a close; but to the East, Islam was acquiring new force in Ottoman form. And there was a world beyond, opening, for better or worse, to European encounters. By the end of the period, Cortés was in Mexico; and Sebastian del Cano safely home – the first mariner in history to circumnavigate the globe.

General History VIII (1500-1618)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/8index.htm>

The religious changes of the sixteenth century provide a central set of themes for students of this period. By exploring the interaction of personality, theological principle, and political, social, and economic circumstances, you acquire an understanding of the dynamics of religious change. The impact of the protestant and catholic reformations on popular belief systems and on spheres of social life such as the family, discipline, poor relief, and the gender order provide insights on the processes of social and cultural change. The linkages between religious and political change may be explored through studies of the confessionalization of politics in the Low Countries, France, and Germany.

By studying a variety of European polities you can get to grips with the processes of territorial consolidation and the conditions promoting stability and cohesion on the one hand and revolt and disintegration on the other. Key issues to be explored are: the development of the military and financial resources of the state, the relations between rulers and local élites and the role of patronage and courts, the fate of representative assemblies, the level of penetration of central agencies into local life, and the changing conceptualization of the state. Most students will look at a number of case-studies from Europe, but the course does provide an opportunity for a wider comparative perspective through the study of India, China, and Japan.

The changing content of humanist discourse with the emergence of a more sceptical and pessimistic strain in the later sixteenth century provides a helpful case-study of the relationship between ideas and political change. Likewise, the study of the diffusion of humanism and its adaptation to different political, social, and cultural contexts provides an opportunity to test various models of cultural change. The contribution of humanism to notions of civility, ideas about the nature of the state and the responsibilities of the citizen have also occasioned much lively debate among historians of this period. The rich artistic heritage of the sixteenth century makes art historical themes particularly rewarding: students can look at the determinants of stylistic change and artistic innovation, the relationship between art and power, and the debate over the role of art between rival confessional groups and their differing uses of it.

The main dynamics of economic change were population growth and the impact of the European discoveries overseas. Their contribution to inflation, social polarization, shifting patterns of urbanization, and proto-industrialization is keenly debated. By studying the adaptability of different European economies to the changes one may gain an understanding of the variables determining economic growth and retardation, and the contrasts between the development of eastern and western Europe.

Some of the most innovative and influential social historical writing takes the sixteenth century as its pivot. Topics such as poverty, crime, witchcraft, and gender enable you to further explore the interaction between political, cultural, economic, and religious forces in the process of social change.

General History IX (1600-1715)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/9index.htm>

The seventeenth century is above all an age of violent and extreme contrast. The century was seared by the experience of savage and destructive mercenary armies waging thirty years of warfare at the expense of civilian populations, warfare which seemed capable of threatening the entire political, social and economic order. Yet it was also supposedly the century of 'absolute monarch', shaped by powerful, centralized and triumphalist dynastic rule. European societies were characterized by the coexistence of unprecedented extremes of wealth and poverty; unparalleled conspicuous consumption amongst the élites coexisted with subsistence crises which could kill 10% of the ordinary population through hunger and disease. The great majority of peasants and townspeople existed in a state of day-to-day economic misery that would have been outside the experience of most of their great-grandparents. It was a century of unparalleled courtly grandeur, extraordinary artistic and cultural sophistication and dramatic developments in science and philosophy. Yet the baroque magnificent of church architecture or court drama, the ground-breaking thought of Descartes or Newton, occurred in societies which were for the most part violent, confessionally intolerant and economically stagnant, and whose populations were parochial, traditional and justifiably suspicious and hostile of any external authority or intervention.

Study of General History IX seeks to provide a detailed introduction to the European territories during the seventeenth century, though with considerable opportunity to extend the examination to Asia and the Americas. The aim is to provide students, whether or not they already have some familiarity with the period, with an opportunity to think extensively about major issues shaping states and societies, and about historical approaches which have been forged in this 'century of contrasts', and which have done much to challenge traditional interpretations of political, social and cultural history. Seventeenth-century European studies have figured largely in many of the key historiographical currents of the twentieth century, whether the methodological challenges posed by the Annales school, structuralist critiques of traditional social and cultural history, or the rejection of étatist, bureaucratic/centralizing models of political development. Thus for many tutors the study of 'absolutism' in seventeenth-century states provides the opportunity to encourage far-reaching reconsideration of the mechanisms of political power in the early modern state, the limitations upon central authority and the persistence of societies based upon localized power and privilege. Similarly detailed studies of war and society can raise fundamental questions about the Weberian paradigm linking expanding military demands with bureaucratic rationalization and state development. Elsewhere, studies of the imposition of the catholic and protestant reformations, repression of crime and the treatment of minorities and those on the margins of society allow the student to make use of extensive recent work calling into question dichotomies such as 'popular' and 'élite', and exploring concepts such as acculturation and syncretism as alternatives

to simplified models of 'top-down' imposition. The great age of baroque and classicism also offers students the possibility of pursuing both seventeenth-century and modern debates about the relationship between art and patronage, about the projection of power through art and wider cultural manifestations. It is equally possible to slant the course towards economic history, examining profound shifts in patterns of trade, the rapid development of commercial colonialism, the ascendancy of mercantilist doctrines and their political and social impact.

You will encounter a significant number of these broad themes during the course. While this may be in the form of tutorial assignments examining large-scale, Europe-wide topics – peasant revolts, witchcraft persecution, political theory, the spread of baroque art – many tutors and students choose to focus on the experience of political, social, economic or cultural issues in particular territorial contexts, whether within or outside Europe, building up a number of individual case studies from which comparisons can be made and broader patterns extrapolated. This combination of broad thematic questions and those focusing on territorially specific problems is reflected both in the lecture coverage for General History IX, and in the examination papers. The course is an obvious complement for either Further Subject 11 – 'Society and Government in France, 1610-1715' or 12 – 'Court Culture and Art in Early Modern Europe', or for Special Subject 11 – 'The Scientific Movement in the Seventeenth Century'.

General History X (1715-1799)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/10index.htm>

The eighteenth century offers you the opportunity to study the foundations of the modern world. After nearly a century of stagnation, population and economy began to grow and by 1800 Europe was the most developed commercial civilization the world had ever known. Economic growth, however, entailed growing social dislocation as the greater affluence of the few meant increased poverty and insecurity for the many. Economic growth, too, made it increasingly difficult to integrate new and old wealth within a society which associated rank with inherited and corporate privilege. Meanwhile the dominant Augustinian form of Christianity which underpinned that society was itself under attack from the new, much more egalitarian and secular ideology of the Enlightenment. Across Europe the *philosophes* and their allies made human betterment in this world the focus of their writing. Since many princes and their advisors after 1750 took up these new ideas in the hope that the abolition of the corporative society would increase the state's ability to mobilize its subjects' resources, the stage was set for a battle royal between many of Europe's governments and the privileged orders, which culminated in the American War of Independence and the French Revolution of 1789. While this provided an opportunity for the ideas of the Enlightenment finally to be turned into reality, it also proved the prelude to a decade of war as the French

Revolutionaries, divided amongst themselves, attempted to impose their view of the new Jerusalem on the rest of the continent as well as on Frenchmen and women.

In such a period of conflict and change, there is no shortage of topics for you to study in tutorials. Central topics are the Enlightenment, the leading 'Enlightened absolutists' (Frederick of Prussia, Catherine of Russia, Joseph II, Charles VIII of Naples and III of Spain), the failure of administrative and fiscal reform in France, the outbreak and impact of the French Revolution. There are, however many other topics in economic, social and cultural history which you can explore, among them popular culture and changing attitudes to women and children.

Nor need your attention be confined to Europe. The eighteenth century was a period when Europe and the rest of the world were more tightly bound together than ever before. There is a large secondary literature in English on the American Revolution and the framing of the 1787 Constitution. The decline of the Mughal Empire in India and the coming of the British to Bengal are also well covered, as is the development of Spanish America in the eighteenth century. It is also possible now to study aspects of African history.

The paper is the obvious starting-point for anyone contemplating the Further Subjects on Voltaire to Balzac or The Science of Society 1650-1800. There are lecture series on eighteenth-century Europe and on the Enlightenment. Lectures are also given from time to time on particular European and extra-European countries (such as Korea, China and Japan), though sometimes as part of a broader chronological survey. Students are encouraged to devise their own course with their tutors, and the examination paper provides a broad range of questions to cover most interests.

General History XI (1789-1871)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/11index.htm>

This period of General History is usually taught as a Europe-centred paper, and deals with such issues as rapid but uneven industrialization, the growth of large cities, the shift from a society of orders to one of classes, concerted state-building and the emergence of fundamental ideologies of liberalism, democracy, socialism and nationalism, secularization and religious revival, the first manifestations of feminism, together with the Romantic movement in art and literature. The destructive and constructive force of the French Revolution was transported across Europe through the Napoleonic Empire, an increasingly bureaucratic state system. Through the Congress system European powers sought to control the revolutionary nationalism generated by France, while governing élites struggled to find a balance between order and liberty. The liberal, democratic, socialist and nationalist forces which challenged the established order came to a head in the revolutions of 1830 and 1848-9. The struggle for nation-building was characterized by a decade of war involving Italy, Austria, France and Germany, a period of political reaction coupled with intense modernization and continuing radical unrest. These processes

culminated in the unifications of Italy and Germany, the collapse of the second empire and attempts at extensive reform in Russia. The period ends in 1871, with the Franco-Prussian War and the Paris Commune.

The paper is usually studied partly comparatively, partly on a country by country basis, looking at such issues as Italian nationalism, the debates over German integration, the failure of the monarchy to re-establish itself in France and the experience of autocracy in Russia. Outside Europe, it is possible to study the United States (slavery, the Frontier, Jacksonian democracy and the American Civil War), British rule in India and the Indian Mutiny, the Latin American revolutions, the Greek and Egyptian revolts against the Ottoman Empire, and the impact of the west on China and Japan, leading to such phenomena as the Taiping rebellion and the Meiji restoration. Altogether the paper deals with a crucial period which witnessed the painful emergence of modern Europe and a decisive phase in the relations between Europe and the wider world.

General History XII (1856-1914)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/12index.htm>

This paper introduces you to European and world history in the period between the Crimean War and the outbreak of the First World War. As with other General History papers in the FHS, it is designed to provide a thematic overview of the principal developments of the period while at the same time allowing you to concentrate on issues and countries in which they are particularly interested. The paper is taught through tutorials and a variety of lecture courses throughout the year. Between twenty and forty candidates generally study this paper each year.

The paper covers a period of profound importance for economic, social, political and cultural history alike. Economic topics covered include the role of economic factors in state formation; the economic modernisation of Eastern Europe (especially Tsarist Russia); the 'second' industrial revolution in Western Europe and the USA; protectionism in trade policy; the gold standard and the economics of imperialism. Among the major social or cultural issues the paper covers are: working class and socialist movements (looking especially at revolutionary crises such as 1870 in France and 1905 in Russia); education; the position of women and the origins of feminism; generational conflicts; Jews and anti-semitism, and the Churches and anti-clericalism. Other subjects which can be studied include the history of science (especially the impact of Darwin) and artistic modernism.

Political history remains at the core of the paper, however. The period 1856-78 saw the high tide of European liberalism, but already it was clear that its intimate association with nationalism might entail important compromises. To name just two major political topics, students have the opportunity to study in detail the plebiscitary dictatorship of Napoleon III and the role of Bismarck as Germany's 'white revolutionary'.

Domestic politics and diplomacy are not easily disentangled in this age of state-building, and partly for this reason a good deal of attention is devoted to major events in international relations such as Italian and German unification, the Austro-Hungarian *Ausgleich* and the American Civil War. There are also opportunities to study the importance of overseas imperial rivalries in European diplomacy and the decline of the Ottoman Empire in the Balkans. Most students devote one or two weeks to working on the origins of the First World War, with the foreign policy of Wilhelmine Germany an especially popular subject.

Though the paper has traditionally concentrated more on Europe than on the rest of the world, there are now also numerous non-European topics, for example, the 'scramble' for Africa, the Boxer Rebellion in China, Japan in the period of the Meiji reforms, India under British rule and the Mexican Revolution of 1910.

General XII is a well-established course, but the period it covers continues to attract new and exciting scholarship which the specialists in the Faculty, who include experts of international renown, are keen to relay to students.

General History XIII (1914-1945)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/13index.htm>

The purpose of this paper is to provide a stimulating introduction to European and World History in the period of the two World Wars. The paper is taught through tutorials and a core course of lectures (as well as numerous related lecture series). The history of the world between 1914 and 1945 is a field rich in political and historiographical debates and in recent years this paper has been studied by more than one hundred students annually, making it the most popular General History option in the Final Honours School.

The paper covers a wide canvas of events, ranging from the military struggles of the two world wars (and their manifold consequences) to the intense political conflicts which resulted in the Bolshevik revolution of 1917, the Fascist and Nazi seizures of power in Italy and Germany and the Spanish Civil War of 1936. International history, and in particular, the emergence of Europe from the cataclysm of the First World War and its return to mass warfare at the end of the 1930s, is a prominent theme. The scope of the paper is, however, much wider than a catalogue of military and political violence. Students are encouraged to contrast the rise of political extremism in some areas of Europe with the survival (and adaptation) of democracy in other European states. Moreover, through providing the opportunity for students to study the wide variety of 'fascist' and other authoritarian regimes that emerged during the inter-war years, the paper encourages a more critical understanding of the complex dynamics of European politics in these years. Nor is the focus of the paper exclusively political in nature. The rapidly evolving social structure of Europe and changes in relations between generations and the sexes are a major theme, as is the impact of modernism on the arts and new forms of mass communication such as the cinema and radio. Non-European topics also form a

well-established element of the paper. In addition to the development of mass politics in the United States and Latin America, there are the often tumultuous developments in China, Japan and the former territories of the Ottoman Empire. The resilience of the European colonial empires in South and South-East Asia as well as Africa is analysed along with the wider transformations in global power brought about by the changing world economy and the events of the world wars.

From Finals in 2007, the examination paper will be given a new structure which better reflects the range of topics covered by General XIII. The paper will be divided into five sections, each composed of approximately six questions:

(1) War and International Relations

This section comprises the two world wars, inter-war diplomacy, international economics, etc

(2) Democracy and its Discontents

This section analyzes parliamentary regimes (including those of Weimar Germany, Third Republic France, Republican Spain and the USA), and the problems they encountered (and in some cases overcame) during the inter-war years. It also looks at the revolutions of the left, including that in Russia in 1917.

(3) Authoritarian and Totalitarian Regimes

This section includes Nazi Germany, Fascist Italy and Soviet (post-1917) Russia, but also the wide range of other authoritarian regimes of these years such as those in Austria, Spain and Turkey. The focus is largely European but allows scope for extra-European comparisons as appropriate.

(4) Social and Cultural Modernization

This includes a wide range of social and cultural themes such as gender, cinema, class experiences, generational conflicts and modernist art.

(5) A Changing World Order

This section looks at the resilience of colonial forms of order, but also the emergence of new states (notably Japan and China) and the nationalist movements (such as those in India and sub-Saharan Africa) of the inter-war period.

In addition, within each of these five sections there will be a mixture of country-specific and comparative or general questions. Thus, for example, in section three of the paper, there will be some questions that will be concerned with a particular authoritarian regime (such as Nazi Germany) and others that invite students to make comparisons between different regimes. The comparative or general questions (which will constitute roughly one third of the questions) will be marked by an asterisk.

The rubric of the examination paper will reflect this new structure by requiring candidates to answer questions from **at least two sections**. A specimen paper demonstrating the new structure of the examination paper is available from tutors as well as the History Faculty Office. In addition, **at least one** of the questions they answer must be an asterisked question. It should be stressed that this new rubric is not intended to restrict student choice. Students, for example, will remain free to choose their three essays from three different sections of the paper. But the lecture course, and the tutorial teaching, will be designed to ensure that each student who wishes to do so is able to concentrate their studies on the two sections of the paper which interest them most. In this way, the new structure is intended to meet more closely the pattern of student interests, while also encouraging students to engage with the comparative and conceptual issues which form a strong element of the historiography of this exciting period of European and World history.

General History XIV (1941-1973)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/14index.htm>

This paper is designed to introduce students to world history in the period 1941-1973. It is taught through tutorials and lecture series designed for the course. Students are also able to attend a wide variety of lectures on particular regions given by area specialists. The course offers a great deal of choice and provides the opportunity to study a large number of individual countries and particular topics, but those taking the paper are encouraged to concentrate on two or three out of five central themes: the international relations of the period; the political and economic development of the 'West'; the communist world; decolonisation and the establishment of new states outside Europe; social and cultural change.

Many of those taking the course examine the origins and development of the Cold War and its broader effects on international relations. The collapse of the wartime alliance and the changing relations between the superpowers from confrontation to detente are examined. Students are encouraged to explore the effects of the Cold War on the politics of various regions, including the Middle East, South-East and East Asia. They can also explore the more economic aspects of international relations during the period. A second central theme is the establishment and development of communist regimes in Eastern Europe, Asia and Latin America. Students can examine the nature of the regimes, and analyse their differing responses to internal pressures and to changes in the communist world following the death of Stalin. They can also explore these issues through a more detailed analysis of the attempts of Tito, Khrushchev and Mao Zedong to create their own models of non-Stalinist socialism, and by studying rebellions against communist regimes, from the Hungarian uprising to the Prague spring. A third set of themes is the economic and political reconstruction of the 'developed' non-communist world. In particular, the development of European economic and political integration, and the creation of stable liberal democratic polities in Western Europe and Japan are examined.

Students are also given the opportunity to study the United States, analyzing the internal political struggles over socio-economic, foreign policy and racial issues during the period. A fourth set of related issues concerns the causes, nature and aftermath of decolonization, and the history of the developing world more generally. Students can compare French, British and Dutch decolonisation and explore the often violent outcomes of these processes, particularly in Palestine, India, Indo-China, Algeria and Indonesia. The development of post-colonial states is also examined, and students are encouraged to focus on particular regions, whether sub-Saharan Africa, the Middle East, South Asia or South-East Asia. A fifth set of themes includes the social and cultural changes of the period, including questions such as the influence of American culture and the emergence of radical cultural movements in the late 1960s.

From Finals in 2007, the examination paper will reflect this structure, and will be divided into five sections:

1. International:

The cold war; international economics; the UN and other international organizations, etc.

2. The 'West':

The US; western and southern Europe; Japan.

3. The Communist World:

The Soviet bloc; China, etc.

4. Decolonization, Post-Colonial States and the Developing World:

Africa; S. and S.E. Asia; the Middle East; Latin America.

5. Social and Cultural Change:

Gender; cultural themes; 1968; social movements, etc.

The rubric of the examination paper will require candidates to answer questions **from at least two sections**. A specimen paper demonstrating the new structure of the paper is available from tutors as well as at the History Faculty Office. It should be stressed that this new rubric is not intended to restrict student choice. Students, for example, will remain free to choose their three essays from three different sections of the paper. But the lecture course, and the tutorial teaching, will be designed to ensure that each student who wishes to do so is able to concentrate their studies on the two sections of the paper which interest them most.

This paper is one of the more popular General History options. In recent years the literature on many of these topics has improved significantly and the period has become an especially stimulating one for study at undergraduate level. The publication of new sources on the Cold War and Eastern Europe, in particular, has led to the appearance of a great deal of interesting material. The course can be taken by those who will do no further work in twentieth-century history, and by those who wish to concentrate on the period, combining it with History of the British Isles VII

(since 1900), or using it as a foundation for 'Further Subjects' in non-European twentieth-century history.

General History XV (Britain's North American Colonies from Settlement to Independence, 1600-1812)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/15index.htm>

This option is designed to introduce you to the formative period of American History. Lectures and tutorial provision stress the point that Britain's colonies on the mainland of North America possessed a distinctive history from the moment of first settlement. That history originated in the unintended, and unmanageable, consequences of the attempt to transplant and nurture old world institutions in a 'new world' environment. The course is centred on the interplay between expectation and experience. Tutors develop the theme of cultural adaptation and divergence in varying ways. However, the main emphasis of teaching in this option rests on cultural factors. Students learn of the unintended 'democratization' of cultural and political institutions wrought by an abundance of land and by the distinctive demographic characteristics of colonial societies. They examine the paradoxes which adhere to the codification and defence of slavery in a 'land of opportunity'. They learn of relations between settlers and indigenes; relations which promised cooperation but delivered a chauvinistic, and yet curiously insecure, sense of American identity. The institutional and theological history of America's protestant denominations, and the influence of religion in American life in this period, are themes which receive detailed coverage. Moreover, throughout the course and especially in its dedicated lecture series, you are made aware that the organizing theme of this offering – the old world in the new – challenges the assumptions of other, paradigmatic interpretations; chiefly the environmental determinism of Frederick Jackson Turner, the 'psychological' determinism of Daniel Boorstin, and the cultural determinism of David Hackett Fischer.

A secondary aim of the course is to introduce you to the origins and influence of regional diversity in the American past. All tutors point out the differences between life on the Chesapeake and life in Puritan New England. All tutors ask students to consider why culturally distinctive colonies could unite in opposition to Britain, and whether and how their unity in that cause informed the history of the early republic. Lectures, and some tutorial assignments, add to this theme an appreciation of the 'middle colonies', or the 'lower south', or the 'old northwest'. In this way students are exposed to readings which ask them to assess the origins, the strengths, and the weaknesses of American national identity in this period. Tutors in this option expect examination papers to contain a mixture of questions, some relatively specific as to region or period, others designed to test the student's understanding of the broad sweep of American history.

The design of the course assumes little or no previous knowledge of American history. Although in practice many students go on from this course to take other

American options, this offering, like any other of its kind, has always been taught and examined on the presumption that the period is distinct unto itself.

General History XVI (From Colonies to Nation: the History of the United States, 1776-1877)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/16index.htm>

At the heart of this option is the issue of how the thirteen loosely-bound colonies of 1776 and the plural states of 1787 were forged into an indestructible, singular American nation. The leaders of the Revolutionary generation put into place new constitutional and governmental structures that would be pushed to breaking point over the next three generations, as the new nation sought to come to terms with profound social, economic and cultural changes. The course addresses these developments, which included stunning territorial expansion, through purchase and military conquest, which filled out the continental United States to the shape we recognize today; the uprooting and forcible westward expulsion of settled, indigenous Indian tribes; the quadrupling of an ethnically and racially diverse population through natural reproduction and mass immigration; a communications and market revolution that drew previously self-sufficient and local economies into a system of national as well as international commerce; the entrenchment and expansion of one of the most formidable slave-based economies the New World; a surge of Protestant evangelicalism that sacralized the landscape, shaped social relations and gender roles, prompted a host of reform movements and encouraged millennial expectations. At the same time the more deferential republican polity of the 1770s and 1780s swiftly evolved into the world's first mass democracy, in which recognizably modern political parties – run by a new professional type, the party manager – mediated the relationship between government and 'the sovereign people'.

The option explores the evolving and ultimately incompatible perspectives on American identity and destiny held by a free-labour North and a slave-holding South. Addressing the power of republican and religious ideologies, and the competing claims of liberty, equality and individualism, the course considers the political process by which the sections tumbled towards the Civil War. It assesses the view of the conflict as a 'total war', and examines the strength of Confederate nationalism, the complex motivation of wartime Unionists, the role of slaves themselves in securing their own freedom, and the extent to which, in the post-emancipation era of Reconstruction, the old Union gave way to a new nation.

This paper demands no previous knowledge of American history. It is taught through tutorials and through a course of twice-weekly lectures during Michaelmas Term.

General History XVII (The History of the United States since 1863)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/17index.htm>

It may be useful, albeit problematic, to view the end of American Civil War in 1865 as marking a second beginning for the American nation. At the least, the years that followed saw America wrestling in new ways with old dilemmas and controversies. With the issuing of the Emancipation Proclamation in 1863, the federal government embarked on an effort to reconstruct relations between the races, hitherto defined by the institution of slavery, and to define the elusive concept of 'freedom'. This, together with the war that had led to emancipation, had powerful implications for the American system of government. The immutability of the Union was newly established, and the previous pattern of federalism would never be fully re-established. That said, federal Reconstruction lasted for only a dozen years, and by the turn of the 20th century the formal freedoms that it had granted to African Americans counted for little, as a system of rigid racial segregation and repression known as 'Jim Crow' took hold in the South (where nearly all blacks lived at this time). As W.E.B. DuBois had predicted at its beginning, the existence of the 'colour line' helped to define the political struggles of the 20th century, which climaxed with the post-World War II civil rights movement.

Relations between the races provide one of the central theme of this course, in part because of their intrinsic significance and interest, but in part also because they had such dramatic knock-on effects (in terms of the rights of other Americans, for example, or in terms of governmental power). A second major theme, anticipated in the first paragraph, is war. Starting with the Revolutionary War, the history of the United States has been punctuated by wars that have had powerful, and often unintended, impacts on the development of the American economy, on the distribution of wealth (between individual, races, and regions), on the political system, and on the rights of women. The civil war, the Spanish-American war, the two world wars, and post-1945 conflicts in Korea, Vietnam, and the Middle East will all be covered in GHXVII, both in terms of the development of foreign policy (a third theme), and in terms of those domestic impacts.

Recent historians of the United States have been much interested in the rise of the State, and also in the limits to the expansion (compared to other western industrial societies). In the late 19th century, the projection of federal power took the form mainly of indian fighting and the disposal of public land, but – starting in the late 19th century – growing calls were heard for a stronger federal role in regulating the national economy, and in ameliorating the great inequalities of wealth and power that had emerged during the massive economic expansion of the period. (Two manifestations of this impulse were Populism, and Progressivism.) That expansion provides a *leitmotiv* of national development between 1865 and 1929, and another theme of this paper. Among its manifestations and consequences were mass immigration (until the 1920s), urbanization (since 1920, the United States has been a predominantly urban nation), environmentalism (the first national park was created in the 1870s), and radical political protest movements (including a

promising socialist movement and enormous labour unrest). The period was also marked both by a strong evangelical awakening (sometimes termed the Third Great Awakening, to distinguish it from those of the 18th and early 19th centuries), and by a more humanist faith in the power of experts and new knowledge to solve hitherto unyielding problems such as poverty, alcoholism, and disease. There were obvious tensions between these two developments, but both were apparent in the Progressive Movement (for example in the 'social gospel' movement), which – accordingly – has resisted easy categorization by historians.

Some historians have conceived of the 20th century in terms of cycles of reaction and reform, with the Progressive Era (c.1900-1914), the New Deal (1930s), and the Great Society (1960s) marking the high points of an intermittently strong liberal reforming impulse that has greatly expanded the size of the American state, but which has been checked by a persistent strain of anti-statist conservatism. More recently, however, this version of events had been challenged both by social historians emphasizing the agency of 'ordinary people' in shaping their own lives, and downplaying the role of élites, and by political historians preoccupied by the autonomy of 'the State' and the way that its expansion has persisted during periods of ostensible reaction. The lecture course that accompanies GH XVII is attentive to all of these historiographical tendencies, assessing them with thematic reference to struggles for racial, economic, and gender equality, for example.

General History XVIII (Europe and the Wider World 1815-1914)

<http://www.history.ox.ac.uk/currentunder/honours/history/general/18index.htm>

The long nineteenth century saw the most dramatic phase of European expansion in modern world history. Europeans transformed their earlier beachheads in the Americas into nation states, and occupied or imposed their rule over vast new areas of the 'Outer World' in Sub-Saharan Africa, South East Asia and the Pacific. They also achieved a more limited hegemony over the Old World of Eurasia, most complete in India, less confident in the Middle East and China. This course examines the processes of European expansion including its economic and cultural bases, and the nature and extent of its impact (political, economic, cultural) in the extra-European world. The course is divided into a Section A: General Themes and a Section B: in the latter students are encouraged to concentrate on two regions e.g. India and China or India and Africa or any other combination. Here the aim is to trace the main historical development of the region as far as possible from a local (as opposed to a Eurocentric) perspective.

A lecture circus is provided in each Michaelmas Term to cover the main themes and regions of study. A full bibliography, including essay questions, is available from the Faculty Office.

6. FURTHER SUBJECTS

REGULATION

IV Further Subject: any one of the Further Subjects specified below.

- 1. Anglo-Saxon Archaeology of the Early Christian Period, 600-c.750**
- 2. The Near East in the Age of Justinian and Muhammad, 527-c.700**
- 3. The Carolingian Renaissance**
- 4. The Viking Age: War and Peace, c. 750-1100**
- 5. The Crusades**
- 6. Culture and Society in Early Renaissance Italy, 1290-1348**
- 7. Flanders and Italy in the Quattrocento, 1420-80**
- 8. The Wars of the Roses, 1450-1500**
- 9. Literature and Politics in Early Modern England**
- 10. English Society in the Seventeenth Century**
- 11. Society and Government in France, 1610-1715**
- 12. Court Culture and Art in Early Modern Europe, 1580-1700**
- 13. The First Industrial Revolution, 1700-1870**
- 14. Medicine, Empire, and Improvement, 1720-1820**
- 15. The Age of Jefferson, 1774-1826**
- 16. Culture and Society in France from Voltaire to Balzac**
- 17. Nationalism in Western Europe, 1799-1890**
- 18. Intellect and Culture in Victorian Britain**
- 19. Imperialism and Nationalism, 1830-1980**
- 20. Modern Japan, 1868-1972**
- 21. British Economic History since 1870 (as prescribed for the Honour School of Philosophy, Politics, and Economics)**
- 22. British Society in the Twentieth Century (as prescribed for the Honour School of Philosophy, Politics, and Economics)**
- 23. Revolutionary Mexico, 1910-40**
- 24. Nationalism, Politics and Culture in Ireland, c.1870-1921**
- 25. A Comparative History of the First World War, 1914-20**
- 26. China in War and Revolution, 1890-1949**
- 27. The Soviet Union, 1924-41**
- 28. Culture, Politics and Identity in Cold War Europe, 1945-68**
- 29. Scholasticism and Humanism**
- 30. The Science of Society, 1650-1800**
- 31. Political Theory and Social Science**

Depending on the availability of teaching resources, not all Further Subjects will be available to all candidates in every year. Candidates may obtain details of the

choice of options for the following year by consulting lists posted at the beginning of Week 4 of Hilary Full Term in the History Faculty and circulated to Modern History Tutors.

The nature and purpose of Further Subjects

Further Subjects will normally be studied by candidates in Modern History in the second year, and in the great majority of cases the teaching is in Hilary Term. This pattern may vary for students taking the various Joint Schools.

The Further Subjects have been designed to extend and deepen your knowledge of particular subject areas, topics and themes in British and General History. They are intended to be document- and text-based, requiring you to engage with the range of primary material relevant to the subject, to elucidate its significance and to relate it to the scholarly literature. There are over thirty Further Subjects to choose from, ranging geographically across the globe, and conceptually from archaeology to political and social thought. They enable you to study subjects in which members of the Faculty are themselves actively engaged in research, and your choice may well arouse interests which you yourself wish to pursue subsequently. Although it is by no means obligatory, many students do study a Further Subject related to one or more of their British or General History papers in the Final Honour School: candidates in Finals are positively encouraged to use knowledge gained from their Further Subject in their outline papers or in the Disciplines of History course.

Further Subjects are usually taught in a combination of six tutorials (arranged by your college tutors) and eight university classes (arranged through the Faculty by the Convenor for the Subject). Each class is taken by one or two Faculty members who are experts in the field, sometimes assisted by graduate students researching relevant topics. As in the Special Subjects, the classes provide an invaluable opportunity to learn the skills of working effectively in a group; during the course of the term's classes you will normally be expected to write and deliver at least one paper, to open the class discussion. Please read the section on Forms of Teaching in chapter two for guidance on how to get the best out of class teaching. Revision teaching is not normally provided, but Further Subjects may be included in the two hours of tutorial teaching normally used for British and General History.

Further Subjects are examined in a single paper in the Final Honour School. You are required to answer **three** questions, including at least one from both Section A and Section B, and to illustrate your answers as appropriate by reference to the prescribed texts. Questions in Section A are normally derived more directly from the prescribed texts. You should consult past examination papers in the subjects in which you are interested in order to gain an idea of what they involve. These are

available in the History Faculty Library and in many college libraries, as well as through: <http://www.oxam.ox.ac.uk>.

Capping of certain Further Subjects

Since the demand for certain of the Further Subjects may exceed the capacity of the Faculty to teach them, such subjects may be ‘capped’. This means that a ceiling is placed on the number permitted to attend the Faculty Classes in the subject. The Faculty Board normally allows 8 undergraduates per available Faculty postholder or approved substitute: depending on the number of those available to teach the subject in a given year, the ‘caps’ will, therefore be set at a multiple of 8. All caps have to be approved by the Teaching Committee of the Faculty Board, which must be satisfied that the caps reflect the available teaching resources.

A list of Further Subjects which have been ‘capped’, and the number of places available in each case, will be published and circulated at the beginning of Michaelmas Term, along with the Further Subject application form.

Procedure for application

Please note that this account of the application procedure for Further Subjects entirely replaces and supersedes accounts of the application procedure in previous handbooks or previously published elsewhere.

Application forms for the Further Subjects to be taken in the following Hilary Term will be issued to College Senior History Tutors in Michaelmas Term for distribution to the undergraduates. *The completed form should be returned to your College Tutor by the date specified on the form; you should not return the form to the Faculty Office yourself.*

The form allows you to list, in order of preference, up to two capped subjects, and one uncapped subject. (You need only name **one** uncapped subject, since admission to it is guaranteed.) In addition, and *beneath these formal choices*, you have the opportunity of being placed on a reserve list for up to three further capped subjects for which you may be considered in the very unlikely possibility that places might be available.

If your first-choice is a ‘capped’ subject, and demand for the subject exceeds the cap, there will be a ballot of all applicants for the subject (except for those given a prior claim to access to that subject – see below). The ballot will be conducted by the Faculty’s Administrative Officers, who will also bring non-routine cases for preference to the attention of the Coordinator of Undergraduate Studies. Applicants

whose names are drawn before the number of the cap is reached will be admitted; the remainder will be placed, in order, on a reserve list.

If you are unsuccessful in the ballot for your first-choice subject, you will automatically be considered for a place on any second choice capped subject that you may have listed, and then, potentially, for any capped subjects that you might have put on the reserve list, **if** places are still available after their first-choice demand has been satisfied. **There is, however, no guarantee of a place on another capped subject, and assuming that the Teaching Committee has judged the need for capping effectively there is no reason to think that any capped subjects will not be filled by first-choice applicants.** It is essential therefore that you include an uncapped Further Subject on your list, and important that you choose it carefully, since it will be the subject you will have to study if you are unsuccessful in the ballot.

The Faculty Board is aware that there may be compelling reasons for the admission of particular students to particular subjects. If you think one of these reasons applies to you, you may be eligible for preferential admission to the subject (i.e. admission before the ballot is conducted). You can claim preferential admission **only** to your first-choice subject. The compelling reasons which the Board has agreed to recognize are:

1. Candidates who have started a course but had to suspend it due to health reasons will be given priority in the re-assignment of class places for that course.
2. The student has attended a relevant language class at the Language Teaching Centre for at least two terms in preparation for the Further Subject, and has acquired either a certificate of attendance or has passed a relevant examination in the language. (This applies even when the Further Subject course does not formally require the relevant foreign language for the prescribed texts – for example FS 27, The Soviet Union, 1924-41.)

There are other grounds which *may* influence the Coordinator of Undergraduate Studies, notably the argument that the student already envisages that the subject may be relevant to a course of postgraduate study, or that the course is especially relevant to a student undertaking a Joint Degree Course. You should ask your College History tutor to fill out the relevant section of the form in justification of this or the factors which you and s/he consider relevant. **Intention to pursue an undergraduate thesis in a related field will NOT be taken as a sufficient reason to give priority to a capped subject.** It is worth emphasizing that the Undergraduate Coordinator, acting on behalf of the Faculty Board, will need to be persuaded by the cogency of a special case, and is aware that in a competition for a restricted number of places, access for one student necessarily means exclusion for another.

It is highly recommended that students consider their choices carefully and if in doubt discuss them with their tutor, as it is very inconvenient to change choices later and it may affect other students adversely. In the case of subjects requiring language skills, students are advised to look at a sample of the set texts to gauge the difficulty involved before making their decision. Students will only be allowed to change subject if they can provide written permission from the convenors, both of the subject they have left and the subject they wish to join.

COURSE DESCRIPTIONS AND PRESCRIBED TEXTS

Note: the prescribed texts are printed in bold

FS1: ANGLO-SAXON ARCHAEOLOGY OF THE EARLY CHRISTIAN PERIOD, 600-c.750

http://www.history.ox.ac.uk/currentunder/honours/history/further/archaeology_index.htm

In 600 the peoples who came to be known as ‘the Anglo-Saxons’ were ethnically diverse, politically fragmented and largely pagan; by 750 they had emerged as one of the major cultures of post-Roman Europe, with towns, a complex economy and a network of richly-endowed churches. The fusion of Germanic, Celtic and Mediterranean traditions produced a material culture of astonishing richness and originality, including such internationally famous works as the Sutton Hoo grave goods, the Ruthwell and Bewcastle crosses and the Lindisfarne Gospels. This is currently one of the most lively areas of medieval history, as old discoveries are reassessed, and new ones (especially in the areas of economy and settlement) overturn accepted views. The excitement of this subject is to trace the remarkable growth of English society and culture in response to external stimuli. This is the only paper in the Modern History School devoted to archaeology, and archaeology is defined in the widest sense, to include illuminated manuscripts, precious objects, coins, sculpture and buildings as well as sites and finds. Other Further Subjects are based on a selection of primary texts, which undergraduates study with the help of secondary works. With this subject the sites and artefacts themselves are ‘primary’, but to make them available in print inevitably involves a process of selection and interpretation; at the same time, ‘primary’ material (unavailable elsewhere) can be embedded in analytical and essentially secondary works. Thus the normal distinction between primary and secondary literature cannot be drawn so clearly, and the subject-matter covers a spectrum from the primary (e.g. photographs and excavation reports) to the secondary (e.g. interpretative books and articles). A series of specific sites, structures and objects are prescribed for detailed study (and discussion in ‘Part A’ questions), but the bibliography also contains a range of other ‘primary’ material which illuminates the wider context, and which is revised from year to year as new discoveries are made. Mastering the art of using physical evidence, and of reading and criticising excavation reports, involves some initial intellectual effort but is highly rewarding. A selection of (very brief) extracts from contemporary written sources (amounting to some 5000 words) has also been set.

Candidates will be required to show knowledge of sites, buildings, sculptures, manuscripts, coins, and other artefacts from *c.600* to *c.750* with special reference to the following:

- (i) The Sutton Hoo cemetery;
- (ii) The sixth and/or seventh century cemeteries at Snape, Dover, Castledyke (Barton-on Humber), Finglesham, Leighton Buzzard, Asthall, Winnall, and Swallowcliffe Down;
- (iii) The Cuthbert burial;
- (iv) The ecclesiastical sites at Wearmouth, Jarrow, Hexham, Ripon, Hartlepool, Whitby, Winchester, Canterbury, Reculver;
- (v) The Lindisfarne Gospels and the Lichfield Gospels;
- (vi) The Ruthwell and Bewcastle Crosses;
- (vii) The secular sites at Yeavinger, Mucking, West Stow, Chalton, Cowdery's Down, Thirlings, Hamwic, Ipswich, London, York, and Northampton;
- (viii) The following rich objects: The Desborough necklace, the Ixworth, Wilton, Cuthbert and Milton Regis crosses, the St Martin's, Canterbury hoard, the Canterbury Pendant, the Franks Casket, the Monkton and Amherst Brooches;
- (ix) The coins of the period.

Bibliographical lists of the principal relevant works will be made available. In addition, candidates will be required to have made use of a collection of translated extracts from contemporary sources which will be made available with the bibliographical lists.

FS2: THE NEAR EAST IN THE AGE OF JUSTINIAN AND MUHAMMAD, 527-c.700

http://www.history.ox.ac.uk/currentunder/honours/history/further/justinian_index.htm

The Byzantine Further Subject provides the only opportunity for historians to study in depth the dramatic transformation of the Near East at the end of the classical period. The scope of the subject is vast, encompassing as it does eight cultures and two seismic events. The twin civilized powers of classical antiquity, the Roman and Persian Empires, were both destroyed in the period, under the violent pressure of the Arab conquests and the massive influx of Slavs into the Balkans. These two old and two new cultures stand at the heart of the subject, but four other cultures are illuminated by the prescribed texts – the Coptic society of late Roman Egypt, the Syrian world of the Fertile Crescent, the fragmented society of Armenia, and the great nomad powers of the Eurasian steppes.

Candidates are not expected to accumulate knowledge about every facet of these eight cultures. The prescribed texts focus attention on four major themes: (i) the social and cultural history of the rich eastern provinces of the Roman Empire –

Mesopotamia, Syria, Palestine and Egypt – in the reign of Justinian, and, in particular, the half-articulated thought-world of monks and holy men and the strident, sophisticated theological arguments of the higher clergy; (ii) Roman-Persian relations; (iii) the nomad invasions and Slav colonization of the Balkan provinces of Rome; (iv) the rise of Islam and the Arab conquests. It is this last theme which has proved particularly absorbing; for the biography of Muhammad (a prescribed text) together with the Koran enable the historian to trace the growth of Muslim power from the first halting words of the Prophet to Islam's conquest of the Near East.

Candidates will be required to study the history of the Byzantine Empire from 527 to c.700 with special reference to its eastern and northern frontiers (i.e. excluding Italy and North Africa).

1. Procopius, *History of the Wars*, trans. H. B. Dewing (Loeb Classics, 1914-54), Bks. i, ii; Bk. vii, 14, 38, 40; Bk. viii, 1-17 and 25.
2. Procopius, *The Buildings*, trans. H. B. Dewing (Loeb Classics, 1954), Bks i-v.
3. *The Chronicle of John Bishop of Nikiu*, trans. R. H. Charles (1916), chapters 90-123 (pp. 132-203).
4. *The Ecclesiastical History of John of Ephesus*, R. P. Smith (Oxford, 1860), Bk. vi (pp. 366-451).
5. R.W. Thomson and J. Howard-Johnston, *The Armenian History Attributed to Sebeos* (Liverpool, 1999).
6. Antiochus Strategos' *Account of the Sack of Jerusalem in AD 614*, trans. F. C. Conybeare, *English Hist. Rev.* xxv (1910), pp. 502-17.
7. 'The Life of St. John the Almsgiver', in Elizabeth Dawes and Norman H. Baynes, *Three Byzantine Saints* (Oxford, 1948), pp. 195-270.
8. W. Ashburner (trans), 'The Farmer's Law', *Journ. Hellenic Studies*, xxxii (1912), pp. 68-95.
9. A. Guillaume (trans.), *The Life of Muhammad: a translation of Ishāq's Sīrat Rasūl Allāh* (Oxford, 1955), pp 69-73: birth of Muhammad; death of mother and grandfather; pp 79-95: uncle Abā T-lib becomes guardian; encounter with monk Bahšr~ in Syria; marriage to Khadšja; rebuilding of Ka'ba; predictions about Muhammad; pp 104-41: first revelations and initial responses; pp 159-67: boycott of B. H-shim and B. Muttalib; Satanic Verses; pp 172-5: annulling of boycott; pp 191-207: search for sanctuary; negotiations with Medinans; pp 221-33: *hijra*; Constitution of Medina; pp 289-314: Battle of Badr; pp 370-91: Battle of Uhud; pp 404-26: anthology of poetry about Uhud; pp 450-60: Battle of the Trench; pp 461-9: liquidation of B. Qurayza; pp 499-507: al-Hudaybiya agreement; pp 531-61: expedition to Mu'ta; occupation of Mecca; pp 597-609: apology of Ka'b b. Zuhayr, who had written hostile verse; expedition to Tabāk; pp 627-8: deputations; pp 649-52:

last pilgrimage; pp 678-90: death of Muhammad; succession; burial.

10. P. K. Hitti, *The Origins of the Islamic State*, vol. i (New York, 1916) (a translation of al Baladhuri's *Kitâb Futûh al Buldân*), parts ii-iv and part v, chapters 1-2 (i.e. pp. 165-351).
11. *The History of Menander the Guardsman*, tr. R.C. Blockley (Liverpool, 1985), fragments 1-16, 21, 25, 27.
12. P. Charanis, 'The Chronicle of Monemvasia', *Dumbarton Oaks Papers*, v (1950), p. 148 only.

FS3: THE CAROLINGIAN RENAISSANCE

http://www.history.ox.ac.uk/currentunder/honours/history/further/carolingian_index.htm

'Carolingian Renaissance' is a term of convenience used to describe the cultural, intellectual and religious awakening of Western Europe in the eighth century which in due course found its natural centre in the court school of Charlemagne and thence returned, in the ninth century and under fresh stimulus, to the churches and monasteries equipped to realize its implications. It thus gathers up what of Antiquity and Patristic learning had been preserved and hands it on, transmuted, to become the basis of European thinking about the aims of society till comparatively recent times. Its range is so great, and its implications so vast, that no set of prescribed texts could in practice cover it. Those that have been chosen (all in English or French translation) illustrate some of its principal themes and some of the ways in which those themes were modified in the course of a century's experiment, as a result, first, of the directing force of Charlemagne and his advisers and, thereafter, of the widely differing interpretations placed on the royal programme by bishops, monks and others left to their own devices. The texts include a generous selection of the revealing correspondence of two scholars at the centre of affairs, Alcuin and Lupus of Ferrières; biography and narrative material; an educational manual; several Carolingian capitularies (the programmatic foundation of the Renaissance); some charters; a little theology and liturgical material; and a selection of poetry. Special attention is paid to the artistic and architectural aspects of the Renaissance.

Candidates will be required to show knowledge of the general history of Europe from the accession of Charlemagne (768) to the deposition of Charles the Fat (887). Questions will be set on the history of Carolingian art and architecture.

1. *Correspondence*
Alcuin, *Letters*, trans. Stephen Allott (1974), nos. 2, 7, 8, 12, 19, 23, 34, 38, 54, 66, 72, 74-9, 80, 93, 107-13, 116, 122, 150, 153, 159, 160. P.D. King, *Charlemagne Translated Sources* (1987), pp. 320-2.

Lupus of Ferrières, *Letters*, trans. Graydon W. Regenos (1966) or Levillain (Classiques de l'histoire de France, 1927), nos. 1, 4-8, 12, 13, 21, 24, 31, 35, 37, 48, 53, 65, 66, 69, 70, 78, 80, 87, 94, 95, 101, 107, 108, 110, 122, 124, 133.

Charlemagne, *Letters*, trans. H.R. Loyn and J. Percival (The Reign of Charlemagne, 1975), nos. 30, 31, 40.

Pope Hadrian I, *Letter to Charlemagne*, Loyn and Percival no. 37.

2. *Biography and narrative*

Einhard, *Life of Charlemagne*, trans. Lewis Thorpe (Two Lives of Charlemagne, Penguin Classics, 1969), or L. Halphen (Classiques de l'histoire de France, 1947).

Notker, *Deeds of Charlemagne*, trans. Thorpe (Two Lives).

The Astronomer, *Life of the Emperor Louis*, trans. A. Cabaniss (Son of Charlemagne, 1961).

Paschasius Radbert, *Life of Wala (Epitaphium Arsenii)*, trans. A. Cabaniss (Charlemagne's Cousins: contemporary Lives of Adalhard and Wala, 1967).

Nithard, *History of the sons of Louis the Pious*, trans. P. Lauer (Classiques de l'histoire de France, 1926) or W. Scholz (Carolingian Chronicles, 1970).

Annals of St-Bertin, 840-877, trans. J. Nelson (1991).

3. *Education, etc.*

Alcuin, *De Rhetorica*, trans. W.S. Howell (The Rhetoric of Alcuin and Charlemagne, 1941).

Dhuoda, Handbook for her son William, Prologue and Bks. 1-3 and 10-11, trans C. Neel (1991) or M. Thiebaut (1998).

4. *Capitularies, etc.*

Capitulary of Herstal, General Admonition, Double edict of commission, Capitulary of Frankfurt, On Cultivating Letters, Programmatic Capitulary, Aachen capitulary for *missi* in Aquitaine, Capitulary of Aachen, memorandum of Agenda, Capitulary on the doing of justice, all trans. King, *Charlemagne*.

Charters: for Corbie (769); for Lorsch (774); for Fulda (774); for St Denis (775), all trans. Loyn and Percival.

Theodulf, *Precepts to the priests of his diocese*, trans. G. E. McCracken & A. Cabaniss, *Early Medieval Theology* (Library of Christian Classics IX, 1947).

Hincmar, *De Ordine Palatii*, trans. D. Herlihy (The History of Feudalism, 1970) or P. Dutton (Carolingian Civilization, 1996).

5. *Theology, etc.*
A Reply to Three Letters; Paschasius and Ratramnus on the Eucharist; both trans. McCracken and Cabaniss, *Early Medieval Theology*, pp. 94-108, 118-47, 154-75.
 Charles the Bald, *Coronation Ordo of 869*, trans. Herlihy (*History of Feudalism*).
6. *Poetry*
 Theodulf, *On the Court, Temptations of a Judge, the Books I used to Read;* Alcuin, *On the court, Elegy on his life at Aachen, On Scribes;* Walahfrid Strabo, *Elegy on Reichenau;* Angelbert, *The Battle of Fontenoy;* Hrabanus Maurus, *On Writing;* all trans. P. Godman, *Poetry of the Carolingian Renaissance* (1985).
 Alcuin, *The Bishops, Kings, and Saints of York*, trans. P. Godman (1982), II. 1-89, 1207-1658.
 Alcuin, *Lament for the Cuckoo, Epitaph;* Fredugis, *Lament for Alcuin,* Hrabanus Maurus, *To Grimold;* Sedulius Scottus, *The Scholasticus, Intercession against Plague;* all trans. H. Waddell, *Medieval Latin Lyrics* (1938). *Hildebrandslied*, trans. L. Forster, *Penguin Book of German Verse;* or D. Herlihy, *Medieval Culture and Society* (1968).

FS 4: THE VIKING AGE: WAR AND PEACE c.750-1100

http://www.history.ox.ac.uk/currentunder/honours/history/further/viking_index.htm

The arrival of Scandinavian predators in western Europe, first recorded in the 790s, has been considered important enough to give the period a name: the Viking Age. Recently, scholarship has drawn out the respectable side of Scandinavian activity in this period. Texts tell us of reindeer barons in northern Norway, Danish negotiators in Carolingian courts, converts from paganism in Anglo-Saxon monasteries, Swedish fur-traders on the Upper Volga, and Icelandic explorers along the coasts of North America. These industrious and entrepreneurial people should be set alongside the equally vigorous vikings who sacked the Northumbrian monastery of Lindisfarne, mounted an eight-month siege of Paris, stormed the imperial city of Constantinople, drained thousands of pounds of silver from royal coffers in protection money, and won the kingdom of England. The raids still occasion debate: has the extent of the economic, political, and psychological damage attributed to vikings been exaggerated? Controversial too are issues of cultural identity and assimilation in the Scandinavian kingdoms and the lesser polities established in England, Ireland, Scotland, the North Atlantic, Normandy, and Russia. By the end of the Viking Age, Scandinavian society had become increasingly like others in Europe, entrenching royal power and – the last of the Germanic peoples to do so – making the transition from pagan to Christian.

The paper, which stresses the variety of activity of Scandinavians abroad, will make substantial use of material evidence. Excavated sites and burials, coins, sculpture, and metalwork have all in their way proved to be crucial to the historian in understanding aspects of the period. On the other hand, there is also a wealth of written sources. These range from the respectably historical – such as royal charters, letters, annals, and chronicles – to the hagiographical and the downright literary, such as the vernacular poetry and prose of Iceland, which later served as a vehicle for memory of the Viking Age when oral tradition was converted into writing. The nature of the source material forces us to grapple with methodological issues relating to the interpretation and application of evidence, thereby refining our conception of the practice of history and the historian's task. All sources will be available in translation and many on-line.

Candidates will be required to show knowledge of Scandinavia in the Viking Age and of the areas attacked and settled by Scandinavians from the 790s. The following sites and objects will be relevant to that study:

- a) the St Peter and St Edmund pennies (of York and East Anglia, respectively).
- b) urban sites at York, Lincoln, Dublin; trading sites in the homelands (Ribe, Birka, Hedeby, or Kaupang); Staraja Ladoga (Russia).
- c) the royal site at Jelling (Denmark); the earls' residence at Birsay (Orkney)
- d) settlement sites at L'Anse aux Meadows (Newfoundland) and Llanbedr goch (Wales).
- e) Repton monastery and winter camp (Derbyshire).
- f) the Gosforth Cross (Cumbria); Govan (Strathclyde) and Middleton (Yorkshire) hogbacks; Sigmund stone (Old Minster, Winchester); St Paul's grave-marker (London); runestones at Kuli (Norway), Jelling, Hedeby and, Glavendrup (Denmark) and Frösö, Täby, Gripsholm, and Yttergårde (all in Sweden).
- g) the Hunterston brooch and metalwork finds in East Anglia and Lincolnshire.
- h) Ingleby cremation cemetery (Derbyshire); viking burial at Reading; ship-burials at Oseberg (Norway), Kiloran Bay (Colonsay, Hebrides), and Scar (Orkney); Peel Castle cemetery (Isle of Man).

Set texts

1. **Rimbert's Life of St Anskar: C.H. Robinson (trans.), *Anskar. The Apostle of the North 801-865* (1921) (also available at <http://www.fordham.edu/halsall/basis/anskar.html#lifeans>)**
2. **Adam of Bremen, *History of the Archbishops of Hamburg-Bremen*, trans. F.J. Tschan (1959; rev. ed with introduction and bibliography by T. Reuter, 2002), Book I, chs lvii-lxiii [59-65]; Book II, chs iii-iv [3-4], xxv-viii [22-6], xxxiv-viii [32-6]; xlviii [46]; Book IV, chs viii-x [8-9], xxiii-xxxi [23-30], xxxiv [33].**

3. Thietmar of Merseburg's *Chronicon*, Book I, ch. 17; Book II, ch. 14; in *Ottonian Germany*, trans. D.A. Warner (2001), pp. 80 and 101-2.
4. Alcuin letters (nos 12, 13, 26-9), in *Alcuin of York*, trans. S. Allott (1974), pp. 18-23, 36-41.
5. Asser's Life of King Alfred (chs 26-72, 76, 80, 82-5, 91-4) and the treaty of Alfred and Guthrum; in *Alfred the Great*, trans. S.D. Keynes and M. Lapidge (1983) (the latter also in D. Whitelock (trans.), *English Historical Documents*, vol 1, c. 500-1042 (2nd ed. 1979) (hereafter *EHD*), (no. 34).
6. Account of Ohthere and Wulfstan; N. Lund and P. Sawyer (ed.) *Two Voyagers at the Court of King Alfred: The Ventures of Ohthere and Wulfstan Together with the Description of Northern Europe from the Old English Orosius* (1984), pp. 16-25; also in M. Swanton, *Anglo-Saxon Prose* (1975 or 1993).
7. Anglo-Saxon Chronicle; in *EHD* (no. 1), but also in D. Whitelock (trans.), *The Anglo-Saxon Chronicle* (1962), and M. Swanton (trans.), *The Anglo-Saxon Chronicles* (2000), s.a. 789, 793-4, 838, 851, 866-903, 917, 927, 937-54, 959, 991-1018.
8. Anglo-Saxon charters: *EHD* nos 82, 83, 94, 98, 117, 127.
9. Anglo-Saxon laws: IV Edgar (prologue, chs 2, 12-14) and VII Æthelred (nos 41 and 45 in *EHD*); II Cnut, chs 3-6, 11-15 (some of this is in *EHD*; the remainder is in *The Laws of the Kings of England from Edmund to Henry I*, ed. and trans. A.J. Robertson (1925), as is VI Æthelred, chs 6-7, 37; Law of the Northumbrian Priests, chs 47-54 (*EHD* no. 52) .
10. *Historia de Sancto Cuthberto*, chs 10-28, 33; *Historia de sancto Cuthberto. A History of Saint Cuthbert and a Record of his Patrimony*, ed. and trans. T. Johnson South (2002), pp. 51-70.
11. A.H. Smith, *English Place-Name Elements*, 2 vols (Cambridge, 1956), vol. 1, map 10 (also to be found in, among other places, G. Jones, *A History of the Vikings* (Oxford, 1968), p. 222).
12. Abbo's Life of St Edmund; available on-line at: (<http://www.fordham.edu/halsall/source/870abbo-edmund.html>); Ælfric's 'Passion of St Edmund'; in Swanton, *Anglo-Saxon Prose*.
13. Sermons by Wulfstan; *Sermo lupi* in *EHD* no. 240; also in Swanton, *Anglo-Saxon Prose*, and *Sermon on False Gods*, in Swanton, *Anglo-Saxon Prose*.
14. Cnut's letters of 1019-20 and 1027 (*EHD* nos 48 and 53).
15. Frankish annals:
 - Royal Frankish Annals s.a. 808, 811, 814-28, in B.W. Scholz (trans.), *Carolingian Chronicles: the 'Royal Frankish Annals' and Nithard's 'Histories'* (1970), pp. 88, 93-4, 97-124.
 - J.L. Nelson (trans.), *The Annals of St-Bertin* (1991) (also available at <http://www.medievalsources.co.uk/stbertin.htm>), s.a. 838, 841, 845,

847, 848, 850, 855, 857-66, 868, 869, 873, 876, 882 .

- T. Reuter (trans.), *The Annals of Fulda* (1992)

(also available at <http://www.medievalsources.co.uk/fulda.htm>),
s.a. 850, 873, 882-4 (pp. 30-2, 70-3, 91-7).

- *Annals of St-Vaast, s.a. 882-8*, in P.E. Dutton, *Carolingian Civilization. A Reader* (1993), pp. 477-82.

16. Charles the Bald's Edict of Pitres, chs 6, 31, 37, and supplement, ch. 1, and Edict of Compiègne (877); Ermentarius's 'Account of the wanderings of the monks of St Philibert', in Dutton, *Carolingian Civilization*, no. 57 (pp. 434-7).
17. Abbo, *The Siege of Paris*, extracts in Dutton, *Carolingian Civilization*, pp. 483-5, and P. Godman, *Poetry of the Carolingian Renaissance* (1985), p. 313.
18. *Annals of Ulster, s.a. 795, 823-4, 832, 838, 845, 847, 850, 856-7, 895, 902, 917-18, 936-937, 951, 953, 980, 1014*; in S. Mac Airt and G. Mac Niocaill (trans.), *The Annals of Ulster* (1983), and <http://www.ucc.ie/celt/published/T100001A/>
19. Life of St Fintan, trans. K. Ó Nolan, in *Lochlann: A Review of Celtic Studies 2* (1962), chs 4.1-5 (pp. 155-64) (also in *The People of Orkney*, ed. R.J. Berry and H.N. Firth (1986).
20. C.E. Fell and J. Lucas (trans.), *Egils saga* (1975 or rev. ed. 1993) or H. Pálsson and P. Edwards (trans.), *Egils Saga* (1976).
21. Ibn Fadlan's *Account of the Rus*: available in various translations: J.E. Montgomery, 'Ibn Fadlan and the Russiyyah', *Journal of Arabic and Islamic Studies* 3 (2000), and in H.M. Smyser, 'Ibn Fadlan's Account of the Rus with some Commentary and Allusions to *Beowulf*', in J.B. Bessinger and R.P. Creed (eds), *Medieval and Linguistic Studies in Honour of Francis Peabody Morgan* (1965), pp. 92-119: (available at <http://www.uib.no/jais/v003/montgo1.pdf>, and at <http://www.geocities.com/sessrumnirkindred/risala.html>)
22. Russia: J.L. Nelson (trans.), *The Annals of St-Bertin* (1991), s.a. 839; treaties in S.H. Cross and O.P. Sherbowitz-Wetzor (ed. and trans.), *The Russian Primary Chronicle: Laurentian Text* (1953 or 1973 reprint) s.a. 904-7, 912, and 945 (pp. 64-9, 73-8); G. Moravcsik (ed.) and R.J.H. Jenkins (trans.), *Constantine Porphyrogenitus. De administrando* (1949 or rev. ed. 1967) (chs 2 and 9; pp. 49-51 and 57-63); *The Russian Primary Chronicle; Laurentian Text* (1953) s.a. 980, 983, and 986-988 (pp. 93-4, 95-8, 110-17).
23. Normandy: E. Christiansen (trans.), *Dudo of Saint Quentin. History of the Normans* (1998), Book II chs 6, 11, 25-30 (pp. 29-30, 35, 46-51); *EHD*, nos 42 and 230 (II Æthelred and papal letter of 991); *Planctus of William Longsword* (in E. van Houts (trans.), *The Normans in Europe* (2000), p. 41 and at <http://vlib.iue.it/carrie/documents/planctus/planctus/index.html>

24. H. Hermannsson (ed. and trans.), *The Book of the Icelanders (Íslendingabók)* (1930), pp. 60-71 (also in G. Jones, *Norse Atlantic Saga* (1964), pp. 101-13).
25. *Eiríksmál*: in A. Finlay (trans.), *Fagrskinna* (2004), pp. 58-9; skaldic verses by Hallfreðr Óttarsson and Steinunn on conversion; poems for King Cnut (in *EHD*, nos 15-19.)

FS5: THE CRUSADES

http://www.history.ox.ac.uk/currentunder/honours/history/further/crusades_index.htm

The Crusades were a central phenomenon of the High Middle Ages. The product of an aristocratic society suffused by a martial culture and a militant religion, they reveal aspects of social relations, popular spirituality, techniques of waging war and attitudes to violence. They retain interest for a modern world to which Holy War and ideological justification of violence are no strangers. The aim of the Further Subject is twofold: (i) a full exploration of the dramatic events of the campaigns in the Near East, covering the experience as well as the motivations of crusaders and settlers in the Crusader Kingdoms; and (ii) investigation of the interaction over a period of two centuries between western Christians and the indigenous populations, both Christian and Islamic, in and around the states and settlements established in the East. The subject embraces spectacular events and vivid personalities, including Saladin, one of the few Muslims to gain a reputation in medieval Europe, but the set texts also enable students to study broader themes: ideologies (Christian Holy War and Islamic Jihad), institutions (the 'feudal' structure of the Latin Kingdom of Jerusalem or the Military Orders), military history (castles, siege warfare) as well as the social and cultural history at this meeting point of the Mediterranean civilizations of the Middle Ages: Greek, Arabic, Jewish and Latin. In recent years the Crusades have attracted a wealth of new research and debate, much of it conducted in English. These provide students with rich and accessible secondary material against which to pit their own views. The texts, translated from Arabic and Greek as well as Latin and medieval French, are kept to a manageable size and provide opportunities for critical comparison of different viewpoints on the same events or issues. It remains one of the most popular options of the Modern History Finals School.

Candidates will be required to study the history of the Crusading movement and the Crusading states down to the fall of Acre (1291).

**Anna Comnena, *The Alexiad*, trans. E.H S. Dawes (1928) or trans. E.RA. Sewter (Penguin Classics, 1969), Bk. X. v-xi; Bk. XI.
Gesta Francorum, ed. and trans. Rosalind Hill (Nelson's Medieval Texts, 1962).**

- Fulcher of Chartres, *A History of the Expedition to Jerusalem, 1095-1127*, trans. F.R. Ryan (University of Tennessee Press, 1969 or W.W. Norton Paperbacks, 1973).
- Odo de Deuil, *De Profectione Ludovici VII in Orientem* (trans. V.G. Berry, Columbia University Records of Civilization, xlii, 1948).
- John Kinnamos, *Deeds of John and Manuel Comnenus*, trans. C.M. Brand (Columbia University Press, 1976), ii. 12-20; vi. 9-10.
- William of Tyre, *A History of Deeds done beyond the Sea*, trans. E. A. Babcock and A. C. Krey (Columbia University Records of Civilization, xxxv, 1943, Bks. 17-23).
- Bahā' al-Dīn Ibn Shaddād, *The Rare and Excellent History of Saladin*, trans. D.S. Richards (Aldershot, 2001).
- The Travels of Ibn Jubayr*, trans. R.J.C. Broadhurst (London, 1951), pp. 295-325.
- Imad ad-Din al-Isfahani, *Conquête de la Syrie et de la Palestine par Saladin*, trans. H. Massé (Paris, 1972), pp. 13-101.
- The Chronicle attributed to Ernoul (excerpt): Peter W. Edbury *The conquest of Jerusalem and the Third Crusade: sources in translation* (Scholar Press, 1996), pp. 24-50
- Villehardouin, *The Conquest of Constantinople*, trans. M.R.B. Shaw (Penguin Classics, 1963).
- Oliver of Paderborn, *The Capture of Damietta*, trans. J. J. Gavigan (University of Pennsylvania Press, 1948).

FS6: CULTURE AND SOCIETY IN EARLY RENAISSANCE ITALY 1290-1348

http://www.history.ox.ac.uk/currentunder/honours/history/further/renaissance_italy_index.htm

This subject engages with Italian society in a period of extraordinary flux and creativity. As the city-communes came to the end of their period of dominance in Italian politics, several amongst them – including Florence, Siena and Padua, studied here – produced the most elaborate manifestations of civic pride and republican identity. These took the form not simply of governmental and financial institutions, but of newly created piazzas and town halls, statues and frescoes, church building and the elaboration of civic ceremony. In addition, the writing of history and of political and religious polemic contributed to current debate about the character and purpose of life in the cities – a debate which was conducted against a background of conflict and often extreme violence. All of these aspects of urban culture are represented amongst the various texts and images prescribed for the course.

Linking many of these themes is the career and work of Dante, whose *Comedy* is both an extraordinary creative achievement and a sustained critique of contemporary society. The psychological realism introduced into literature by Dante's vast

panorama finds a miniature successor in Petrarch's *The Secret*, the witty self-analysis of a Christian man of classical letters. The transformation of the visual arts which also occurred at this time is represented by Giotto, Duccio and their contemporaries, whose painting and sculpture is examined both with respect to its style and technique, and in relation to its patrons, setting and audience.

The textual sources are prescribed in translation. A rich secondary literature exists in English. Texts marked* will be studied in English translation.

* **Dante, *La Divina Commedia***

Dante, *Monarchy*.

Marsilius of Padua, *The Defender of Peace*, tr. A. Gewirth (1951), Dictio I and Dictio II, pp. 102-56.

***Selections from the Chronicle Fiorentine of Giovanni Villani*, trans. R. E. Selfe and P.H. Wicksteed (1896).**

* **Dino Compagni, *Cronica Fiorentina*.**

***Petrarch's Secret*, tr. W.H. Draper (1911).**

R.S. Lopez and I.W. Raymond, *Medieval Trade in the Mediterranean World* (1955), pp. 61-9, 71-4, 102-3, 166-7, 191-2, 244-5, 252-4, 256-7, 273-6, 281-9, 291-6, 298-302, 305-15, 318-21, 322, 325-6, 353-8, 364-71, 394-9.

* **G. Vasari, *Le Vite de'pui Eccellenti Pittori Scultori ed Architettori: Cimabue, Arnolfo di Lapo, Niccola e Giovanni Pisani, Giotto, Ugolino da Siena, Andrea Pisano, Ambroio Lorenzetti, Pietro Cavallani, Simone Martini, Lippo Memmi, Taddeo Gaddi.***

J. H. Stubblebine, *Giotto: the Arena Chapel Frescoes* (1969), pp. 103-8.

J. White, *Duccio* (1979), pp. 185-200.

The following photographs of works of art are prescribed:

J. H. Stubblebine, *Giotto: the Arena Chapel Frescoes*, pls. 7-74.

J. White, *Duccio, Portfolio of Duccio's Works*, pls. 10-63.

A. Smart, *The Assisi Problem and the Art of Giotto* (1971), pls. 42, 45-6, 48, 52-3, 55-6, 58, 61-4, 68, 70, 74-7, 81-3, 85, 88, 90-1, 93.

J. White, *Art and Architecture in Italy 1250-1400* (1966), pls. 3, 30-44, 74, 100-14.

FS7: FLANDERS AND ITALY IN THE QUATTROCENTO, 1420-1480

http://www.history.ox.ac.uk/currentunder/honours/history/further/quattrocento_index.htm

This subject offers candidates the possibility of studying and comparing themes in cultural history which are often considered apart. Its aim is to examine aspects of the civilizations of both the 'Gothic' North and 'Renaissance' South in fifteenth-century Europe. In the North, the Low Countries witnessed the emergence of an art

of remarkable naturalism (represented by Jan van Eyck, Roger van der Weyden and Hans Memling). Meanwhile, the Italian peninsula saw the development of a more idealized vision of the world, beginning with the works of Masaccio and drawing increasingly on Greek and Roman antiquity for both subject-matter and inspiration. Beside these apparently divergent tendencies, some common ground existed between the two cultures: urban life, the rise of princely courts and households, mercantile and financial contacts, and important movements in devotional religion. One purpose of the subject is therefore to examine the relationship between the visual art of these regions and the societies from which it emerged.

The prescribed texts and documents introduce the student to the theoretical literature of the arts as well as to the study of patronage and purchase: humanist treatises, contracts, inventories and correspondence between patrons and artists. Devotional trends are illustrated by saints' lives and by texts emanating from the *devotio moderna* of the age. Intermediaries between North and South such as diplomatic envoys, the agents of the Medici bank and foreign observers are also represented. A selection of photographs of works of art, chosen to illustrate both differences and affinities, forms an important part of the source material. By studying visual and documentary evidence together, a reappraisal of the comparisons and contrasts between Netherlandish and Italian culture can be undertaken. In the process, material from cities other than Florence (e.g. Milan, Ferrara, Mantua and Urbino) is studied and the role of princes as patrons emphasized.

The prescribed texts (with one exception) are available in English translation and in practice no foreign language is required for the course.

Candidates will be required primarily to study and compare cultural and artistic developments in the Low Countries and Italy during the fifteenth century, but attention should also be given to political, economic, social, and religious issues.

L.B. Alberti, *On Painting*, ed. and trans. J.R. Spencer (London, 1956), pp. 39-98.

Carel van Mander, *Dutch and Flemish Painters (Het Schilderboek)*, ed. and trans. C. van de Wall (New York, 1936), pp. lxxvii-lxxix, 3-32.

W. Stechow, *Northern Renaissance Art, 1400-1600* (Englewood Cliffs, 1966), pp. 10-11.

E. G. Holt, *A Documentary History of Art*, i. (New York, 1957), pp. 121-9, 303-5.

D. S. Chambers, *Patrons and Artists in the Italian Renaissance* (London, 1970), pp. 53-5, 70, 95-6, 106-11, 117-21, 151-3, 155-8, 161-6, 186-7.

Cennino Cennini, *The Craftsman's Handbook*, trans. D. V. Thompson (London, 1933).

***The Golden Legend of Jacobus da Voragine*, trans. W. G. Wyan (Princeton, 1993), vol. I, pp. 3-4, 37-43, 78-84, 157-8, 196-214, 216-224, 227-9, 238-242,**

328-336, 368-370; vol. II, pp. 10-14, 59-61, 63-73, 147-9, 188-92, 196-8, 201-16, 247-54, 256-60, 292-300, 334-41.

Thomas Kempis, *The Imitation of Christ*, trans. L. Sherley-Price (Harmondsworth, 1960).

Thomas Kempis, *The Chronicle of the Canons Regular of Mount St Agnes*, trans. J. P. Arthur (London, 1906), pp. 1-16, 35-7, 45-7, 73-4, 160-8, 191-6, 209-34.

S. Blum, *Early Netherlands Triptychs* (Berkeley/Los Angeles, 1969), pp. 146-7.

Philippe de Commines, *Memoirs*, trans. M. Jones (Harmondsworth, 1972).

Dispatches with related Documents of Milanese ambassadors in France and Burgundy, 1450-1483, ed. and trans. P. M. Kendall and V. Ilardi, ii (Athens, Ohio, 1971), pp. 118, 196, 200, 210-24, 226-32, 236, 252-4, 256-60, 288-90, 330-2, 342, 346-54, 356-8, 370, 394, 434-6.

O. de la Marche, 'L'estat de la maison du duc Charles de Bourgoingne, dit 'le Hardy' in *Mémoires d'Olivier de la Marche*, ed. H. Beaune and J. d'Arbaumont, iv (Paris, Société de l'Histoire de France, 1888), pp. 1-94.

Filaret's Treatise on Architecture, trans. J. R. Spencer (New Haven/London, 1965), ii, pp. 119-20, 309-12, 318-29.

Travels of Leo of Rozmital, 1465-67, trans. M. Letts (Cambridge, 1957).

C. Gilbert, *Italian Art, 1400-1500. Sources and Documents* (Englewood Cliffs, 1980), pp. 9-10, 94-100, 110, 117-18, 120-3, 137-8, 139-40, 147, 148, 154-5, 176-8.

The following photographs of works of art are prescribed:

M. J. Friedländer, *Early Netherlandish Painting* (Leiden-Brussels, 1967-76), i, plates, 1-16, 17, 20, 21, 23-5, 39, 44-5, 47-8, 51, 54, 62, 103, 107, ii, plates 6-8, 23-31, 35B, 40-4, 58-61, 63, 78-80, 109, iii, plates 20, 26-32, 48-50, 101, 106-21; iv, plates 14-18; viA, plates 4-7, 18-21, 26-31, 32-4, 41-8, 52-3, 66, 105, 109-15, 127.

Corpus de la peinture des anciens Pays-Bas Méridionaux au quinzième siècle (Les primitifs flamands), ed. P. Coremans, i, *Bruges* (Antwerp, 1951), plate 12 (I, xvii-xix, xxvbis-xxviii); vii, *Urbino* (Brussels, 1964), plate IIa, XVII, CLXXXVIII-CCII.

A. Châtelet, *Early Dutch Painting* (New York, 1981), plates 14, 15, 17, 21, 65.

L. M. J. Delaissé, *A century of Dutch manuscript illumination* (Berkeley, 1968), plates 6-7, 19, 29, 38, 41-2, 115, 157-8.

G. Ring, *A Century of French Painting, 1400-1500* (London, 1949), plates 28, 32, 33-4, 71-84, 166.

B. Berenson, *Italian Painters of the Renaissance* (London, 1952), plates 23, 138-40, 226, 291-2, 332.

B. Berenson, *Italian Pictures of the Renaissance, Venetian School*, i (London, 1957), plates 228, 279, 291.

- B. Berenson, *Italian Pictures of the Renaissance, Florentine School*, i (London, 1963), plates 492, 560, 580, 582, 585-7; ii, plates 846, 941, 946, 965-6, 971.**
- B. Berenson, *Central and North Italian Schools*, ii (London, 1968), plates 706, 764-5.**
- C. Lloyd, *A Catalogue of the Earlier Italian Paintings in the Ashmolean Museum* (Oxford, 1977), plates 8, 16, 50, 74, 93.**

FS8: THE WARS OF THE ROSES, 1450-1500

http://www.history.ox.ac.uk/currentunder/honours/history/further/wars_of_roses_index.htm

The Wars of the Roses were a prolonged period of political disorder and conflict in fifteenth-century England, stemming from the disastrous reign of Henry VI and issuing forth in a series of popular uprisings, magnate rebellions, battles, skirmishes and usurpations of the throne. They took place in a polity with strong central institutions and powerful civic values – and they were, in this sense, civil wars, fought by lords and commons alike over the demand for good government and the need to restore authority. Yet because this polity was also founded on structures of lordship, deriving from the ownership of land and perpetuated by habits of deference, chivalry and personal authority, the Wars were also conflicts between families and friends, and were equally concerned with property, territory and local power. This dual nature makes the causation and development of the conflict peculiarly interesting, and has produced copious debate over the political values and culture of the period and its place in the evolution of English government and political society. What lay behind the assertive behaviour of such ‘overmighty subjects’ as Richard of York and Warwick the Kingmaker? What led to the usurpations of Edward IV, Richard III and Henry VII, and why did only two of them succeed? How did politicians, thinkers and ordinary people respond to the experience of civil war? How much impact did the limited fighting – estimated at only 13 weeks of actual campaigning – really have? And how was this fighting managed? The English were used to sending small semi-professional armies to France: how did they raise troops and conduct campaigns when the enemy was other Englishmen, and the aim not conquest, but political advantage? As far as government is concerned, many historians have argued for a strengthening of royal power during the 1470s, 80s and 90s, but it remains unclear what caused this strengthening, or how it fits with the many challenges and set-backs experienced by the kings of these decades.

To these interpretative questions, the sources add a further layer of interest and complexity. The government records of the time are often very bland, masking conflict and precarious authority behind the measured language of bureaucrats. Gentry correspondences, such as the Paston Letters, contain rumours, newsletters and even eyewitness accounts, but they are far from neutral and not always as well-informed as they appear. Then there are the highly coloured narratives of contemporary politicians and commentators: not only are the biases of these

accounts difficult to read, they also involve a further complication – the first substantial reception into English political discourse of Renaissance terminologies and motifs, as the Englishmen of this period compared their politics to those of the decaying Roman republic. And there are other materials requiring even greater ingenuity to read – prophecies, buildings, works of art, and the recently-discovered burial pit at Towton. What J. R. Lander called ‘the dark glass of the fifteenth century’ can be approached from many directions, and discovering how to see through it is one of the great challenges of the period.

So it is that although the Wars of the Roses have attracted a great deal of research and provide the focus for extremely lively (not to say combative) historical debate, there is no overall agreed characterisation of the conflict; lots of questions, both large and small, remain open; and there remains a lot for students to get their teeth into. Oxford, finally, is a good place to study the Wars of the Roses. This University is home to a very distinguished tradition of fifteenth-century history (among others, C. L. Kingsford, K. B. McFarlane, C. A. J. Armstrong, Gerald Harriss, Maurice Keen, C. S. L. Davies, Jeremy Catto), library collections are strong in this area, and a number of historians in today’s faculty continue to research and publish on the period.

Prescribed Texts

Where no publication details are given, candidates may use any edition of the item in question (guidance on available editions, including electronic versions, is given in the main bibliography). All sources are in English (some in Middle English)

Chronicles

*An English Chronicle, 1377-1461, years 32-39 Henry VI (1453-61), inclusive ‘Vitellius AXVI Chronicle’, in *Chronicles of London*, ed. C. L. Kingsford (Oxford, 1905), pp. 158-219 (1450-1497)*

‘Warkworth’s Chronicle’ (1461-73)

The Crowland Chronicle Continuations, 1459-1486, ed. N. Pronay and J. Cox (London, 1986), pp. 109-99 (1459-86)

The Anglica Historia of Polydore Vergil, ed. and tr. D. Hay, Camden Soc., 3rd ser., 74 (1950), pp. 3-33, 51-9, 63-111 (1485-7, 1492-7)

‘Historie of the Arrivall of Edward IV in England and the Finall Recoverye of his Kingdomes from Henry VI’ (1471)

The Usurpation of Richard III (Mancini), ed. and tr. C. A. J. Armstrong (Oxford, 1969) (1483)

Philippe de Comynes. Memoirs, ed. and tr. M. C. E. Jones (Harmondsworth, 1972), pp. 80-9, 141-5, 179-97, 236-48, 339-56, 396-8 (1461-85)

Manifestoes, Pamphlets, Treatises, Speeches

Manifestoes of 1460 included in set pages from *An English Chronicle*; those of

- 1450 (York), 1452, 1455, 1489 in set pages from *Paston Letters*.
- Manifestoes of Jack Cade and his men: I. M. W. Harvey, *Jack Cade's Rebellion of 1450* (Oxford, 1991), pp. 186-91
- Manifesto of the earl of Warwick and others, 1459: M. L. Kekewich et al., eds., *The Politics of Fifteenth-Century England. John Vale's Book* (Stroud, 1995), pp. 208-10)
- The reconciliation of Margaret of Anjou and her son with Warwick and Clarence (called 'The Maner and Guyding...'): *ibid.*, pp. 215-18
- Proclamation by Warwick and Clarence, 1470: *ibid.*, pp. 218-19
- Manifestoes of Henry Tudor (1483), Lambert Simnel (1487) and Perkin Warbeck (1497): A. F. Pollard, *The Reign of Henry VII from Contemporary Sources*, 3 vols. (London, 1913-14), vol. I, pp. 3-6, 50, 150-5
- 'Somnium Vigilantis': Gilson, J. P., 'A defence of the proscription of the Yorkists in 1459', *English Historical Review*, 26, 1911, pp. 512-25
- Sir John Fortescue, 'Replicacion' against the claim of the house of York
- Sir John Fortescue, *The Governace of England*
- Sir John Fortescue, 'Declaracion upon Certayn Wrytinges' in T. Fortescue, Lord Clermont, ed., *Sir John Fortescue, Knight. His Life, Works and Family*, 2 vols (London, 1869), vol. 1, pp. 523-44
- 'A speech addressed to the commons in parliament', 1472-5: J. B. Sheppard, *Literae Cantuarienses*, III, Rolls ser. (London, 1889), pp. 274-85
- Bishop John Russell, draft sermons to parliament, 1483-4: S. B. Chrimes, *English Constitutional Ideas in the Fifteenth Century* (Cambridge, 1936), pp. 167-91
- William Worcester, *The Boke of Noblesse*, ed. J. G. Nichols, Roxburghe Club (London, 1860), pp. 1-11, 56-68, 76-82
- The Tree of Commonwealth*, by Edmund Dudley, ed. D. M. Brodie (Cambridge, 1948) pp. 31-50

Letters and Local records

- The Plumpton Letters and Papers*, ed. J. Kirby, Camden Soc., 5th series, 8 (London, 1996), nos. 3, 13, 16, 18-19, 28, 39, 42-3, 79, 87, 107, 121, 123, 142
- The Stonor Letters and Papers*, ed. C. L. Kingsford, Camden Soc., 2 vols, 3rd series, 29-30 (London, 1919) nos. 112, 172, 201, 219, 230, 239, 243-4, 319-20, 330-1, 333
- The Paston Letters*, ed. J. D. Gairdner, Library edn., 6 vols. (London, 1904) i, pp. 80-2, 84, 96-8, and nos. 108, 121, 123, 142-3, 148-50, 170, 193, 235, 283-5, 287, 299, 322, 365-6, 377, 400, 410, 415, 430, 449-50, 455, 463, 470, 477, 480, 484, 509, 513, 533, 618, 684, 716, 719, 724, 730, 736, 753, 758-9, 770-1, 774-5, 777 (there are other editions of this work: a concordance will be supplied)
- 'Narrative of Robert Pylkington', in *Report on Manuscripts in Various Collections II*, Historical Manuscripts Commission, vol. 55 (London, 1903), 28-56
- York House Books, 1461-1490*, ed. L. C. Attreed, 2 vols. (Stroud, 1991), pp. 242,

281-6, 290-2, 296, 359-60, 368-72, 377-9, 390-3, 471-85, 550-1, 555, 569-73, 712-14, 733-9

Parliamentary Material

The Parliament Rolls of Medieval England, ed. C. Given-Wilson et al.

Internet version, at <http://www.sd-editions.com/PROME> (accessed through Oxlip):

1449/50: nos. 17-47, 49, 53

1453/4: nos. 33-8, 63

1455: nos. 18-25, 35-6, 41, 47

1459: no. 7

1460: nos. 8, 10-30

1461: nos. 7-15, 17-27, 38-9, 41.

1463: nos. 28, 43.

1467: nos. 7, 13, 15-16, 24-9, 41

1472: nos. 8-10

1478: Appx 1 and no. 34

1483: no. 16

1484: nos. 1[5], 3[7], 18[22]

1485: roll1 nos. 1, 5, 7, 8, 15[20], 16[21]; roll 2

1487: top item (chancellor's speech) and nos. 17, 23, 26-7

1489: no. 41

1491: top item (chancellor's speech) and no. 15

1495: top item (chancellor's speech) and nos. 41, 43, 58

Diary of the Colchester MPs at the Parliament of 1485 in N. Pronay and J. Taylor, *Parliamentary Texts of the Later Middle Ages* (Oxford, 1980), pp. 177-93

Cultural Material

King's College Chapel, Cambridge, described in R. A. Brown, H. M. Colvin and A. J. Taylor, *The History of the King's Works*, vol. I (1963), pp. 269-78, plates 18, 20; and vol. III, ed. Colvin et al. (1975), pp. 187-95 and plate 17.

St George's Chapel, Windsor, described in Colvin et al., *King's Works*, II (1963), 884-8 and III (1975), pp. 311-15 and plate 21

Henry VII Chapel, Westminster, described in Colvin et al., *King's Works*, III, pp. 210-22 and plates 14-17

The Towton mass grave, described in *Blood and Roses: the Archaeology of a Mass Grave from the Battle of Towton, AD 1461*, ed. V. Fiorato, A. Boylston and C. Knüsel (Oxford, 2000).

A pedigree roll from Edward IV's reign: Philadelphia Free Library MS Lewis E201, visible, in sections, with editorial, at <http://www.library.phila.gov/medieval/>.

The Rous Roll, with an historical introduction, ed. C. D. Ross (Gloucester, 1980)
'A York Pageant, 1486', by A. H. Smith, *London Mediaeval Studies* (1939), text

on pp. 386-98.

The Recept of the Ladie Kateryne, ed. G. Kipling, EETS, no. 296 (Oxford, 1990), 1-3, 12-38 (i.e. 1501 pageant and other celebrations to mark wedding of Katharine of Aragon to Prince Arthur)

[An updated version of this list of prescribed texts will be published in the Supplement to the Handbook in Hilary Term 2007.]

FS9: LITERATURE AND POLITICS IN EARLY MODERN ENGLAND

http://www.history.ox.ac.uk/currentunder/honours/history/further/english_literature_index.htm

The period for study, a golden one in English literary achievement, was one in which major poets and dramatists were involved in or preoccupied with political events. The Further Subject invites candidates to explore the relationship between literary developments and political ones. The following authors have been selected for study: More, Skelton, Wyatt, Surrey, Sidney, Spenser, Marlowe, Shakespeare (for whom the set texts are taken from his English and Roman history plays), Bacon, Jonson, Middleton, Massinger, Milton, Marvell. Candidates are encouraged to consider the lives and influences, as well as the writings, of these men, and to relate the writings to their historical contexts. They are also encouraged to read more widely in the literature of the period and to consider the historical changes which the literature of the period illuminates or reflects. Among the themes of the subject are: the Court; humanism; nobility, honour and service; biography; literature and the nation; the relationship between Christian and classical values; early Stuart monarchy and the masque; the development of the history play; the relationship of the drama to politics and to Puritanism; the responses of writers to the Puritan Revolution.

Thomas More, *Richard III*; *Utopia*; *The Dialogue of Comfort*, Book 1.

John Skelton, *Colin Clout*; *Why Come ye not to Court?*; *Magnificence*.

Thomas Wyatt, *The Complete Poems* (ed. R. Rebholz, Penguin Books), nos. 11, 19, 28-30, 34, 42, 46, 49, 55, 60, 64, 68, 71, 73, 80, 85, 102, 123, 149-52.

Henry Howard, Earl of Surrey, *Poems* (ed. E. Jones, Oxford), nos. 27-33, 35, 48.

Philip Sidney, *The Old Arcadia*; *An Apology for Poetry*; Fulke Greville, *The Life of Sir Philip Sidney*.

Edmund Spenser, *The Faerie Queene*, Book V; *Colin Clouts Come Home Again*.

William Shakespeare, *Richard II*; *Henry IV Part I*; *Richard III*, *Coriolanus*; *Julius Caesar*.

Christopher Marlowe, *Edward II*; Philip Massinger, *The Roman Actor*; *The Maid of Honour*; Thomas Middleton, *A Game at Chess*.

Ben Jonson, *Sejanus*; *Oberon*; *The Fortunate Isles*; poems, in Herford and Simpson, Ben Jonson, vol. VIII (1947), or in *Ben Jonson. Poems* (Oxford Standard Authors, ed. I. Donaldson): Epigrams, nos. 14, 35, 91, 94-5, 102;

The Forest, nos. 2-3; The Underwood, nos. 14, 44, 59, 62-4, 68, 76; Ungathered Verse, no. 34.

Francis Bacon, *The Advancement of Learning*, Book I; *Essays* (1625); J. Spedding, *The Letters and the Life of Francis Bacon*, iii. 103-27; iv. 116-26; v. 84-6, 176-91; vi. 27-56.

John Milton, *Comus*; *Lycidas*; *Of Reformation*; *Areopagitica*; *The Tenure of Kings and Magistrates*; sonnets: 'On the Detraction which followed upon my Writing Certain Treatises', 'On the New Forcers of Conscience', 'On the Lord General Fairfax', 'To the Lord General Cromwell', 'To Sir Henry Vane the Younger', 'On the late Massacre in Piedmont'; *The Ready and Easy Way* (2nd edn.); *Samson Agonistes*.

Andrew Marvell, 'To...Mr. Richard Lovelace'; 'Upon the Death of the Lord Hastings'; 'An Horatian Ode'; 'Tom May's Death'; 'The Garden'; 'Upon Appleton House'; 'The Character of Holland'; 'The First Anniversary'; 'On the Victory Obtained by Blake'; 'A Poem upon the Death of O.C.'; 'The Last Instructions to a Painter'; *The Rehearsal Transpros'd*, part 1.

FS10: ENGLISH SOCIETY IN THE SEVENTEENTH CENTURY

http://www.history.ox.ac.uk/currentunder/honours/history/further/english_society_index.htm

In the course of the seventeenth century, English culture, social structures and social relations underwent a series of far-reaching changes. The aim of this Further Subject is to explore the nature and inter-relationships of these developments, giving as much weight to contemporary perceptions as to modern historians' understanding of what was happening. The paper ranges very widely, encompassing such topics as the economic and social order; the rise and fall of witch-hunting; attitudes to poverty, crime and sexual delinquency; ideas about manners and gentility; gender relations and family ties. All these themes are explored in ways that are accessible both to students who have already studied the History of the British Isles IV 1500-1700, and wish to deepen their understanding of social history, and those who come to the period afresh. In either case, students may well find themselves encountering issues and sources that suggest a topic for further research in an undergraduate thesis. The subject is based in a rich historiography that is constantly being reinvigorated by lively research.

Specifically, the subject embraces seven broad areas: social structures; patterns of settlement, including the causes and effects of demographic change, migration and the growth of London; family and household, in all their aspects from marriage to the role of women, children and servants; agrarian, industrial and commercial change; patterns of consumption, in such matters as fashion, diet and recreation; cultural differentiation, including consideration of literacy and popular culture; and finally poverty and poor relief, social regulation and crime.

Among the prescribed documents are extracts from contemporary tracts, including William Gouge's *Of Domesticall Duties*, on family and domestic

relations; Hannah Woolley's *The Gentlewoman's Companion; or A Guide to the Female Sex*; Francis Hawkins's *Youth's Behaviour*; and William Higford's *Institution of a Gentleman*. There are also local census and poor relief documents, a travel journal, a diary, extracts from church court and criminal proceedings (including witchcraft cases), and Richard Gough's incomparable *History of Myddle*. The collection is completed by extracts from J. Thirsk and J.P. Cooper, *Seventeenth-Century Economic Documents*, chosen to illustrate contemporary opinion on social structures and patterns of consumption, as well as economic developments more narrowly defined. In the examination candidates will be required to answer at least one question specifically relating to the prescribed material.

Candidates will be required to show knowledge of the main features of, and the main developments within seventeenth-century English society, including the following topics: social structures; patterns of settlement; family and household; agrarian, industrial and commercial change; patterns of consumption; cultural differentiation; social policy, social regulation and crime. Candidates will be required to answer one question particularly relevant to the prescribed texts. Texts marked* will be available in photocopies.

English Historical Documents 1660-1714, ed. A. Browning (1953), nos. 166-9, 174, 184, 186-9, 190, 191.

- * Edward Chamberlayne, *Angliae Notitia* (1700 edition), pp. 255-307, 312-17.
 - * William Gouge, *Of Domesticall Duties* (1634 edition), pp. 16-21, 179-209, 220-1, 242-3, 255-7, 270-4, 282-7, 293-4, 327-8, 353-6, 394-7, 435-41, 448-9, 452-8, 515-26, 535-40, 560-9, 576-81, 589-92, 600-5, 610-13, 639-42, 657-65, 668-75.
 - * Hannah Woolley, *The Gentlewomans Companion: or, A Guide to the Female Sex* (1675 edition), pp. 4-21, 29-98, 204-17.
 - * Francis Hawkins, trans. *Youths Behaviour or Decencie in Conversation amongst Men* (1661 edition), portrait, title page and pp. 1-14.
 - * William Higford, *The Institution of a Gentleman* (1660), in *Harleian Miscellany*, ed. T. Park (1808-), ix, pp. 580-99.
 - * *The Book of Sports*, 1633, in *Harleian Miscellany*, ed. T. Park (1808-), v, pp. 75-7.
 - * Thomas Hall, *Funebria Florae* (2nd edition 1661), pp. 1-6.
 - * John Evelyn, *Fumifugium* (1661), the whole.
- Joan Thirsk and J.P. Cooper, *Seventeenth-Century Economic Documents* (1972): Section I, nos. 2, 12, 14, 16, 19, 20, 22, 25, 26, 34, 35, 39.
 Section II, nos. 2, 3, 8, 10, 12, 25, 26, 42, 43.
 Section III, nos. 1, 8, 18, 19, 21, 29, 30, 47, 48, 53, 60.
 Section IV, nos. 12, 13, 21, 31, 33, 37, 38, 45, 46, 50, 53.
 Section V, nos. 5, 53, 58.
 Section VI, nos. 16-18, 51, 55, 60.
 Section VII, nos. 12, 18, 22.
 Section VIII, nos. 1-8, 10 and the table on pp. 802-3.

- * Joan Thirsk and J. P. Cooper, *Further Texts*, the whole.
 K.J. Allison, 'An Elizabethan Village "Census"', *Bulletin of the Institute of Historical Research*, xxxvi (1963), pp. 95-103.
Poverty in Early-Stuart Salisbury, ed. Paul Slack (Wiltshire Record Soc., 31, 1975), pp. 65-82.
 E.R.C. Brinkworth, *Shakespeare and the Bawdy Court of Stratford* (London and Chichester, 1972), pp. 147-74.
County of Middlesex: Calendar to the Sessions Records, ed. W. Le Hardy, new ser., 4 vols. (London, 1935-41), vol. i, pp. 87-116.
Depositions from the Castle of York Relating to Offences Committed in the Northern Counties in the Seventeenth Century, ed. James Raine (Surtees Soc., 40, 1861), the whole.
- * Sir Robert Filmer, *An Advertisement to the Jury-men of England, Touching Witches* (London, 1653), the whole.
 C. L'Estrange Ewen, *Witch Hunting and Witch Trials* (London, 1929), Appendix VI, pp. 291-313.
- * 'A Dyurnall...[by] Adam Eyre', in *Yorkshire Diaries and Autobiographies of the Seventeenth and Eighteenth Centuries*, ed. H. J. Morehouse (Surtees Soc., 65, 1877 for 1875), pp. 1-118.
The Journal of William Schellinks' Travels in England, 1661-1663, ed. and trans. Maurice Exwood and H.L. Lehmann (Camden Soc., 5th ser., I, 1993), pp. 31-181.
 Richard Gough, *Antiquities and Memoirs of the Parish of Myddle, County of Salop ... AD1700* (Shrewsbury, 1875; or ed. David Hey, Penguin, 1981), the whole (including 'Observations concerning the Seates in Myddle').

FS11: SOCIETY AND GOVERNMENT IN FRANCE, 1610-1715

http://www.history.ox.ac.uk/currentunder/honours/history/further/french_society_and_government_index.htm

The seventeenth century was the decisive period in the formation of the French ancien régime, born out of a series of acute tensions within state and society. The long reigns of Louis XIII (1610-43) and Louis XIV (1643-1715) both began with royal minorities, classic occasions for troubles, followed by powerful reassertions of royal authority as the kings came to maturity. Such notable ministers as Richelieu, Mazarin, Colbert, and Louvois played leading roles in creating a new style of authoritarian government, which has often been rather simplistically described as absolutist. The Further Subject relies on a wide selection of documents to illustrate this process in the widest sense, and more particularly its impact on French society at large. Kings, ministers, and their provincial officials reflected extensively on the problems they faced, so that the records of the royal administration preserve a vivid and dramatic picture of repeated conflict on numerous fronts. Similar themes emerge from pamphlets, memoirs and other documents produced by those who experienced the changes of the period as threats to their independence and

prosperity. Among the principal subjects for study are extensive revolts by both the people and the nobility, the crucial mid-century crisis of the Fronde, the ideological battles over the limits on royal autocracy, and the pervasive effects of the great Catholic reform movement. This period has attracted many distinguished historians in recent decades, so there is a rich secondary literature in both French and English, and students can familiarize themselves with lively ongoing debates about social structure, economic development, the nature of absolutism, and much else. Above all the Further Subject offers an opportunity to build up a coherent picture of early modern France, at both the national and the regional level. All of the French documents have been translated into English and many are available on the Faculty website. A reading knowledge of French is not a requirement for this Further Subject, though students who can read French, or wish to improve their reading knowledge, will find that it considerably enhances the range and richness of the secondary reading available for this subject.

Candidates will be required to study the social, political, economic, and religious developments in France from 1610 to 1715, and will only be required to show such knowledge of external affairs as is necessary for the understanding of the internal history of France during this period.

R. Bonney (ed.), *Society and Government in France under Richelieu and Mazarin, 1624-61* (1988).

R. Mettam (ed.), *Government and Society in Louis XIV's France* (1977).

Charles Loyseau, *A Treatise of Orders and Plain Dignities*, ed. H. A. Lloyd (1994), pp. 48-55 (chapter III, paras 1-27), 90-112 (chapter V, paras 33-110), 161-5 (chapter VII, paras 91-105), 166-8 (chapter VIII, paras 1-10).

Mathieu Molé, *Mémoires*, ed. A. Champollion-Figeac (Paris, 1855-7), i. pp. 99-102, ii, pp. 1-4, 498-510.

***Franc et veritable discours sur la revocation du droit annuel* (Paris, c.1615).**

***Testament politique du Cardinal de Richelieu*, ed. L. André (Paris, 1947), pp. 218-23, 230-55, 379-400).**

***Les papiers de Richelieu*, ed. P. Grillon (Paris, 1975-85), vol. i, documents 86, 87, 89 of 1625, document 342 of 1626; vol. ii, documents 31, 500, 688, 862; vol. iii, document 197, pp. 202-4 only; vol. iv, documents 72, 292, 409, 455; vol. v, documents 224, 375, 592, 603; vol. vi, document 10.**

***Lettres et mémoires adressés au chancelier Séguier*, ed. R. Mousnier (Paris, 1964), vol. i, documents 68, 94, 141, 165, 168, 188, 201, 210, 224; vol. ii, documents 256, 311, 340, 351, 363, 364, 368, 381, 395; appendix 2, i. vi-vii, xii; appendix 3, iv, vii.**

Y-M. Bercé, *Histoire des Croquants* (Geneva, 1974), vol. ii, documents 29, 31, 42, 68.

Choix de Mazarinades*, ed. C. Moreau (Paris, 1853), vol. i, pp. 277-89 (*Catéchisme des Partisans*), 358-407 (*Lettre d'Avis à Messieurs du Parlement

- de Paris, écrite par un Provincial*); vol. ii, pp. 230-4 (*Requête de la Noblesse*), 406-38 (*La Vérité toute nue*).
- Les articles de la paix, conclus et arrestez à Ruel, le xi mars 1649* (Paris, 1649).
- Lettres, Instructions et Mémoires de Colbert*, ed. P. Clément (Paris, 1861-82), vol. i, document 210; vol. ii, document 38; vol. vii, document 15.
- Correspondance des Contrôleurs-Généraux des Finances*, ed. A. de Boislisle (Paris, 1883), vol. i, documents 207, 209, 211, 256, 333 and appendix 2; vol. ii, appendix 4, pp. 476-86 (line 3).
- Locke's Travels in France*, ed. J. Lough (1953), pp. 114-65, 228-37.
- François de Salignac de la Mothe-Fénelon, *A Louis XIV: Remonstrance à ce prince* (1694).
- Plans de gouvernement concertés avec le duc de Chevreuse* (1711).
- Mémoires sur la situation déplorable de la France en 1710*.
- Louis de Rouvroy, duc de Saint-Simon, *Mémoires*, ed. G. Truc (Paris, 1948-58), vol. iii, pp. 1238-79 (*Lettre anonyme au roi*).
- Alexandre Dubois, *Journal d'un curé de campagne au xvii^e siècle*, ed. H. Platelle (Paris, 1965), pp. 61-149, 160-2, 174.
- Documents relatifs aux rapports du clergé avec la royauté de 1682 à 1705*, ed. L. Mention (Paris, 1893), pp. 114-34 (*Edit du roi sur la juridiction ecclésiastique*).

FS 12: COURT CULTURE AND ART IN EARLY MODERN EUROPE

http://www.history.ox.ac.uk/currentunder/honours/history/further/court_culture_index.htm

This Further Subject is intended for undergraduates who wish to combine an interest in the structures of courts and court culture with an introduction to some of the major issues and methodological challenges involved in studying the history of art in a courtly context. The study of courts as the focus of political, social and cultural authority within the early modern state has been a dynamic and exciting area of historical enquiry in the last few decades. No less important has been the impact of both art-historical and historical scholarship in exploring the practical mechanisms of art patronage, the use of art by rulers and other élites to construct justifications for the legitimization of authority, and the respective role of artists, patrons and scholars in the formulation of ideological programmes within a court context. The course will seek to bring these two areas together in a study that will focus on a number of specific courts and on wider issues connected with court patronage of the arts, the resources and aims of patrons, and the reactions of both courtly and non-courtly élites to these initiatives. An introductory seminar will examine some of the historiographical and methodological problems involved in studying courts and in coming to terms with what will be for most students the unfamiliar context of art-historical scholarship. Subsequent seminars will look at a range of European courts, from Papal Rome, through the early Stuarts, the Habsburg court at Brussels and Louis XIV's Versailles, while additional topics will include

the role of female patrons, the place of collecting in court patronage and the use of theatrical, musical or other staged performances in court culture.

The prescribed texts and documents will introduce the student to a variety of texts and documents concerning the detail of commissions and execution of works of art, inventories of collections, correspondence between artists, courtiers. Near-contemporary writings about artists give insights into issues such as factional rivalries, political or familial strategies, perceptions of artistic merit and the status of artists in court culture. There are no prescribed images for this course, though students will be encouraged to analyse particular works of art as case studies in understanding the workings of patronage, the politics of display or the operations of court ritual and etiquette. In a number of cases, holdings in the major Oxford art galleries will be used to supplement this visual evidence. A general lecture course on 'Art and Power in the 16th and 17th Centuries' offered in Michaelmas term will provide an introduction to some of the major themes. The course is taught by a group of history and history of art tutors, including the Director of the Ashmolean, and while the subject matter of the seminars is prescriptive, there will be opportunities to diversify across a wider range of subjects in the tutorial component of the course.

Prescribed Texts

F. Haskell, 'The Mechanics of Seventeenth-Century Patronage', *Patrons and Painters: Art and Society in the Baroque* (1980), pp. 3-23.

Louis de Rouvroy, duc de Saint-Simon, *Saint Simon at Versailles* (ed. and tr. by L. Norton; London, 1958 and subsequent editions), pp. 52-53, 80-91, 143-145, 245-266.

Filippo Baldinucci, *The Life of Bernini*, trans. by Catherine Enggass (Pennsylvania State University Press; University Park/London, 1996), pp. 6-82.

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- Charles Perrault, *Mémoires de Ma Vie*, ed. P. Bonnefon (Librairie Renouard; Paris 1909), pp. 63-89 – translation available on Faculty website.
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- E. Spenser, 'Dedication of 1596 [to Elizabeth]', 'A Letter of the Author's [to Sir Walter Raleigh]', and 'Two Cantos of Mutabilitie (only Canto vi in Book VII),' *The Faerie Queene*, ed. A.C. Hamilton (London, 2001), pp. 27, 713-718, and 691-700.
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- S. Orgel, R. Strong, *Inigo Jones: The Theatre of the Stuart Court; including the Complete Designs for Productions at Court for the Most Part in the Collection of the Duke of Devonshire together with their texts and historical documentation* (2 vols; London, 1973), i. 204-237, pl. 62-76, figs 25-30; ii. 452-463; plates 204-18; figs. 69A-85.

FS13: THE FIRST INDUSTRIAL REVOLUTION 1700-1870

http://www.history.ox.ac.uk/currentunder/honours/history/further/first_industrial_revolution_index.htm

This subject explores the transformations of Britain's society and economy during the industrial revolution. It explores the causes and nature of industrialization, urbanization, and economic modernization; the social dislocations associated with economic change; and the changing economic, administrative, and social discourses which helped reshape Britain's economic relations and social institutions. Topics studied include agricultural change, the rise of manufacturing industry, the nature of British capitalism, labour discipline, the problems of poverty and attitudes towards the poor, changes in social structure, demography, public health and social reform,

fiscal and financial policy, and the central analytical concepts embedded in a vibrant and extensive secondary literature. Prescribed texts range from Gregory King's *Natural and Political Observations* (1696) and Daniel Defoe's *Tour thro' the whole Island of Great Britain* (1724-6) to social surveys in the mid-nineteenth century and Sir Robert Giffen's 'The progress of the working classes in the last half century' (1883). Other texts include the classic surveys of agriculture by Arthur Young and James Caird, Malthus's seminal 'Essay on the Principle of Population' (1798), parliamentary reports on poverty, education, and banking, Adam Smith's *Wealth of Nations*, and autobiographies of working people.

I. For General Reference: B. R. Mitchell, *Abstract of British Historical Statistics* (Cambridge University Press, 1962).

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- (a) **Gregory King, *Natural and Political Observations* (1696), reprinted in G. E. Barnett (ed.), *Two Tracts by Gregory King* (Baltimore, Johns Hopkins University Press, 1936), and in P. Laslett (ed.), *The Earliest Classics...John Graunt (1662)...[and] Gregory King... (1696)* (Gregg International, Westmead, Farnborough, Hants, England, 1973).**
- (b) **M. W. Flinn (ed.), *Law Book of the Crowley Ironworks* (Surtees Society, clxvii, Durham, 1957), part ii, (e) Workmen (pp. 127-51).**
- (c) **Sir F.M. Eden, *The State of the Poor* (1797) (ed. A.G.L. Rogers, Routledge, London, 1928), Bk. ii, ch. 2 (pp. 100-28).**
- (d) **T. R. Malthus, *An essay on the Principles of Population* (London, 1798; 1926 edn., reissued 1966, Macmillan for Royal Economic Society), chs. i-vii (pp. 1-141).**
- (e) **M. Elsas (ed.), *Iron in the Making: Dowlais Iron Company Letters 1782-1860*, County Records Committee of the Glamorgan Quarter Sessions and County Council and Guest Keen Iron and Steel Company Limited (no place of publication given, 1960), ch. 2, Masters and Men (pp. 18-70).**
- (f) **J. Burnett (ed.), *Useful Toil: Autobiographies of Working People from the 1820s to the 1920s* (London 1974 and paperback Pelican Books 1977): I. *Labouring Classes*: Lucy Luck (straw-plait worker); J. Ward (weaver); II. *Domestic Servants*: W. Taylor (footman); III. *Skilled Workers*: C. Newnham (carpenter); E. Lovekin (mining 'butty'); 'an old potter'; T. Wood (engineer); H. Broadhurst (stonemason).**
- (g) **P. Gaskell, *Artizans and Machinery: The Moral and Physical Conditions of the Manufacturing Population* (John W. Parker, London, 1836), introduction (pp. 1-10), chs. ii-iii (pp. 59-102).**
- (h) **Poor Law of 1834: *Report of the Commissioners, Parl. Papers* (1834), xxvii Critique of Old Poor Law: outdoor and indoor relief (pp. 11-21, 25-31); burdens on landowners and employers (pp. 36-44); effect on labourers (pp. 44-54); magistrates and the allowance system (pp. 66-74);**

settlement (pp. 84-91); labour rate system (pp. 108-26); remedies; workhouse tests; centralized system, and unions of parishes (pp. 146-77).

- (i) R. A. Slaney, *Reports of the House of Commons on the Education (1838) and on the Health of the Poorer Classes in Large Towns... (1840)* (Knight, London, 1840; reprinted Garland Press, 1985).
- (j) J. E. Morgan, *The Danger of Deterioration of Race from the too Rapid Increase of Great Cities* (Longmans, London, 1866; reprinted Garland Press, 1985).
- (k) Population (England and Wales). Census of England and Wales (1861) General Report, *Parl. Papers* (1863), LIII, pt. I, sections i-viii, x (pp. 1-42, 65-71).
- (l) Sir Robert Giffen, *Economic Inquiries and Studies* (Bell, London, 1904), vol. I, ch. 10 (Progress of the working classes . . .), pp. 382-422.

III. *Agriculture, Industry, Trade, and Transport*

- (a) D. Defoe, *A Tour thro' the whole Island of Great Britain 1724-7*, ed. G.D.H. Cole (Peter Davies, London, 1927, and Everyman Library edn., Dent, London, 1928), letter i (pp. 5-17, 31-91), letter viii (pp. 587-632) (W. Riding).
- (b) M.W. Flinn (ed.), *Law Book of the Crowley Ironworks* (Surtees Society, clxvii, 1957), pt. ii, *Organization of the Factory* (a) Administration (pp. 30-45). (See also I.)
- (c) A. Young, *The Farmer's Tour Through the East of England* (Strahan, London, 1771), vol. ii, letter xiv, *Observations on the Norfolk Husbandry* (pp. 150-63).
- (d) J. Phillips, *A General History of Inland Navigation* (Crosby, London, 1792), preface, ch. 7 (pp. iii-xiv, 70-104).
- (e) M. Elsas (ed.), *Iron in the Making: Dowlais Iron Company Letters 1782-1890* (1960), ch. I, The Iron Masters (pp. 1-17). (See also I.)
- (f) Andrew Ure, *The Philosophy of Manufactures* (Knight, London, 1835), ch. 1 (pp. 1-44) and 3 (pp. 67-80).
- (g) J. Caird, *English Agriculture in 1850-1* (Cass, London, 1852), letters lii-lvi (pp. 473-528).
- (h) D. Lardner, *Railway Economy: a treatise on the new art of transport* (Taylor, Walton, and Maberly, London, 1850, reprinted David and Charles, Newton Abbott, 1968), ch. i, Influence of improved transport on civilisation (pp. 1-19); ch. iv, Extent of railways in the U.K. (pp. 53-9); chs. ix-xi, Clearing House, Passenger Traffic, Goods Traffic (pp. 149-214); ch. xxii, Relation of railways to State (pp. 502-24).

IV. *Finance and Theory*

- (a) A. Smith, *The Wealth of Nations* (1776), eds. R. H. Campbell, A. S. Skinner, and W. B. Todd (Oxford University Press, 1976), bk. iv. Chs. 1-6.
- (b) J. Mill, *Elements of Political Economy*, (1821), chs. i-ii (reprinted in D. J. Winch (ed.), *James Mill Selected Economic Writings*, publ. for Scottish Economic Society, Oliver and Boyd, Edinburgh and London, 1966, pp. 210-54).
- (c) Evidence to Report from Committee on Secrecy on the Bank of England Charter (Parl. Papers, 1831-2, vol. vi): evidence of V. Stuckey, banker (22 pp.); C.B. Wilkins, banker (16 pp.); J. Harman, Director of the Bank (16pp.); T. Tooke (35 pp.).
- (d) H. Parnell, *On Financial Reform* (3rd edn., Murray, London, 1831; reprinted Gregg International Publishers, 1969), chs. 1-8, 17-21.

FS 14: MEDICINE, EMPIRE, AND IMPROVEMENT, 1720-1820

http://www.history.ox.ac.uk/currentunder/honours/history/further/medicine_empire_index.htm

This FS aims to offer the broad appeal of the social history of medicine, which sees medicine as a response to problems of health and disease as experienced by most people. 'Medicine, Empire and Improvement' connects with topics of increasing interest such as racial difference, consumerism, colonialism, 'medicalization' (the increasing authority of medical ideas in society as a whole), environmentalism, and alternative medicine. No technical or specialist background is assumed.

The primary focus is on Britain, but the chosen themes look outward to incorporate Britain's relationships, physical and mental, with its growing empire, with America, and with France. The authors of the texts have been chosen partly on the basis of their intimate involvement with religion, politics, literature, or popular culture. The emphasis is on medicine as a measure of the economic, social, and physical environment. Overall, the environmental emphasis is strong, but you will also be looking at medicine as an example of the rise of the middle class and in particular of the professions. Were the new voluntary hospitals dominated by their medical staffs, or by their lay governors? Does the eighteenth century deserve its reputation as the high point of quackery and the commercialization of medicine? Or should we think more in terms of divisions between popular and élite culture, or of increasing intellectual pluralism following the upheavals of the seventeenth century?

Two further prominent themes are war, which was increasingly acquiring a global dimension; and colonialism, including the pathogenic effects of empire. During this period, Britain and most major European powers established or extended medical provisions for their armed forces, this being one of the few areas in which the State was prepared to intervene to protect the health of its subjects. Many of the medical writers of the period were enterprising, outspoken, observant,

and ideologically committed (or alternatively, unscrupulous) individuals who wandered the globe and played a major part in creating images of foreign environments for home consumption. They made major contributions to a debate on the effects of luxury which took on a new lease of life as imperial commerce expanded. They also helped to define ‘Britishness’ in terms of Britons’ physical and mental responses to the colonial experience.

Health, disease and medicine were, and are, matters of universal concern, creating a shared but changing vocabulary and set of ideas; this FS demonstrates how medical concepts were used in defining the health of the body politic in the context of Enlightenment society.

Prescribed Texts

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- * ¶ Daniel Turner, *The Drop and Pill of Mr Ward Consider'd* (London, 1735), pp. 1-2, 6-15, 38.
- * William Buchan, *Domestic Medicine: or, a Treatise on the Prevention and Cure of Diseases by Regimen and Simple Medicines* (2nd edn, London, 1772), Preface pp. v-xv, Introduction pp. xvii-xxvii, pp. 92-9 (air), 252-6 (cold), 357-62 (cough), pp. 514-18 (asthma).
- * James Makittrick Adair, *Essays on Fashionable Diseases* (London, [1790]), pp. 1-17, 28-43 (noxious air), 60-9 (clothing).
- * John Wesley, *Primitive Physick: or, an Easy and Natural Method of Curing Most Diseases* (5th edn., Bristol, 1755), pp. iii-xx.

2. Quackery and Unorthodox Medicine

- Ben Jonson, *Volpone* (c. 1606), Act II (ed. David Cook, Methuen, London, 1978; Oxford World's Classics pbk, 1998).
- † John Coakley Lettsom, *Observations Preparatory to the Use of Dr Myersbach's Medicines* (2nd enlgd edn., London, 1776), pp. 16-25 (history of cases); 52-61 (success of empiricism).
- * James Graham, *The Guardian Goddess of Health: or, the Whole Art of Preventing and Curing Diseases* (London, [c. 1780]), pp. 2-10, 22-7, 30-6.
- † George Winter, *Animal Magnetism. History of; its Origin, Progress and Present State...as Delivered by the late Dr Demainauduc* (Bristol, [1801]), pp. 6-18,

35-6, 162-5.

- * Thomas Beddoes, *Observations on the Nature and Cure of Calculus, Sea Scurvy, Consumption, Catarrh and Fever* (London, 1793), pp. 13-20, 110-17, 265-8.
- † Peter Pindar [C. F. Lawler], *Physic and Delusion! Or, Jezebel and the Doctors! A Farce* (London, [1814]), pp. 14-23, 27-9.
- ¶ C. J. S. Thompson, *The Quacks of Old London* (London, 1928), pp. 299-310, 336-46.

3. The Voluntary Hospital Movement

- * John Bellers, *An Essay Towards the Improvement of Physick. In Twelve Proposals* (London, 1714), pp. 1-19.
- * Alured Clarke [D.D.], *A Sermon Preached in the Cathedral Church of Winchester, before the Governors of the County-Hospital for Sick and Lame* (2nd edn., London, 1737), pp. iii-xii, 18-22, 44-53.
- * Isaac Maddox [Bp of St Asaph], *The Duty and Advantages of Encouraging Public Infirmaries* (London, 1743), pp. 4-18, 25-30.
- * (Sir) James Stonhouse [M.D.], *A Friendly Letter to a Patient, just Admitted into an Infirmary* (London, [1748]), pp. 10-25.
- ¶ John Haygarth, *A Letter to Dr Percival, on the Prevention of Infectious Fevers. And an Address to the College of Physicians at Philadelphia, on the Prevention of the American Pestilence* (Bath, 1801), pp. 95-129.
- * John Coakley Lettsom, *Medical Memoirs of the General Dispensary in London, for part of the Years 1773 and 1774* (London, 1774), pp. v-xvii, xxiii-xxvii, 343-7.

4. Paris Medicine – the Foucauldian Transition

- ¶ Philibert Joseph Roux, *A Narrative of a Journey to London in 1814; or, a Parallel of the English and French Surgery*, trans. from French (2nd edn., London, 1816), pp. 23-32, 42-6, 49-73.
- ¶ Philippe Pinel, *The Clinical Training of Doctors: An Essay of 1793*, ed. and trans. D. B. Weiner, *Supplements to Bulletin for the History of Medicine*, no. 3 (Baltimore, 1980), pp. 67-96.
- † John Green Crosse, *Sketches of the Medical Schools of Paris* (London, 1815), pp. 1-30, 57-66, 199-208.
- † Marie-François-Xavier Bichat, *Physiological Researches on Life and Death*, trans. T. Watkins from 2nd Paris edn. (Philadelphia, 1809), repr. (1995), pp. 1-7, 94-118.
- † Théophile-René-Hyacinthe Laennec, *A Treatise on the Diseases of the Chest*, trans. J. Forbes (London, 1821), pp. vii-xxviii (translator's preface), xxix-xxxv (author's preface), 281-97 (stethoscope) ¶ Repr. of 1821 edn. (1979).

5. Manpower and Economy: Disease and Medicine in the Army and Navy

- † Gilbert Blane, *Select Dissertations on Several Subjects of Medical Science* (London, 1822), Diss. I 'On the Comparative Health of the British Navy, from the Year 1779 to the Year 1814, with Proposals for its farther Improvement', pp.1-64.
- * James Lind, *A Treatise of the Scurvy* (Edinburgh, 1753), Chap. IV, 'The Prophylaxis, or Means of Preventing the Disease, especially at Sea', pp.180-208.
- * Donald Monro, *Observations on the Means of Preserving the Health of Soldiers*, 2 vols. (2nd edn., London, 1780), pp. vii-viii, from the Preface, and Part I: 'Observations on the Means of Preserving the Health of Soldiers', pp.1-20, 28-43, 55-64, 70-6.
- * John Pringle, *Observations on the Diseases of the Army* (6th edn., London, 1768), pp.79-110.

6. Imperial Expansion and the Diseases of Tropical Climates

- † John Hunter, 'Inaugural Dissertation on the Varieties of Man', in Johann Friedrich Blumenbach, *The Anthropological Treatises of Johann Friedrich Blumenbach ... and the Inaugural Dissertation of John Hunter*, trans. and ed. Thomas Benyshe (London, 1865), pp. 359-77
- † James Johnson, *The Influence of Tropical Climates, more especially of the Climate of India, on European Constitutions* (4th edn., London, 1827), 'Preliminary Observations, pp.1-17, 'Tropical Hygiene', pp. 519-47.
- * James Lind, *An Essay on Diseases incidental to Europeans in Hot Climates with the Method of Preventing their Fatal Consequences* (1st edn., London, 1768), Introduction, pp.1-18, and Chapter II: 'Advice for the Preservation of such Europeans in Hot Climates, as Reside in Inland Countries', pp. 191-210.
- * Benjamin Moseley, *A Treatise on Tropical Diseases; on Military Operations; and on the Climate of the West Indies* (2nd edn., London, 1789), 'On Military Operations in the West Indies', pp.119-34, 150-86.
- † Extracts from the following: letters of Dr Francis Maxwell, Bengal Medical Establishment; correspondence between Dr Helenus Scott, Bombay, and Sir Joseph Banks; correspondence of Ducarel family, India; correspondence of D. Buffington, West Africa.

7. Environment, Contagion and Improvement

- † P. Assalini, *Observations on the Disease called The Plague, on the Dysentery, the Ophthalmy of Egypt, and on the Means of Prevention* (New York, 1806), translator's preface, pp. iii-xii, and 'Observations on the Diseases which attacked the Army of the East in Egypt and in Syria, during the Years 6 and 7 (1798, 1799) of the French Republic', pp.14-42, 68-88.

- † Charles Maclean, *Evils of Quarantine Laws, and Non-Existence of Pestilential Contagion; deduced from the Phaenomena of the Plague of the Levant, the Yellow Fever of Spain, and the Cholera Morbus of Asia* (London, 1824), Introduction, pp.1-38.
- * Benjamin Rush, *An Account of the Bilious Remitting Yellow Fever; as it Appeared in the City of Philadelphia in the Year 1793* (1st edn., Philadelphia, 1794), pp. 27-36, 104-12.
- * Patrick Russell, *A Treatise of the Plague* (London, 1791), pp. iii-xii, 296-310, 392-402.

8. Empire, Luxury and Degeneration

- ¶ James Johnson, *An Essay on Morbid Sensibility of the Stomach and Bowels* (London, 1827), pp. 46-99, 116-39.
- * William Saunders, *A Treatise on the Structure, Economy, and Diseases of the Liver* (2nd edn., London, 1795), pp. iii-x, 136-50, 236-61.
- ¶ Thomas Trotter, *A View of the Nervous Temperament* (London, 1807), Introduction, pp. xv-xviii and Chapter II: ‘The Medical Description of the Inhabitants of a Town or City, being an Analysis of Society’, pp. 37-53, and Chapter IV: ‘Influence of these Diseases on the Character of Nations, and on Domestic Happiness’, pp.143-165.

* Available on ECCO (Eighteenth-Century Collections Online)

† Available from History Faculty Library in book form or as photocopies

¶ Available in Radcliffe Science Library

FS15: THE AGE OF JEFFERSON, 1774-1826

http://www.history.ox.ac.uk/currentunder/honours/history/further/age_jefferson_index.htm

At an Oval Office reception honouring all living US Nobel laureates President John F. Kennedy joked, ‘there hasn’t been so much talent assembled in this room since Thomas Jefferson dined alone.’ Jefferson stands out, even in an age of polymaths, both for the breadth of his interests and for his influence on American history. Jefferson wrote the Declaration of Independence and served as America’s minister to France during the initial stages of the French revolution. Breaking with Washington, he helped create partisan politics in America before serving as the third president of the United States. By concluding the Louisiana Purchase and authorizing the Lewis Clark expedition Jefferson established the United States as a nation with continental aspirations. His actions in respect of the Haitian revolution and the Napoleonic wars, coupled with his Anglophobia, situated America within the wider world. Following the deaths of Franklin and Washington, Jefferson was to

all intents and purposes the embodiment of the Founding Fathers and the recipient and originator of a vast correspondence on American government, science and culture. In retirement as in office he helped define the new nation.

This course uses Jefferson's life and writings to pose a number of questions about the age in which he lived. For example, what was the impress of the Enlightenment on the conduct of government and intellectual enquiry during this period? Was Jefferson's obnoxious racism and hostility to the abolition of slavery *sui generis* or widely held? What were the origins and influence of 'Jeffersonian' theories of democracy? How far were men in Jefferson's position able to embrace 'the age of the common man?' What value should historians place on intellectual or political consistency? To what extent is America an exceptional nation?

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***The Autobiography of Thomas Jefferson, 1743-1790*, ed. Paul Leicester Ford. New Introduction Michael Zuckerman, (1914. rep. Philadelphia: University of Pennsylvania Press, 2005)**

Julian P. Boyd, et al, eds., *The Papers of Thomas Jefferson* (Princeton: Princeton University Press, 1950 --) 26 vols. to date.

[Thomas Jefferson] A Summary View of the Rights of British North America (1774), 1:121-37.

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Thomas Jefferson to Joseph Willard, 24 March, 1789, 14:697-9

A Bill for Establishing Religious Freedom (1777), 2:545-553.

[Thomas Jefferson] Report on Government for the Western Territories (1784), 4: 581-618.

Thomas Jefferson to Dr. Joseph Priestley, 18 January, 1800, 31:319-22

Thomas Jefferson to Martha Jefferson, 28 March 1787, 11:250-2

Thomas Jefferson to Charles Carrol, 15 April, 1791, 20:214-5

James Madison to Thomas Jefferson, 13 June 1793 [On origins of Neutrality Proclamation], 26: 272-4.

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Richard Price to Thomas Jefferson, 2 July, 1785 and Jefferson's reply, 8: 258-9.

Thomas Jefferson to Benjamin Banneker, 30 August, 1791, 22: 97-8.

Thomas Jefferson to Chastellux, 7 June 1785, 8: 185-6.

Thomas Jefferson to Martha Jefferson, 28 March 1787, 11: 250-2.

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Thomas Jefferson to the Governor of Virginia (James Monroe), 24 November 1801, 1096.
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Thomas Jefferson to John Adams, 11 June, 1812, 1260.
Thomas Jefferson, First Inaugural Address, 4 March, 1801, 165-8.
Thomas Jefferson to John Dickinson, 6 March, 1801, 1084.
Thomas Jefferson to John Adams, 15 June, 1813, 1277.
Thomas Jefferson to John Wayles Eppes, 24 June, 1813, 1280.
Thomas Jefferson to Dr. John Manners, 22 February, 1814, 1329.
Thomas Jefferson to Volney, 11 February, 1806, 1154.
Thomas Jefferson to William Hamilton, July 1806, 1166.
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Thomas Jefferson to Robert Fulton, 16 August, 1807, 1185
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Thomas Jefferson to John Manners and John Brazier, 24 August, 1819, 1422.
Thomas Jefferson to J. Evelyn Denison, 9 November, 1825, 1502.
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Thomas Jefferson President (James Monroe), 24 October, 1823, 1481.
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Thomas Jefferson to William Duane, 12 August, 1810, 1227.
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Thomas Jefferson to Albert Gallatin, 26 December, 1820, 1447.
Thomas Jefferson to Francis Eppes, 19 January, 1821, 1450.

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The Anas, 1206-88.**

An Essay on the Anglo-Saxon Language, 855-82.

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Opinion Favouring Neutrality, 1790, 144-5.

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The Declaration of Independence

The Articles of Confederation and Perpetual Union

Bruce Kuklick, ed., *Thomas Paine: Political Writings* (Cambridge Texts in the History of Political Ideas: Cambridge, 1989), 2-38.

Common Sense

[James Madison, Alexander Hamilton, John Jay] *The Federalist Papers*, ed. Isaac Kramnick, (London and New York: Penguin Classics, 1987)

Federalist #2

Federalist #10

Federalist #35

Federalist #51

Federalist #84

The Constitution of the United States of America and Bill of Rights

Merrill D. Peterson, ed., *The Viking Portable Thomas Jefferson* (New York: Viking/Penguin, 1975)

Jack N. Rakove, ed., *James Madison. Writings* (New York: The Library of America, 1999)

Who are the Best Keepers of the People's Liberties? 532-4.

W.W. Abbott et al eds., *The Papers of George Washington. Presidential Series*

(Charlottesville, VA: University of Virginia Press, 1987 --) 12 vols to date
**Thomas Jefferson, Transcription of Speeches [to the Elders of] Wabash
& Illinois nations, 1 February, 1793, 12:82-90.**

Tom Wicker, ed., *Jefferson. Public and Private Papers* (New York: Vintage Books/Library of America, 1990)

A Bill for the More General Diffusion of Knowledge, 1778

FS16: CULTURE AND SOCIETY IN FRANCE FROM VOLTAIRE TO BALZAC

http://www.history.ox.ac.uk/currentunder/honours/history/further/voltaire_index.htm

This Further Subject will allow you to explore the main developments in French thought, manners, and social structures from the age of Enlightenment to the post-revolutionary period of Romanticism and Realism. The prescribed texts thus offer a variety of sources (treatises, memoirs, novels, commentaries), and it is hoped that these will be studied within their social contexts, whose *moeurs* and *mentalités* they reflect. These texts will leave sufficient scope for candidates and indeed encourage them to pursue any interests they may have in particular topics: e.g. the literary and artistic transition from classical or neo-classical forms to Romanticism and to the early manifestations of Realism (especially in the novel); the function of land and office as mechanisms for social advancement from the noble and privileged society of the old regime to the emergence of other *notables* under Napoleon, the Bourbon Restoration, and the July Monarchy; how people survived the Revolution and adjusted to Napoleon's dictatorship; the implications for the Church and for religious expression of the Revolution's secularizing measures and of Napoleon's Concordat with the Pope; the impact of urbanization and *embourgeoisement* on the older rural structures and mentality, and the interaction and conflict between them.

This paper may have a particular interest for candidates who have chosen General History periods X (1715-1799) or XI (1799-1856) and/or the Optional Subject on 'Revolution and Empire in France 1789-1815', but these options should not be regarded as a pre-requisite for this Further Subject. The prescribed texts (many of which are available in modern English translations) allow considerable flexibility, and each candidate should be able to create a preferred 'core' from them, in consultation with his or her tutor. The examination paper is divided into Sections A and B, and among their three required answers, candidates must complete at least **ONE** answer from each section. A good reading knowledge of French would be highly advantageous, not least for the purposes of additional secondary reading. Lectures and a documents class are usually organized in Hilary Term.

- * **Voltaire, *Dictionnaire philosophique* (1764).**
- * **Diderot, *La Religieuse* (Paris, 1796).**
- * **Restif de la Bretonne, *La Vie de mon père* (1779).**
- * **Rousseau, *Les Rêveries du promeneur solitaire* (1782).**

- Gabriel Sénac de Meilhan, *Du Gouvernement, des moeurs, et des conditions en France avant la Révolution* (Hamburg, 1795), pp. 1-138.
- * Jacques-Louis Ménétra, *Journal de ma vie*, ed. D. Roche (Paris, 1982), pp. 29-283.
 - François-Yves Besnard (abbé), *Souvenirs d'un nonagénaire*, 2 vols. (Paris, 1880).
 - * Marquise de La Tour du Pin [Henriette-Lucie Dillon], *Journal d'une femme de cinquante ans, 1778-1815* (published by the comte A. Liedekerke-Beaufort, 2 vols. (Paris, 1914), omitting the parts not concerned with France.
 - * Étienne-Jean Delécluze, *Louis David, son école et son temps* (Paris, 1855).
 - * Mme de Staël, *De l'Allemagne* (1810): vol. I, pt. 1; pt. 2, chaps I-III and VI-XVI; vol. II, pt. 2, chaps XXXI and XXXII; pt. 3, chaps I-VII, XI-XIV, XVI, and XIX; pt. 4, chaps I-VI and IX-XII.
 - * Chateaubriand, *Mémoires de l'outre tombe*, [details of edition and page numbers to follow]
 - * Stendhal, *La Vie de Henry Brulard* (1890).
 - * Balzac, *Eugénie Grandet* (1833).
 - * Martin Nadaud, *Léonard, maçon de la Creuse* (Paris, 1976), pp. 21-184.

Where no edition is specified, all dates are given for the year of *first* publication. All titles marked * are available in modern French editions, and many also in English translation.

FS17: NATIONALISM IN WESTERN EUROPE, 1799-1891

http://www.history.ox.ac.uk/currentunder/honours/history/further/nationalism_western_europe_index.htm

The tumultuous events of the last decade of the twentieth century and the first years of this century have shown vividly the enduring power and influence of nationalism on the states and peoples of Europe. This Further Subject sets out to explore a central aspect of modern European history, and to introduce students to some of the genuinely seminal texts in the canon of contemporary political and social thought. Few political ideologies have exercised so long or so consistent an influence over the lives of contemporary Europeans as nationalism, making the search for its intellectual foundations – and the incongruities it spawned – all the more vital for an understanding of modern history, and of the European condition. The course traces the concept of nationalism to its modern origins and studies its evolution over the nineteenth century. This was the crucial period when nationalism entered the mainstream of European politics and came to dominate the political agenda of the continent, as witnessed by the political unifications of Italy and Germany.

This is not a straightforward political history of the nineteenth century. Rather, its purpose is to trace the evolution of an ideology, primarily through the founder-texts of its most influential exponents in Italy, Germany and France, those

parts of Europe where nationalism is now most readily identified with both state and people. The set texts include the seminal works of Hegel, Mazzini, Renan, Treitschke, Michelet, Fichte and Gioberti. Their visions will be tested against their opponents, Marx and the Catholic Church among them. A continuing theme of the course is the shift of nationalist ideology from being the child of the revolutionary Left – culminating in the 1848 Revolutions – towards its identification with the Right and the forces of state authority by the end of the period. The thoughts of nationalist writers on the roles of religion, the nature of the state, and the place of the past in shaping cultural identities will all be studied in depth. Their ideas will also be set beside those of the leading, contemporary theorists of nationalism as a political ideology, including Benedict Anderson, John Breuilly, Ernest Gellner and Anthony Smith. In this way, it is hoped to reveal the richness, potency and complexity of the concept of nationalism in the era of its definition, and to test current thinking against its founder-texts. Tutorials will provide the essential background, and no previous knowledge of the period is required. All texts are in English translation.

Ernst Moritz Arndt, *The German's Fatherland* [1813]: online version at

<http://www.fordham.edu/halsall/mod/arndt-vaterland.html> (2 pages)

Cesare Balbo, *Storia d'Italia* (Turin, 1830), vol I, libro I, pp. 1-6; libro II, pp. 323-341, 348-352 (the Lombard communes) [to be translated].

Derek Beales, *The Risorgimento and the Unification of Italy* (London, 1981) pp. 136-154, Documents 10-13.

Otto von Bismarck, *Bismarck, the Man and the Statesman: Being the Reflections and Reminiscences of Otto Prince von Bismarck*, trans. A. J. Butler (London: Smith Elder & Co, 1898) vol I, Chapter 13: 'Dynasties and Stocks', pp. 314-323.

John Breuilly, *Austria, Prussia and Germany 1806-1871* (Harlow, 2002), Documents no. 28, 29-30, 32-37 (ca. 15 pages in total)

Gustav J. Droysen, *The Policy of Denmark towards the Duchies of Schleswig-Holstein, from the Year 1806 to the Breaking out of the War in March 1848* (London, 1850), pp. 97 & xviii.

Johann Gottlieb Fichte, *Addresses to the German Nation* [1807], trans. R. F. Jones & G. H. Turnbull (Chicago: University of Chicago Press, 1922), pp. 136-138, 143-145: online version at

<http://www.fordham.edu/halsall/mod/1807fichte1.html>

Julius Ficker, *Das Deutsche Kaiserreich in seinem universalen und nationalen Beziehungen. Vorlesungen gehalten im Ferdinandeum zu Innsbruck* [1861] reproduced in Friedrich Schneider (ed.), *Universalstaat oder Nationalstaat. Macht und Ende des Ersten deutschen Reiches* (Innsbruck: Universitäts-Verlag Wagner, 1941) pp. 21-22, 31-32, 110-132: to be translated [Bod offsite: 2401 d.114].

- Vicenzo Gioberti, *Della nazionalità italiana* (Livorno, 1847) pp. 9-27, 35-41, 47-57, 63-68, 72-75, 82-88, 94-101.
- G.W.F. Hegel, *Lectures on the Philosophy of World History. Introduction: Reason in History*, transl. H.B. Nisbet with an Introduction by D. Forbes (Cambridge, 1975), pp. 44-124, 'The Realisation of Spirit in History' [1830] [BOD: 26591 e.351]: online version at <http://www.marxists.org/reference/archive/hegel/works/hi/hiconten.htm>
- Alphonse de Lamartine, *History of the Girondists*, trans. H.T. Ryde (London, 1847-1848): vol II: book XXXIII, chapters 1-14, pp. 281-292; chapter 16, pp. 294-296; chapter 25, pp. 302-307; book XXXIV, chapter 10, pp. 314-316; chapters 21-24, pp. 327-331 (the trial of Louis XVI); vol III: book XLII, chapters 17-21, pp. 293-301, 304-307; book XLIX, chapter 4, pp. 472-473; book LX, chapter 5, pp. 492-493; book LXI chapters 15-16, pp. 542-546 (the Terror and its place in history).
- Félicité de Lammenais, *The People's Prophecy*, trans. Cuthbert Reavely (London: Andrew Dakers, 1943) pp. 19-126.
- Friedrich List, *The National System of Political Economy* [1841-1844] (New York: Augustus M. Kelley Publishers, 1966), pp. xiii-xxiv, 119-325, 365-435 [Social Science Library: HB 165 LIS]: online version at <http://socserv2.socsci.mcmaster.ca/~econ/ugcm/3ll3/list/national.html>
- Karl Marx, 'The Eighteenth Brumaire of Louis Napoleon Bonaparte,' in *Surveys from Exile*, ed. David Fernbach (London, 1977 – but many editions) pp. 143-249).
- Giuseppe Mazzini 'Instruction for the Members of Young Italy' [1831] in *Life and Writings of Joseph Mazzini* (London, 1891) vol. I, pp. 38-52: online version at http://www.dickinson.edu/~rhyme/232/Four/Mazzini_instructions.html
- Giuseppe Mazzini, *Life and Writings of Joseph Mazzini* (London, 1891): 'Faith and the Future' [1835], vol. I, pp. 79-144; *An Essay on the Duties of Man* [1844], Introduction and chapters 1 to 11, vol. IV, pp. 305-378; 'On the Encyclical of Pope Pius IX,' vol. V, pp. 331-366. The introduction to *An Essay on the Duties of Man* is available online at <http://history.hanover.edu/texts/mazzini/mazintro.htm>
- P. R. Mendes-Flohr, J. Reinharz, P. Mendes-Flohr (eds.), *The Jew in the Modern World: A Documentary History* (New York: OUP), pp. 343-349.
- Jules Michelet, *History of France*, trans. G.H. Smith (London, 1845-47), vol. I, pp. 119-154 ('Jeanne d'Arc and the regeneration of a people').
- Jules Michelet, *The People*, trans. Charles Cooks (London, 1846) pp. 27-66, 97-130, 198-267.
- Roger Price, *1848 in France* (London, 1975), part I, documents 2, 3, 4, 5, 6, 7, 8, 9; part II, documents 12, 13, 14.
- Ernest Renan, 'What is a Nation?' in G. Eley & R. G. Suny (eds.), *Becoming National: A Reader* (OUP, 1996), pp. 42-57.

Heinrich Karl Ludolf v. Sybel, *Über die neueren Darstellungen der deutschen Kaiserzeit* [1859], reproduced in Friedrich Schneider (ed.) *Universalstaat oder Nationalstaat. Macht und Ende des Ersten deutschen Reiches* (Innsbruck: Universitäts-Verlag Wagner, 1941) pp.8-18: to be translated [Bod offsite: 2401 d.114].

H v. Treitschke, *Politics*, transl. Blanche Dugdale & Torben de Bille (London: Macmillan, 1916), vol. I, pp. 270 – 302 (chapter on ‘Races, Tribes, and Nations’) [History Fac. Library: M 022.4 TREI].

H. v. Treitschke, *History of Germany in the 19th century*, transl. Eden & Ceder Paul (London: Jarrold & Son, 1915), parts I (‘Germany after the Peace of Westphalia’, pp. 3-119) & III (‘The Rise of Prussia’, pp. 313-476). [Radcliffe Camera: S.Hist.7G.95.3].

Debate in the Parliament of the Duchy of Nassau on a Motion for the Complete Emancipation of the Jews in the Duchy [1846] (9 pp): online version at http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=343.

Daniel Schenkel: excerpts from *The German Protestant Association* [1868] (6 pp): online version at http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=457.

Resolution of the Katholikentag in Aachen [1862] (14 pp): online version at http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=248.

FS18: INTELLECT AND CULTURE IN VICTORIAN BRITAIN

http://www.history.ox.ac.uk/currentunder/honours/history/further/victorian_intellect_index.htm

This subject aims to study the ideas and culture of the Victorians with some reference to their analytical content and social context. The topics covered range from progress and faith, through natural and social science, to fine art and gender. There are many common themes running through the texts, such as the tension between materialism and idealism, and between historical and positivist modes of thought. The set texts are grouped under headings which suggest the major issues to be explored. (1) Historical writings introduce the concept of ‘Whig’ history and the interaction between religious beliefs and the claims made for the value of the study of the past. (2) Social and economic thought examines the attempt to advance beyond the apparently well-established principles of political economy towards a ‘general science of society’ or sociology. (3) The religious texts embrace the spectrum from catholicism and natural religion to agnosticism and secularism. (4) The section on art and society assesses the enormous influence of ‘cultural critics’, Carlyle, Ruskin, Matthew Arnold, and William Morris, whose perspectives were distinct from those of churchmen and sociologists. We are particularly fortunate in having a grand Ruskinian project – the University Museum – in Parks Road, and Ruskin’s own collection of drawings and watercolours, used in his teaching, in the Ashmolean Museum. (5) Education is important in raising directly the question of the role of women in Victorian culture, and shows how many of the intellectual

developments of the period were reflected in the reform of the universities and public schools, and in the professionalization of study. (6) The scientific texts focus on Darwin and the impact of evolutionary thinking. Finally, prospective graduate students can be reassured that each of the six headings offers unlimited scope for further research.

History

T. Carlyle, *Past and Present* (1843), bks. III and IV. Everyman edn. (1914), pp. 131-287.

T. B. Macaulay, *History of England* (Everyman edn. 1906), vol. (i) pp. 209-321; vol. (ii) pp. 374-81.

William Stubbs, *An Address delivered by way of an Inaugural Lecture* (1867).

J.R. Seeley, 'The Teaching of Politics', in *Lectures and Addresses* (1895), pp. 318-48.

Society and Politics

J. S. Mill, 'On the definition of political economy; and on the method of investigation proper to it' (1844), reprinted in *Collected Works*, vol. IV, ed. J. M. Robson (1967), pp. 309-39.

J. S. Mill, *A System of Logic*, book VI. 'On the logic of the moral sciences', reprinted in *Collected Works*, vol. VIII, ed. J. M. Robson (1974), pp. 831-952.

H. Spencer, 'Progress: its law and cause', *Westminster Review*, New Series, vol. XI, April 1857, pp. 445-85.

H. Spencer, *The Study of Sociology*, (1873), chaps. I-III, pp. 1-71.

T. H. Green, *Prolegomena to Ethics* (1882), ed. A.C. Bradley (1883), fifth edn., 1906, Introduction, pp. 1-12.

T.H. Green, *Lectures on the Principles of Political Obligation* (1879), ed. A.D. Lindsay (1941), 'On the different senses of "freedom" as applied to will and to the moral progress of man', pp. 2-27.

B. Webb, *My Apprenticeship* (1929), chaps. III, IV and V.

Religion

T. Arnold, 'Inaugural Lecture' and 'Appendix to Inaugural Lecture', in *Introductory Lectures on Modern History delivered in Lent Term 1842 with the Inaugural Lecture delivered in December 1841* (1842), pp. 1-60.

J. H. Newman, *The Development of Christian Doctrine* (1845 edn.), chap. I.

R. W. Dale, 'The Expiatory Theory of the Atonement', *British Quarterly Review*, vol. 46 (1867), pp. 463-504.

George Eliot, 'The influence of Rationalism', *Fortnightly Review*, 1865, reprinted in *Essays of George Eliot* (ed. Thomas Pinney, 1968), pp. 397-414.

C. Gore, 'The Holy Spirit and Inspiration', in *Lux Mundi* (1889), chap. VIII, pp. 315-62.

T. H. Huxley, *Evolution and Ethics* (Romanes Lecture, 1893).

Arts and Society

- M. Arnold, *Culture and Anarchy* (1869), University of Michigan edn. (1969), pp. 85-229.
- J. Ruskin, 'The Nature of Gothic', from *The Stones of Venice* (1851-3); 'The Two Boyhoods', from *Modern Painters*, vol. 5 (1860); 'Traffic', from *The Crown of Wild Olive* (1866) – all reprinted in *Unto This Last and Other Writings* (Penguin, 1985), ed. C. Wilmer, pp. 77-109, 144-53, 233-49.
- William Morris, 'The Lesser Arts', reprinted in Asa Briggs (ed.), *William Morris: Selected Writings and Designs* (1962), pp. 84-105.
- Julia Cartwright, 'English Art in the Nineteenth Century', *Quarterly Review*, 187 (1898), pp. 209-33.

Education

- Emily Davies, *The Higher Education of Women* (1866), pp. 8-191.
- H. Sidgwick, 'The Theory of classical education', in F. W. Farrar (ed.), *Essays on a Liberal Education* (1867), pp. 81-143.
- Schools Inquiry Commission (Taunton), vol. I, pp. 1867-8, xxviii, part I, 'Of the kinds of education which appear to be desirable and attainable', pp. 14-49, 'Girls' Schools', pp. 546-70.
- Lyon Playfair, 'The Chemical Principles involved in the Manufacturers of the Exhibition', in *Lectures on the Results of the Great Exhibition of 1851* (1852), pp. 159-75, 189-208.
- J. Bryce, Preface to J. Conrad, *The German Universities for the last fifty years* (1885), pp. xiii-xxx.

Science

- C. Darwin, *Origin of Species* (1859), chap. XV, Everyman edn. (1928), pp. 437-63.
- C. Darwin, 'Autobiography of Charles Darwin' (1876), in Sir Frances Darwin (ed.), *The life and letters of Charles Darwin*, vol. I (1888), chap. II, 26-107.
- Baden Powell, *Essays on the spirit of the inductive philosophy, the unity of worlds and the philosophy of creation* (1855). Essay I, chaps. I, II and V, pp. 3-81 and 133-68.
- William Thomson, Baron Kelvin, Presidential address delivered to the British Association meeting at Edinburgh in 1871, reprinted as 'The structure of matter and the unity of science', in G. Basalla, W. Coleman, and R. Kargon (eds.), *Victorian Science* (New York, 1970), pp. 101-28.
- John Tyndall, 'Address', *Report of the Forty-Fourth Meeting of the British Association for the Advancement of Science, held at Belfast, August 1874* (1875), pp. 87-97.
- Alfred Russel Wallace, 'Darwinism applied to man', in *Darwinism: an exposition of the theory of Natural Selection with some of its Applications* (1889), chap. XV, pp. 445-78.

Julia Frances Wedgwood, 'Male and Female Created He Them', *Contemporary Review*, July 1889, pp. 120-33.

The subject should be further studied in:

S. Butler, *Erewhon* (1872).

George Eliot, 'Amos Barton', from *Scenes from Clerical life* (1858).

George Eliot, *Essays and Reviews* (1860).

W.H. Mallock, *The New Republic* (1877).

J.S. Mill, *Autobiography* (1873).

J.H. Newman, *Apologia pro Vita Sua* (1864).

J. Tulloch, *Movements of Religious Thought in Britain during the Nineteenth Century* (1885).

Mrs Humphrey Ward, *Robert Elsmere* (1888).

FS19: IMPERIALISM AND NATIONALISM, 1830-1980

http://www.history.ox.ac.uk/currentunder/honours/history/further/imperialism_index.htm

An opportunity is offered in this subject to study empire-building and freedom-fighting as aspects of the historical processes of imperialism; and so to extend a knowledge of European history to other continents and other civilizations.

Consideration of the rise and fall of empires and the flight of phoenix nations from the ruins during the past century and a half, is divided into two parts: the one invites broad analysis of the European and extra-European foundations of empire in the light of existing theories of imperialism and 'orientalism'. The other requires closer study of the working of European expansion within the societies of a particular region, in the light of theories about indigenous collaboration and resistance, anti-imperial nationalism and decolonization.

Some ideas which unify this field of study and provide tools for an analysis are outlined in two articles: J. Gallagher and R. Robinson: 'The Imperialism of Free Trade', *Economic History Review*, March 1953; R. Robinson: 'Non-European Foundations of European Empire', in R. Owen and B. Sutcliffe (eds.): *Studies in the Theory of Imperialism* (1971).

In the examination candidates will be expected to illustrate their answers from the documents prescribed; but compulsory passages for comment will *not* be set. They will be expected to answer at least one question on theoretical explanations of the broad pattern of colonization and intervention overseas. For the rest they will be free to choose questions of a general or a regional character.

For the purposes of the second part, those who read this subject may choose one of the following regions for particular study:

(a) South Asia, 1885-1947

(b) Sub-Saharan Africa c.1870-1980

(c) Australasia, British N. America and South Africa, 1847-1909

(d) Maritime South East Asia: Malaysia, Indonesia, Philippines, 1830-1975

Candidates will be expected to study the expansion of Europe and its ramifications in societies outside Europe.

They will be required to answer at least one question on theoretical explanations of the broad pattern of colonization and intervention overseas.

The political, economic, and social ramifications beyond Europe will be examined with special reference to the following areas: (a) South Asia 1885-1947; (b) Sub-Saharan Africa c. 1870-1980; (c) Australasia, British North America, and South Africa 1847-1909; and (d) Maritime South-East Asia: Malaysia, Indonesia, and the Philippines 1830-1975. Candidates may answer questions under one or more of these heads. Topics to be studied from the extra-European point of view include the nature of non-European societies, the effects of European influence on local political economy, indigenous collaboration and resistance, techniques of colonial rule, neo-traditional and modern nationalism and decolonization.

Texts are prescribed for special study. Although compulsory passages for comment will not be set, candidates will be expected to show knowledge of these texts in their answers.

J. A. Hobson, *Imperialism: a study* (3rd edn., 1968) pp. 28-109, 113-52, 285-327.
Edward Said, *Orientalism* (pbk. edn., 1985) pp. 1-28; 31-110; 149-97.

(a) *South Asia 1885-1947*

C. H. Phillips (ed.), *The Evolution of India and Pakistan 1858-1947*, pp. 3-411, 567-774.

The Famine Inquiry Commission (Final Report) 1945, pp. 249-413.

S. Gopal (ed.), *Selected Works of Jawaharlal Nehru*, Vol. 1, pp. 196-9, 206-12; Vol. 3, pp. 3-6, 57-61, 76-8, 242-4, 270-4, 363-7, 369-78, Vol. 4, pp. 101, 210-11, 234-9, 478-82, 588-92; Vol. 5, pp. 18-21, 27-8; Vol. 6, pp. 95-108, 161-71; Vol. 10, 122-38, 145-58, 203-6, 316-19; Vol. II, pp. 68-70, 107-14.

(b) *Sub-Saharan Africa c. 1870-1980*

'Mama Meli' in M. Wright, *Strategies of Slaves and Women: Life Stories from East and Central Africa* (New York, 1993) pp. 91-125.

Lord Hailey, *An African Survey* (London, 1945 edition), pp. 376-93, 416-33, 434-43, 452-77.

G. S. Mwase, *Strike a Blow and Die: a narrative of race relations in colonial Africa*, edited by R. I. Rotberg (Cambridge, Mass., 1967), pp. x-xlii and 1-81.

'Records of Maji Maji' in R O. Collins (ed.), *Eastern African History: Vol. II of African History: Text and Readings* (New York, 1990), pp. 124-42.

- J. C. Mitchell, *The Kalela Dance: Aspects of Social Relationships among urban Africans in Northern Rhodesia* (Manchester, 1952), pp. 1-49.
- E.K. Lumley, *Forgotten Mandate: a British District Officer in Tanganyika* (London, 1976), pp. 1-49, 60-74, 96-112, 167-78.
- O. Awolowo, *Awo: the autobiography of Chief Obafemi Awolowo* (Cambridge, 1960), pp. 68-184

(c) *Australasia, British North America, and South Africa 1847-1909*

- A. B. Keith (ed.), *Selected Speeches and Documents on British Colonial Policy 1763-1917* (single volume edition 1953), Pt. I, pp. 113-81, Pt. II, pp. 1-108, 143-66, 193-239.
- G.W. Eybers (ed.), *Select Constitutional Documents Illustrating South African History*, Nos. 29, 30, 34, 86.
- D. Hobart Houghton and Jenifer Dagut (eds.), *Source Material on the South African Economy: 1860-1970*, Vol. I, pp. 20-9, 45-57, 73-90, 103-8, 112-19, 227-33, 253-60, 276-84, 300-6, 319-27; Vol. II, pp. 5-60, 119-44.
- J. S. Stewart Reid, C. McNaught, and H.S. Crowe (eds.), *A Source Book of Canadian History*, pp. 131-45, 193-244, 277-84, 290-325, 333-76.
- C.M.H. Clark (ed.), *Select Documents in Australian History 1851-1900*, pp. 3-16, 30-4, 48-64, 83-90, 103-24, 126-43, 156-64, 170-4, 188-96, 245-58, 260-76, 277-93, 294-313, 322-47, 353-60, 445-516, 526-7, 531-6, 539-52, 575-8, 583-6.
- W.D. McIntyre and W.J. Gardner (eds.), *Speeches and Documents on New Zealand History*, pp. 28-51, 66-93, 108-14, 234-73.

(d) *Maritime South-East Asia: Malaysia, Indonesia and the Philippines 1830-1975*

- John Bastin and Robin Winks (eds.), *Malaysia: Selected Historical Readings* (Kuala Lumpur: Oxford University Press, 1966), pp. 136-58, 177-214, 215-21, 227-35, 246-66, 272-96, 320-82, 384-5, 395-416, 434-9.
- J. Allen, A. Stockwell, and L. Wright (eds.), *Malaysia: Treaties and Documents* (New York: Oceana Publications, 1981), Vol. I, pp. 296-314, 385-92, 445-51; Vol. II, pp. 2-39, 287-306.
- Chr. L. M. Penders (ed. and trans.), *Indonesia, Selected Documents on Colonialism and Nationalism, 1830-1942* (Brisbane: University of Queensland Press, 1977), pp. 31-50, 56-96, 121-76, 215-35, 252-72, 301-25, 329-47.
- Soekarno, *Indonesia Accuses! Soekarno's Defence Oration in the Political Trial of 1930* (ed. and trans. Roger K. Paget) (Oxford in Asia Historical Memoirs, 1975), pp. 1-142.
- Sutan Sjahrir, *Our Struggle* (ed. and trans. Benedict R. O' G. Anderson) (Ithaca: Cornell Modern Indonesian Project Translation Series no. 44, 1968), pp. 17-37.
- Harry J. Benda and Ruth T. McVey (eds.), *The Communist Uprisings of 1926-7 in Indonesia: Key Documents* (Ithaca: Cornell Modern Indonesia Project monograph no. 25, 2nd edn., 1969), pp. 1-18, 19-66.

Harry J. Benda, James K. Irikura, and Kōichi Kishi (eds.), *Japanese Military Administration in Indonesia: Selected Documents* (New Haven: Yale University South-east Asian Studies Translation Series no. 6, 1965), pp. 1-3, 4-11, 17-25, 26-46, 48-52, 73-5, 97-100, 107-14, 136-9, 147, 164-5, 169-75, 178-83, 187-93, 207-9, 237-79.

John R. M. Taylor (ed. R. Constantino), *The Philippine Insurrection against the United States*, 5 vols. (Pasay City: Eugenio Lopez Foundation, 1971-3), Vol. I, pp. 146, 147-51, 212-20, 256-8, 285-6, 287-8, 304-9, 319-29, 382-3, 472-85; Vol. III, pp. 32-5, 47-82, 102-6, 113-24, 141-6, 161-2, 183-7, 285-90, 302-4, 418-24, 429-30, 455-8, 467-9, 482-4, 508-10, 551-2, 628-30; Vol: IV, pp. 1-2, 9-13, 66-9, 114-16, 162-5, 183-4, 217-18, 225-31, 236-43, 246-56, 541-4, 605-8, 652-3, 697, 704-6, 722-3, 777-9, 800-8; Vol. V, Pt. 1, pp. 95-103, 114-15, 142-3, 185, 210-13, 243-5, 255-9, 315-18, 342-3, 346-50, 372-6, 377-80, 383-8, 445-6, 449-52, 487-9, 509-10, 521-5, 550-1, 557-60, 577-8, 584-91, 603-8, 618-20, 632-43, 651-2, 675-81, 693-5; Vol. V, Pt. 2, pp. 90-126.

José Rizal, *The Lost Eden (Noli Me Tangere)*, trans. León Ma. Guerrero: introd. James A. Mitchener (New York, Norton Library, 1968).

Pedro S. De Achútegui, SJ, and Miguel Bernard, SJ (eds.), *Aguinaldo and the Revolution of 1896: A Documentary History* (Manila: Ateneo de Manila, 1972), pp. 10, 16-17, 20-1, 26-7, 32-3, 38-40, 67-8, 74, 76, 83, 86-7, 104, 118, 129, 136, 143, 147-8, 163, 181, 194, 211, 214, 239-40, 245-7, 285-6, 290-1, 302-3, 331-2, 353-4, 377, 390-1, 408, 420-1, 429-30, 432-3, 438-9, 445, 463-7, 513-16, 527, 550.

FS20: MODERN JAPAN, 1868-1972

http://www.history.ox.ac.uk/currentunder/honours/history/further/japan_index.htm

An opportunity is offered in this subject to study the modern history of a single country, Japan, in considerable depth. The prescribed texts are available in English or English translation. No knowledge of Japanese or previous study of Japanese history is expected.

The subject takes the overthrow of the Tokugawa shogunate and the restoration of imperial rule in 1868 as given and concentrates on Japan's subsequent political, economic and social development. Roughly equal attention is paid to the Meiji era (1868-1912), the interwar era and the period since 1945. Within modest limits, candidates are free to pursue any interests they may have in particular lines of enquiry: e.g. the politics of modernization; industrialization and labour relations; the origins of World War II in the Pacific; the changing lifestyles and values of the Japanese people.

Lectures are offered in Hilary Term each year. Tutorials are usually given by the Lecturer in Modern Japanese History at the Nissan Institute of Japanese Studies. In the examination candidates will be required to answer at least one question relating to the prescribed texts.

Candidates will be expected to show knowledge of the general development of Japan within the period 1868 to 1972. Candidates' answers should be illustrated, wherever possible, by reference to the prescribed texts.

Centre for East Asian Cultural Studies, comp. *The Meiji Japan through Contemporary Sources*, Vol. I, pp. 93-105; vol. III, pp. 1-29, 220-48.

Fukuzawa Yukichi. *An Outline of a Theory of Civilisation* (trans. David Dilworth and G. Cameron Hurst), pp. 1-45, 171-98.

Mustu Munemitsu, *Kenkenroku: A Diplomatic Record of the Sino-Japanese War, 1894-95* (trans. Gordon Mark Berger), pp. 2-202.

J. M. Maki (ed.), *Conflict and Tension in the Far East: Key Documents, 1894-1960*, pp. 16-18, 28-61, 63-76, 78-105.

N. Ike (ed. and trans.), *Japan's Decision for War: Records of the 1941 Policy Conferences*, pp. 3-163.

J. Tanizaki, *The Makioka Sisters* (trans. Edward Seidensticker).

Government Section, Supreme Commander for the Allied Powers, *The Political Reorientation of Japan, Sept. 1945-Sept. 1948*, Vol. II, pp. 411-39, 671-7.

FS21: BRITISH ECONOMIC HISTORY SINCE 1870

http://www.history.ox.ac.uk/currentunder/honours/history/further/economic_index.htm

The emphasis in this paper is on the successes and problems of British economic development in an international context. The paper covers a period from the time period of Britain's global industrial leadership to its current position as one of a number advanced economies. This paper is also taken by students in the joint school of History and Economics, in PPE and in Economics and Management. Since the overwhelming majority of students are studying an economics course, the course explicitly uses economic reasoning and students should have some familiarity with economic concepts. Students doing a straight modern history course are welcome to take the paper and the examination will contain sufficient questions that do not require economics to ensure a broad choice for those not in an economics course. There are no set texts; the formal syllabus is given below. The main themes covered include Britain in the late nineteenth-century international economy, loss of technological leadership to America, the problems of inflation, unemployment and depression between the wars, Britain's relative performance during the post-world war two golden years, the end of the 'golden years' in inflation and unemployment.

The syllabus is: trends and cycles in national income, factor supplies, and productivity; changes in the structure of output, employment, and capital; foreign trade, tariffs, international capital movements, and sterling; prices, interest rates, money, and public finance; Government economic policy in peace and war; wages, unemployment, trade unions, and the working of the

labour market; management and entrepreneurship; the location of industries, industrial concentration, and the growth of large firms; the distribution of incomes, poverty, and living standards.

Questions concerned *exclusively* with the periods before 1900 or after 1973 will not be set.

[Tutorials for this Further Subject will be held in Trinity Term. Tutors who have candidates studying it will therefore need to arrange teaching for one of the outline papers in Hilary Term.]

FS22: BRITISH SOCIETY IN THE TWENTIETH CENTURY

http://www.history.ox.ac.uk/currentunder/honours/history/further/british_society_index.htm

This Further Subject offers an opportunity to study in depth the profound changes that affected British society and popular culture in the past century. The focus is on the history of society rather than on social policy and the paper extends to the present day. Themes explored within the Further Subject are: population, sexuality, and the family; class, gender and stratification; immigration and ethnicity; health and living standards; urban life; the experience of work and of unemployment; religion; education; crime; leisure and the influence of the mass media; the impact of war; and methods of social research. There is an extensive, lively and often topical secondary literature and primary source material includes oral history and memoirs as well as social surveys and commentaries, official reports and quantitative data. There are opportunities, too, for using film. The paper will include questions that require familiarity with primary sources. The classes for this Further Subject take the form of a lecture circus in which each lecture is followed by questions and class discussion.

Statistical material in A. H. Halsey & J. Webb (eds), *Twentieth-Century British Social Trends* (2000, Parts I-III and VI).

Royal Commission on Alien Immigration Report (Parliamentary Papers, 1903 ix, Part I, Results, Recommendations).

Royal Commission on Population Report (P.P. 1948-9 xix chs. 2-15, 20, and pp. 218-37).

Royal Commission in the Press Report (1949, Cmnd. 7700, including Appendices III, IV and VII).

Wolfenden Report on Homosexual Offences and Prostitution (1957).

Report of the Committee on Broadcasting (Pilkington report, 1962, Cmnd 1753).

The Brixton Disorders April 10 to 12, 1981; Report of an Inquiry (the Scarman Report, 1981, Cmnd. 8427).

- B. S. Rowntree, *Poverty, a study of townlife* (1901, chs. 4, 5, 9), and *Poverty and Progress* (1941, pp. 28-33, 96-126, 150-71, 276-7, 286-98, 450-77).
- Lady Bell, *At the Works* (1907).
- George Sturt, *Change in the Village* (1912; repr 1955, 1984).
- Pilgrim Trust, *Men without Work* (1938).
- J. B. Priestley, *English Journey* (1934; latest repr. 1997).
- Terence Young, *Becontree and Dagenham* (1934).
- George Orwell, *The Road to Wigan Pier* (1937; latest repr. 1998).
- Richard Hoggart, *The Uses of Literacy* (1958; latest repr. 1992).
- R. Roberts, *The Classic Slum* (1971; latest repr. 1990).
- Marie Stopes, *Married Love* (1918).
- M. Spring-Rice, *Working-Class Wives* (1939).
- N. Last, *Nella Last's War. A Mother's Diary 1939-45* (ed. R. Broad & S. Fleming, 1983).
- E. Roberts, *Women and Families: an oral history 1940-70* (1995).
- J. Sarsby, *Missuses and Mouldrunners. An oral history of women pottery workers at home and at work* (1988).
- N. Dennis, F. Henriques & C. Slaughter, *Coal Is Our Life* (1951; repr. 1969).
- J. B. Mays, *Growing Up in the City. A study of juvenile delinquency in an urban neighbourhood* (1954).
- J. White, *The Worst Street in North London* (1986).
- Faith in the City. A Call for Action by Church and Nation* (The Report of the Archbishop of Canterbury's Commission on Urban Priority Areas, 1985).
- ed. S. MacLure, *Educational Documents. England and Wales* (3rd edn., 1985).
- B. S. Rowntree and G. R. Lavers, *English Life and Leisure* (1951).
- M. Young and P. Willmott, *Family and Kinship in East London* (1957, repr. 1984); and *Family and Class in a London Suburb* (1967).
- J. H. Goldthorpe et al, *The Affluent Worker in the Class Structure* (1969).
- Q. D. Leavis, *Fiction and the Reading Public* (1932, repr. 1968, Part I chs. 1-3, Part II ch. 4, Part III chs. 1-3).
- H. T. Himmelweit, *Television and the Child* (1958).
- Joseph Rowntree Foundation, *Inquiry into Income and Wealth* (1995).

FS23: REVOLUTIONARY MEXICO, 1910-1940

http://www.history.ox.ac.uk/currentunder/honours/history/further/mexico_index.htm

The course analyses Mexican history in the generation following the outbreak of the Revolution in 1910. It looks at the causes of the Revolution; the course of the armed revolution (1910-c.1917); and the process of revolutionary reform and institutionalization which took place during the 1920s and 1930s. Although national and international politics necessarily figure prominently, the emphasis, so far as

possible, will be on local, regional, popular and cultural history; the course is designed to encompass the revolution ‘from below’, as well as ‘from above’, and to chart ‘informal’ changes in Mexican society and culture, as well as the better known ‘formal’ changes in political organization. To this end, the set texts include a number of novels, ballads, and oral testimonies. Attention will be given to patterns of economic development, agrarian protest and reform, labour relations and mobilization, and Church–State conflict.

Many of the sources, primary and secondary, are available in English. However, a reading knowledge of Spanish is necessary to study this course.

Candidates will be expected to illustrate their answers, wherever possible, by reference to the prescribed texts. Reading knowledge of Spanish is required.

- Papers Relating to the Foreign Relations of the United States* (henceforth, *FRUS*), 1911, pp. 348-52, 379-80, 431-2, 508-11, 513-16, 518-19.
FRUS, 1912, pp. 713-15, 722-3, 828-32, 850-2.
FRUS, 1913, pp. 727-8, 741-2, 763-76, 801-4, 844-6, 900-11.
FRUS, 1914, pp. 445-6, 474-6, 568-9, 612-13, 629-33, 807-8, 874-5.
FRUS, 1915, pp. 662-4, 669, 742-3, 767, 1007-24, 1087-96.
FRUS, 1916, pp. 468, 521-2, 567, 609-10, 612-13, 617.
FRUS, 1917, pp. 947-9, 983-91, 1025, 1031-5, 1067-9, 1080-2.
FRUS, 1919, 542-3, 565-9.
FRUS, 1927, vol. III, 187-93, 209-25.
FRUS, 1928, vol. III, 326-35.
FRUS, 1937, vol. V. pp. 639-42.
FRUS, 1938, vol. V, pp. 657-60, 674-8, 702-5, 723-34.
Mariano Azuela, *Los caciques/The Bosses* (first edn., 1917).
Mariano Azuela, *Los de Abajo/The Underdogs* (first edn., 1915).
Mariano Azuela, *Las tribulaciones de una familia decente/The Trials of a Respectable Family* (first edn., 1918).
Henry Baerlein, *Mexico, The Land of Unrest* (London, 1914).
Graham Greene, *The Lawless Roads* (first edn., 1939).
Ernest Gruening, *Mexico and its Heritage* (London, 1928), pp. 91-167, 211-390.
Martin Luis Guzmán, *El Aguila y el serpiente/The Eagle and the Serpent* (first edn., Mexico 1928).
Martin Luis Guzmán, *La sombra del caudillo* (first edn., Mexico, 1929).
Francisco I. Madero, *La sucesión presidencial en 1910* (first edn., Mexico, 1908).
Carlos Martínez Assad, *El laboratorio de la revolución: el Tabasco garridista* (Mexico, 1979), pp. 263-94.
Vicente Mendoza, *El corrido mexicano* (Mexico, 1984, first edn., 1954), nos. 13, 15, 20, 23, 31, 32, 37, 43, 49, 52.
Jean Meyer, *El sinarquismo: un fascismo mexicano?* (Mexico, 1979), pp. 113-30.
Mi pueblo durante la revolución (Mexico, 3 vols., 1985), vol. 3.

John Reed, *Insurgent Mexico* (New York, 1969; first edn., 1914).
Eyler Simpson, *The Ejido: Mexico's Way Out* (Chapel Hill, 1939), chs. 7, 12, 17, 20, 24-6, 29.
B. Traven, *Government* (first edn., 1931).
B. Traven, *General from the Jungle* (first edn., 1939).
Pindaro Uriostegui Miranda, *Testimonios del proceso revolucionario de México* (Mexico, 1989), chs. 2, 3, 9, 10.
Evelyn Waugh, *Robbery Under Law* (London, 1939).
John Womack, Jr., *Zapata and the Mexican Revolution* (New York, 1969), pp. 393-411.

FS24: NATIONALISM, POLITICS, AND CULTURE IN IRELAND c.1870-1921

http://www.history.ox.ac.uk/currentunder/honours/history/further/ireland_index.htm

This subject explores events and ideas in Ireland from the Home Rule era to the Anglo-Irish Treaty, stressing themes and rhetoric as much as narrative. Topics covered include the Fenian tradition (separatist ideology, republican rhetoric, emigre nationalism); the idea of Home Rule (Isaac Butt, federalism, Protestants and nationality); the land issue; the Home Rule crisis of the 1880s; the polarization of Ulster Unionism and Catholic nationalism from that era; cultural revivalism and the debates over 'Irishness' from the 1890s; the development of radical political options such as Sinn Fein, suffragism and co-operativism in the early 1900s; the pre-war crisis over Ulster and Home Rule; the 1916 Rising, the transformation of nationalist politics, and the rearrangement of Anglo-Irish relations.

A detailed knowledge of Irish history will not necessarily be assumed, but a lecture series in the previous Michaelmas Term will cover the ground in a general way. This is intended to allow those studying the Further Subject to concentrate on some less conventional aspects of the period, such as the place of religion in Irish social life, the rhetoric of historical justification in Irish nationalism, the development of radical feminism and its interaction with nationalist politics, the language revival, journalistic controversies, the evolution of an Ulster identity, and the place of creative literature in creating nationalist imagery. W.B. Yeats, Augusta Gregory, Douglas Hyde and George Moore are as central as Charles Stewart Parnell, Edward Carson, Constance Markiewicz and Eamon de Valera. Thus the set texts and suggested additional sources include pamphlets, newspapers, memoirs, polemic, poetry, and fiction as well as more conventional sources.

Candidates will be expected to show knowledge of themes, rhetoric and events in Irish history from the Home Rule period through the cultural revival to revolution, guerilla war and the Anglo-Irish Treaty, illustrating their answers wherever possible by reference to the prescribed texts.

1. *The Fenian tradition*
 John O’Leary, *Recollections of Fenians and Fenianism* (London, 1896; Irish University Press facsimile reprint, 1968), vol. ii, chapters i-x.
 John Mitchel, *Jail Journal* (New York, 1854), chs. i and v.
 William O’Brien, ‘Was Fenianism Ever Formidable?’, *Contemporary Review* lxxi (1897), pp. 680-93.

2. *Issac Butt, Federalism, Protestants and nationality*
 Samuel Ferguson, ‘A Dialogue Between the Head and Heart of an Irish Protestant’ (*Dublin University Magazine* 1833). Reprinted in the *Field Day Anthology of Irish Writing*, vol. 1, pp. 1177–1185.
Proceedings of the Home Rule Conference held at Dublin on 18th, 19th, 20th and 21st November 1873... (Dublin, 1874), pp. 4-37.
 Isaac Butt’s speech proposing Home Rule, 30 June 1874, *Hansard iii*, vol. 220, 700-17.

3. *Land, politics and nationalism*
 Michael Davitt, *The Fall of Feudalism in Ireland* (London, 1904), pp. 104-37 [The New Departure], 193-225 [Parnell in America], 346-64 [Phoenix Park Murders], 635-59 [Parnellism].
 ‘The New Departure’ as printed in *New York Herald* 26 October 1879 (reprinted in A. C. Hepburn (ed.), *The Conflict of Nationality in Modern Ireland: Documents of Modern Irish History* (London, 1980), pp. 41-2.
 Anna Parnell, *The Tale of a Great Sham*, edited by Dana Hearne (Dublin, 1980).
Report of the Special Commission, 1888, appointed to inquire into charges and allegations made against certain Members of Parliament in O’Donnell vs Walter, H. C. 1890 (c.1891), xxvii, pp. 1-119.

4. *Parnellite Home Rule and British party politics*
 J. S. Mill, *England and Ireland* (London, 1868).
 Charles Stewart Parnell’s speeches at Cork, 21 January 1885 (*Freeman’s Journal*, 22 January 1885) and Wicklow, 5 October 1885 (*ibid.*, 6 October 1885), in E. Curtis and R. B. McDowell (eds.), *Irish Historical Documents 1172-1922* (London, 1943), pp. 282-7.
 W. E. Gladstone, ‘The Irish Question, 1886’ in *Special Aspects of the Irish Question: a series of reflections in and after 1886* (London, 1892), pp. 1-56.
 W.E. Gladstone, speech introducing the First Home Rule Bill, 8 April 1886 (*Hansard iii*, vol. 304, 1036 ff, reprinted in A. Tilney Bassett, *Gladstone: Speeches, Descriptive Index and Bibliography* (London, 1916), pp. 601-44).
 A. V. Dicey, *England’s Case Against Home Rule* (London, 1886), chs. ii, iv, vii.

5. *Ulster unionism and Catholic nationalism from the 1880s*
T. K. Macknight, *Ulster As It Is* (Belfast, 1893), vol. ii, chs., ii-vii.
‘An Ulster Presbyterian’, *Ulster and Home Rule* (Belfast, 1886).
Lord Randolph Churchill’s speech at Belfast 23 February 1886, in L.J. Jennings (ed.), *Speeches of the rt. hon. Lord Randolph Churchill* (1889), vol. ii, pp. 1-14.
Reports from Commissioners, Inspectors and others... Disturbances in the city of Londonderry, H.C., 1884 (c.3954) xxxviii, pp. 517-26.
Rep... Belfast Riots Commissions, J. C., 1887 (c.4925) xviii, pp. 1-23.

6. *Cultural revivalism and national debates in the 1890s*
Standish O’Grady, ‘The Great Enchantment’ in *Selected Essays* (Dublin, 1915), pp. 174-87.
W. B. Yeats, ‘Ireland and the Arts’, *United Irishman*. 31 August 1904. 10 pages. Reprinted in *Essays and Introductions* (London, 1961).
W.B. Yeats, ‘The Celtic Element in Literature’, *Essays and Introductions* (London, 1961), pp. 213-21.
Cathleen ni Houlihan in Plays and Controversies (London, 1927), pp. 1-18.
John Eglinton, ‘What Should Be the Subject of a National Drama?’ and ‘National Drama and Contemporary Life’ and W. B. Yeats, ‘A Note on National Drama in *Literary Ideals in Ireland* (Dublin, 1899).
Douglas Hyde, ‘The Necessity of De-Anglicising Ireland’ in Sir C.G. Duffy *et al.*, *The Revival of Irish Literature* (London, 1894), pp. 117-61.

7. *Avant-garde culture and radical politics, c. 1900-1910*
Arthur Griffith, *The Resurrection of Hungary: a parallel for Ireland* (Dublin, 1904), pp. 75-95, 139-63.
Horace Plunkett, *Ireland in the New Century* (London, 1904), chs. ii, iv, epilogue.
W. B. Yeats, ‘J. M. Synge and the Ireland of his time’ (1910; reprinted in *The Cutting of an Agate and Essays*, pp. 385-425).

8. *The crisis of 1910-16: Ulster, the Empire, the nation*
‘An Ulster Presbyterian’, *Ulster On Its Own: or, an easy way with Ireland, being a proposal of self-government for the five counties round Lough Neagh* (Belfast, 1912).
F. S. Oliver, *What Federalism Is Not* (London, 1914).
James Connolly, *The Reconquests of Ireland* (Dublin, 1915).
P. H. Pearce, *Political Writings and Speeches (Collected Writings, Dublin 1920-5, vol. v)*, pp. 223-55 (‘Ghosts’), 261-93 (‘The Separatist Idea’), 299-334 (‘The Spiritual Nation’), 335-72 (‘The Sovereign People’).

Proclamation of the Irish Republic, 24 April 1916 (Alan O'Day and John Stevenson (eds.), *Irish Historical Documents since 1800* (Dublin, 1992), pp. 160-61).

W. B. Yeats, 'Easter 1916' in Michael Robartes and the Dancer (London, 1921).

9. *The transformation of nationalist politics and the rearrangement of Anglo-Irish relations, 1917-21*

Aodh de Blacam, *What Sinn Fein Stands For: the Irish republican movement, its history, aims and ideals, examined as to their significance to the world* (Dublin, 1921), pp. 149-213 ('Gaelic Social Ideals'), 214-25 ('The Ulster Question'), 225-47 ('The Spiritual Aspect of Sinn Fein').

M. Moynihan (ed.), *Speeches and Statements by Eamon de Valera 1917-1973* (Dublin, 1980), pp. 1-6 (Speech at east Clare, 1917), 8-12 ('The New Sinn Fein'), 24-46 ('Appeal to the USA: Ireland's right to nationhood'), 74-8 ('Sinn Fein Ard-Fheis 1921: the basis for negotiation').

'Articles of agreement for a treaty between Great Britain and Ireland', 6 December 1921, O'Day and Stevenson, pp. 174-9.

***Dail Eireann Official report: debate on the Treaty between Great Britain and Ireland* (Dublin, 1922), pp. 20-8 (Griffith, de Valera, Stack, Collins, Childers); 30-42; 64-6 (O'Kelly); 103-26 (MacSwiney); 152-8 (McEntee); 180-6 (Markiewicz); 227-34 (Mellowes); 234-6 (Fitzgerald); 325-34 (Brugha).**

FS25: A COMPARATIVE HISTORY OF THE FIRST WORLD WAR, 1914-1920

http://www.history.ox.ac.uk/currentunder/honours/history/further/ww1_index.htm

At the end of 1914, most of the nations of Europe were locked in to a brutal struggle which tested their endurance to the utmost. In 1917 the United States entered the war and Russia collapsed into revolution. Both events raised new and utopian visions which profoundly influenced all of the combatants. Finally, in 1918, German representatives crossed the Allied lines and sued for an Armistice. Why did Germany lose the war? Were other outcomes possible? Early allied success? German victory? Compromise peace? Popular revolution throughout Europe?

The First World War was a cultural trauma, which in certain respects is perceived as being 'outside' history, a massive human tragedy which defies normal explanation. Yet it is a good test case for thinking about decision making, the constraints on and the possibilities open to politicians and generals. This Further Subject is intended to reflect 'total war' with a 'totalistic' approach to historiography, one which examines and relates the spheres of political, military, economic and social history.

The focus of the paper will be on the great battles. Were the battles the futile slaughter of popular myth or the very essence of industrial war? Was Verdun ‘a meaningless battle in a meaningless war’ or a true turning point in the twentieth century? Was Douglas Haig an incompetent butcher or one of the greatest generals in British History? Was the war in other theatres fundamentally different to that in the West? The paper will examine the writings of the military and political decision makers, often written as conscious apologies for their actions. It will also examine their contemporary critics. In addition, it will examine the writings of the subjects of these actions, the ordinary soldiers and civilians who had to live with the consequences. It will seek to examine the relationship between the two, how far did the decision makers have to act with the consent of their ‘victims’?

The comparative perspective plays a valuable role in this exercise. Did the nations face variants on the same problem or substantially different problems? Were they pursuing similar strategies or fundamentally different ones? Were the generals the ‘donkeys’ of popular legend or genuinely creative figures (or a mixture of both)? Did anyone really win? To answer this, we should ask about the relationship between history and popular memory. Much of what we think we know about the war has been shaped by artistic representation: poetry, novels, film and painting. We should examine these sources critically to try to discover how far they aid our understanding and how far they hinder it. The film of ‘All Quiet on the Western Front’ and the poetry of Wilfred Owen have shaped our understanding of the war more than Haig’s diary or Ludendorff’s Memoirs, but should they? Few subjects raise larger questions about the critical examination of sources. Finally, did these years ‘make’ the Twentieth century with all its subsequent horrors?

H. Barbusse, *Under Fire* (Dent, 1917) pp. 5-106.

R.G. Binding, *A Fatalist at War* (Allen & Unwin, 1929) pp. 176-80, 181-7, 193-5, 201-2, 204-21, 227-37.

E. Blucher, *An English Wife in Berlin* (Constable, 1920) pp. 50-1, 93-6, 133-4, 151-5, 157-9, 161-4, 174-7, 182-5, 193-4, 196-8, 207-12, 249-310.

V. Brittain, *Chronicle of Youth* (Golancz, 1981) pp. 294-317, December 14, 1915 to March 1, 1916.

A. Brusilov, *A Soldier’s Notebook* (Macmillan, 1930) pp. 140-54, 204-35, 289-314.

J. Charteris, *At GHQ* (Cassell, 1931) pp. 124-6, 131-3, 141-3, 149-52, 161-9, 224-32, 259-79, 281-312.

G. Clemenceau, *The Grandeur and Misery of Victory* (Harrap, 1930) pp. 5-98 and Appendix.

H. Dugard, *The Battle of Verdun* (Hutchinson, 1916) pp. 25-37, 107-226.

E. Von Falkenhayn, *General Headquarters 1914-1916 and its Critical Decisions* (Hutchinson, 1919) pp. 40-8, 145-9, 193-218, 223-56, 284-9.

R. Graves, *Goodbye to all that* (Cassell, 1929, 1957) pp. 80-146.

***Sir Douglas Haig’s Despatches* (ed. J. Terraine) (Dent, 1979), pp. 19-59, 245-308, 311-49.**

- M. Hankey, *The Supreme Command, Volume 2* (Allen & Unwin, 1961) pp. 686-738, 748-830.
- M. Hoffman, *The War of Lost Opportunities* (Kegan Paul, 1924) pp. 129-56, 171-81, 233-46.
- E. Junger, *Storm of Steel* (Chatto, 1929) pp. 92-110, 205-37, 244-80.
- D. Lloyd George, *War Memoirs I* (2 volumes) (Odhams, 1938) pp. 327-93, 426-40, 585-600, 667-712, 755-800.
- E. Ludendorff, *My War Memories* (Hutchinson, 1920) Volume I pp. 328-55, Volume 2 pp. 421-26, 446-67, 479-97, 580-8, 590-617, 645-54, 663-84, 721-35, 751-64.
- J. De Pierrefeu, *French Headquarters 1915-1918* (Bles, 1924) pp. 28-48, 144-60, 164-83, 226-52.
- R. Recouly, *Foch: His Own Words on Many Subjects* (Butterworth, 1929) pp. 22-63, 92-103, 115-22, 154-55.
- J. Reed, *The War in Eastern Europe* (Eveleigh Nash Co., 1916) pp. 1-99.
- E. Maria Remarque, *All Quiet on the Western Front* (Putnam, 1929).
- S. Palmer & S. Wallis, *A War in Words* (Simon & Schuster, 2003).
- Walther Rathenau, Industrialist, Banker, Intellectual and Politician: Notes and Diaries 1907-1922* (ed. H. Pogge von Strandmann) (Oxford University Press, 1985) pp. 205-7, 215-32
- World War One Document Archive
<http://www.lib.byu.edu/%7Erdh/wwi/index.html>,
 selected documents. *Note: in the event of difficulty contacting the Web page, please consult the Modern History Faculty Librarian.*

FS26: CHINA IN WAR AND REVOLUTION, 1890-1949

http://www.history.ox.ac.uk/currentunder/honours/history/further/china_index.htm

This course introduces the history of modern China, concentrating particularly on the early twentieth century. No previous knowledge of Chinese history is necessary to take it, and all the texts are in English. The course looks at the politics, society and culture of China during a period when the country experienced a constant battering by war, foreign imperialism, and economic and social crisis. The late nineteenth century saw China wracked by one of the bloodiest civil wars in history, the Taiping rebellion, as well as widespread addiction to opium, popularized by British traders. As China became a republic after the 1911 Revolution, nationalism and anti-imperialism emerged as strong forces, and the Communist Party, which would eventually rule over a quarter of humanity, began its rise to power. The early twentieth century also saw the emergence of a mass popular culture (novels, films, cartoons), the growth of the modern city, huge changes in the position of women, an increase in the role of the underworld and triad gangs, and not least, the massive upheavals of the 1937-45 war against Japan. The course ends by considering the effect of the Chinese experience of war and revolution in shaping the communist

victory in 1949. Lectures, classes and tutorials are combined to give a thorough grounding in the issues that have shaped this important and influential nation. Students will be encouraged to develop particular interests with further reading. In the examination, candidates will be required to answer at least one question in relation to the prescribed texts.

CRW refers throughout to Ssu-yu Teng and John K. Fairbank, *China's Response to the West: A Documentary Survey, 1839-1923* (2nd ed., Cambridge, Mass., 1979).

SMD refers throughout to Pei-kai Cheng and Michael Lestz with Jonathan Spence, *The search for Modern China: A Documentary Collection* (New York, 1999).

'Memorials, edicts and laws on opium' and 'Palmerston's declaration of war,' in SMD, pp. 110-127.

'The Conversion of Liang Fa,' 'Executions of Taiping Rebels at Canton,' 'Precepts and Odes Published by Hong Xiuquan,' and 'Zeng Guofan: A proclamation,' in SMD, pp. 132-149.

'Commissioner Lin's Program for Meeting British Aggression,' in CRW, pp. 23-35.

'Tseng Kuo-fan's Attitude' 'Westerners and their Machinery,' and 'Li Hung-chang and the Use of Western Arms,' in CRW, pp. 61-72.

'Wu Tingfan on China's Progress, 1908,' 'Zou Rong on Revolution, 1903,' and 'Tongmenghui Revolutionary Proclamation, 1907,' in SMD, pp. 190-4, 197-206.

'Kang Yu-wei and some of his associates,' in CRW, pp. 147-163.

'The Renovation of the People, by Liang Ch'i-ch'ao' in CRW, pp. 220-222.

Chiang Kai-shek, *China's Destiny and Chinese Economic Theory* (London, 1947), pp. 29-107.

'Early converts to Marxism,' in CRW, pp. 239-250.

'Huang Dinghui: Career Revolutionary,' in Wang Zheng, *Women in the Chinese Enlightenment: Oral and Textual Histories* (Berkeley, 1999), pp. 287-356.

'Law in the Nanjing Decade,' in SMD, pp. 271-277.

'Three Accounts of the New Life Movement,' in SMD, pp. 294-304.

Pearl Buck, *My Several Worlds*, (New York, 1960), pp. 262-288.

Ito Takeo, *Life along the South Manchurian Railway* (Armonk, 1988), pp. 29-59, 121-159.

'Japan's Twenty-One Demands,' in SMD, pp. 216-220.

***John Chinaman at Home* (London, 1907, 3rd ed.), pp. 90-118.**

***All About Shanghai: A Standard Guidebook* (1934, reprinted 1983), pp. 43-96.**

'Reactions to the May Thirtieth Incident,' in SMD, pp. 257-262.

- Zhang Henshui, tr. William Lyell, *Shanghai Express* (Honolulu, 1997), pp. 1-85.
- Ding Ling, 'Miss Sophie's Diary' in *Miss Sophie's Diary and Other Stories*, tr. W.J.F. Jenner (Beijing, 1985), pp. 13-64.
- Lu Hsun (Lu Xun), 'Diary of a Madman,' in Harold Isaacs, ed, *Straw Sandals* (Cambridge, Mass., 1974), pp. 1-12.
- Hu Shih, *Chinese Renaissance: The Haskell Lectures, 1933* (Chicago, 1934), pp. 44-62.
- One Day in China: May 21, 1936*, tr. Sherman Cochran et al. (New Haven, 1983), pp. 9-34, 141-165.
- Mao Zedong, tr. Roger Thompson, *report from Xunwu* (Stanford, 1990), pp. 122-196.
- 'Zhu Su'e: Attorney' and 'Wang Yiwei: Editor in Chief' in Wang Zheng, *Women in the Chinese Enlightenment: Oral and Textual Histories* (Berkeley, 1999), pp. 287-356.
- Timothy Brook, ed., *Documents on the Rape of Nanking* (Ann Arbor, 1999), pp. 1-70.
- Ding Ling, 'When I Was in Xia Village,' in *Miss Sophie's Diary and Other Stories*, tr. W.J.F. Jenner (Beijing, 1985), pp. 236-261.
- 'Japan at War' and 'Chiang Replies,' in SMD, pp. 314-324.
- Mao Zedong, 'Why is it that Red Political Power Can Exist in China,' in Vol. 1 'Our Protracted War' and 'On New Democracy' in *Selected Works*, vol. 2 (Beijing, 1965), pp. 1: 63-72, 2: 339-384.
- 'Wang Jingwei: On Collaboration,' in SMD, pp. 330-333.
- Xiao Hong, 'Flight from Danger,' in *Selected Stories of Xiao Hong*, tr. Howard Goldblatt (Beijing, 1982), pp. 131-142.
- 'The Fall of the Guomindang State,' in SMD, pp. 336-357.
- Donald Gillin and Ramon Myers, ed., *Last Chance in Manchuria: The Diary of Chang Kia-ngau* (Stanford, 1989), pp. 185-231.

FS27: THE SOVIET UNION, 1924-41

http://www.history.ox.ac.uk/currentunder/honours/history/further/soviet_union_index.htm

This Further Subject provides an opportunity to study the history of the Soviet Union from the later years of the 'New Economic Policy' to the outbreak of war with Germany. The course examines the establishment of the Stalinist regime, its changing policies and developments in Russian culture and society. Particular topics include political and social conflict in the late 1920s; the 'Right' and 'Left' oppositions; the consolidation of Stalin's power; the origins of the 'Great Terror'; industrialization; collectivization and the peasantry; the cultural intelligentsia; film, literature and music during the 1930s; propaganda; popular culture; women; the family; the Comintern and foreign policy. The primary material, all in English or in English translation, includes a wide range of sources, including official documents

recently released from the Russian archives, memoirs and film. There is also a lively secondary literature.

- Diane P. Koenker and Ronald D. Bachman, *Revelations from the Russian Archives. Documents in English Translation* (Washington DC, 1997), Documents 13, 14, 25, 26, 28, 35, 36, 39-41, 48-50, 54, 55, 58, 76, 121, 122, 169, 170, 172, 174, 177-9, 189.
- R. Daniels (ed.), *A Documentary History of Russia* (London, 1985), vol. i, pp. 205-8, 211-14; vol. ii, pp. 83-7, 100-5.
- R. Schlesinger (ed.), *Changing Attitudes in Soviet Russia. The Family in the USSR* (London, 1949), pp. 251-4, 268-9.
- J. Degras (ed.), *Soviet Documents on Foreign Policy* (Oxford, 1952), (iii) 363-71, 377-82.
- J. V. Stalin, *Works* (Moscow, 1954), viii, 124-51; xi, 3-11, 30-68; xii, 11-72, 197-205; xiii, 53-82.
- J. V. Stalin, *Works* (London, 1978), xiv, 71-9, 241-96.
- Stalin's Letters to Molotov*, ed. L. T. Lih, O. V. Naumov, and O. V. Khlevniuk (New Haven and London, 1995), Letters 42, 43, 50, 60, 62, 65, 66, 67, 69, 75, 77, 79.
- Report of the Court Proceedings in the Case of the Anti-Soviet Trotskyite Centre* (Moscow, 1937), pp. 462-73.
- The Soviet Writers' Congress, 1934. The Debate on Socialist Realism and Modernism in the Soviet Union* (London, 1977), pp. 15-24.
- L.D. Trotsky, *The Challenge of the Left Opposition: (1926-27)* (New York, 1980), pp. 301-94.
- L. Trotsky, *The Revolution Betrayed. What is the Soviet Union and Where is it Going?* (New York, 1970), pp. 86-114, 273-90.
- N. I. Bukharin, *Selected Writings on the State and the Transition to Communism*, ed. R. Day (Nottingham, 1982), pp. 209-62.
- J. Von Geldern, R. Stites (eds.), *Mass Culture in Soviet Russia, Tales, Poems, Songs, Movies, Plays and Folklore, 1917-1953* (Bloomington, Indiana, 1995), pp. 123-7, 128-38, 139-41, 153-6, 212-13, 216-27, 234-8, 260-6, 271-2, 280-3, 283-5, 296-9, 315-19, 320-1, 328-30.
- V. Garros, N. Korenevskaja and T. Laushen (eds.), *Intimacy and Terror. Soviet Diaries of the 1930s* (New York, 1995), pp. 112-21, 125-8, 158-63, 257-61, 273-83.
- V. Serge, *Memoirs of a Revolutionary, 1901-1941*, trans. P. Sedgewick (Oxford, 1963), pp. 209-25, 244-61.
- E. Lyons, *Assignment in Utopia* (London, 1938), pp. 114-33, 413-27.
- M. Hindus, *Red Bread* (London, 1931), pp. 235-50.
- Lev Kopelev, *The Education of a True Believer*, trans. Gary Kern (New York, 1980), pp. 248-67.
- V. Kravchenko, *I Chose Freedom. The Personal and Political Life of a Soviet Official* (London, 1947), pp. 206-20.

- J. Scott, *Behind the Urals. An American Worker in Russia's City of Steel* (Bloomington, Indiana, 1973), pp. 137-70, 173-206.
- A. Orlov, *The Secret History of Stalin's Crimes* (London, 1954), pp. 17-71.
- N. S. Khrushchev, *Khrushchev Remembers*, trans. by Strobe Talbott (London, 1971), pp. 75-89.
- R. Taylor and I. Christie, *The Film Factory, Russian and Soviet Cinema in Documents* (1988), pp. 198-200, 225-37, 253-4, 259-64, 286-90, 325.
- D. P. Shostakovitch, *Testimony. The Memoirs of Dmitri Shostakovitch* (1981), pp. 106-22, 135, 183-4, 265-6.
- N. Mandelshtam, *Hope against Hope. A Memoir*, trans. M. Hayward (London, 1971), pp. 3-70.
- E.S. Ginzburg, *Into the Whirlwind*, trans. P. Stevenson and M. Harari (London, 1989), pp. 11-64.

The following sources are also prescribed:

- S. Eisenstein, *October* (1927).
- S. Eisenstein, *Alexander Nevsky* (1938).
- D. P. Shostakovich, *Symphony No. 5, opus 47* (1937).
- The Soviet Political Poster, 1917-1980*, selected by N. Baburina (Harmondsworth, 1988), nos. 61, 73, 74, 58, 60, 66, 72, 68, 76, 79, 83.

Recommended further sources:

- Ilf and Petrov, *The Twelve Chairs*, trans. J. Richardson (London, 1971).
- M. A. Bulgakov, *The Master and Margarita*, trans. M. Glenny (London, 1992).
- V. P. Kataev, *Time Forward*, trans. C. Malamuth (New York, 1933).
- A. Barmine, *One Who Survived* (New York, 1945).
- Molotov Remembers: Inside Kremlin Politics. Conversations with Felix Chuev*, ed. A. Reis (Chicago, 1993), pp. 159-328.

FS28: CULTURE, POLITICS AND IDENTITY IN COLD WAR EUROPE, 1945-68

http://www.history.ox.ac.uk/currentunder/honours/history/further/cold_war_europe_index.htm

This new Further Subject is intended to provide a stimulating and wide-ranging introduction to the social, cultural and political history of post-Second World War Europe, both east and west. By crossing the fixed frontier between western and eastern Europe, it encourages students to regard the history of post-war Europe as a unity. Similarly, it deliberately transgresses the boundaries between political, social and cultural history. By using cultural sources, it seeks to illuminate political and social trends; and by placing those cultural texts in a political context, it challenges students to see those texts as emphatically historical sources. At the

heart of the paper is the examination of the broad social and cultural shape of Europe after its traumatic exit from the personal and political horrors of the 1930s and 1940s. What Richard Bessel has recently termed the era of 'Life after Death' was one of rapid political change, notably the emergence of two dominant forces, Communism and Christian Democracy, which had hitherto been minority currents in European political life. At the same time, social processes of 'modernization' were accelerated by state policies and by the rapid levels of economic growth experienced in almost all areas of Europe. The consequence was a European society of unprecedented social and geographical mobility, in which the gaps and tensions between regions, classes, the sexes and generations were widened by cultural, technological and economic changes. Central to these overlapping and often tumultuous processes was the quest for identity, both collective and individual. National and political identities had been transformed and quite literally uprooted by the events of the previous decade. New regimes were installed in almost all of the major European states, new frontiers drawn and new social and political contracts established. Amidst these wider processes, families and individuals sought to recover a sense of 'normality' and personal identity. By exploring the culture of the era, this paper will seek to recover the personal experience of Europeans during the twenty-five years which followed the Second World War.

This is not therefore another Cold War History paper. It is an attempt to get under the skin of post-war Europe by approaching it from a range of cultural sources. The set texts include a number of major novels by Böll, Calvino and Kundera, films such as Fellini's *La dolce vita*, political writing by de Beauvoir, Sartre, Marcuse, Fanon and Orwell and a number of memoirs written by 'ordinary' Europeans who lived through the extraordinary upheavals of these years. The topics which will be covered in the classes and tutorials will include the legacies of war, the impact of consumerism, generational conflicts and the origins of the social and cultural carnival of 1968. The course requires no prior knowledge of the period and all texts are in English translation.

Simone de Beauvoir, *The Second Sex* (1949). Book Two, Part V, Chapter 6 (Woman's Situation and Character) and Part VII, Chapter 1 (The Independent Woman).

Heinrich Böll, *The Train was on Time* (1949) (reprinted by Northwestern University Press 1994).

Hervé Bourges (ed.), *The French Student Revolt: The Leaders Speak* (Penguin, 1968). Interview of Daniel Cohn-Bendit: pp. 73-83.

Italo Calvino, *The Path to the Spiders' Nests* (1947) (retranslated and published by Jonathan Cape 1998).

Frantz Fanon, *The Wretched of the Earth* (1961). (Republished in Penguin Classics, 2001) Preface by Jean-Paul Sartre and Chapters I (Concerning Violence) and VI (Conclusion).

- La dolce vita* Dir: Fellini (1960)
- Wolfgang Koeppen, *Death in Rome* (1954; republished by Granta Books, 2004)
- Milan Kundera, *The Joke* (republished by Penguin, 1984).
- Herbert Marcuse, *One-Dimensional Man* (1964) (Second edition, Routledge Classics, 2002) Introduction and Part One (One-Dimensional Society), Chapters I (The New Forms of Control) and II (The Closing of the Political Universe).
- Czeslaw Milosz, *The Captive Mind* (1953) (republished in Penguin Classics, 2001) Preface, Chapters III (Ketman), VI (Gamma. The Slave of History) and VIII (Man, This Enemy).
- George Orwell, 'Toward European Unity', *Partisan Review* July-Aug. 1947, republished in Peter Davison (ed.) *Orwell and Politics* (Penguin, 2001), pp. 473-9; 'You and the Atom Bomb', *Tribune*, 19 Oct. 1945, republished in *Collected letters, essays and journalism*, Vol. IV (London, 1970), pp 23-6; and 'Britain's Struggle for survival; The Labour Government after 3 years', *Commentary*, VI, 4, Oct. 1948 republished in G. Orwell *The Complete Works* Vol. XIX (*It is what I think*) (ed. P. Davison, London, 1998), pp. 435-43.
- Alaine Polcz, *One Woman in the War: Hungary 1944-45* (2002).
- Charles Posner (ed.), *Reflections on the Revolution in France: 1968* (Penguin, 1970). Chapter 4 (The May Movement at the *Lycée Pasteur*).
- Paul Steinberg, *Speak You Also* (1996, published in English translation by Penguin, 2002).
- Teresa Toranska (ed.), *Oni. Stalin's Polish Puppets* (English translation 1987). Interviews with Julia Minc and Edward Ochab.
- Czlowiek z marmaru (Man of Marble)* Dir. Andrzej Wajda (1977).
- Lawrence Wylie, *Village in the Vauchuse* (Second edition, Harvard University Press, 1964) Preface to the Second and First editions, Chapters I (In Space), II (In Time), X (Peyrane and the Outside World), XVII (Peyrane Today) and XVIII (Peyrane Ten Years Later).
- Michael Young and Peter Wilmott, *Family and Kinship in East London* (Revised Penguin edition, 1962), chapters 1 - 4 and 7 - 11.

FS29: SCHOLASTICISM AND HUMANISM

<http://www.history.ox.ac.uk/currentunder/honours/history/further/pst-1index.htm>

This subject deals with the transformation of systematic political thinking in the west from sublimated theology and jurisprudence into an autonomous discipline. The process was primarily one of interpreting recently rediscovered texts from the ancient world. The first, and arguably the most important, of these were the authoritative sixth-century compilation of Roman law known as the *Corpus Iuris Civilis* and Aristotle's major philosophical works. Both presented, or were taken to present, ready-made intellectual systems which could only with some ingenuity be reconciled with the teachings of the church, the realities of later medieval Europe,

and with each other. A third strand was represented primarily by writers of Latin prose, notably Cicero and Seneca, most of whose works had not been lost during the early middle ages, but who began to be read in a new way by the scholars we term humanists.

The set texts by Aquinas and Marsilius of Padua represent very different attempts to grapple with the implications of Aristotle's teaching: Aquinas's on an abstruse, architectonic level, Marsilius's in terms of the (allegedly pernicious) reality of papal authority within Western Christendom. Machiavelli tried to apply the teachings of the Roman moralists to politics as it was practised in the early sixteenth century, and shocked his readers by excising God from the question. The further texts allow us to explore the issues in greater detail, looking at how Aristotle, Roman law, and the canon law of the church could be used to develop coherent theories of government covering emperors and popes, kings and city communes, and their interrelations. They also illustrate the early development of humanist political thinking, and the different forms it took in Northern Europe and in Italy. By the end of the course it should be clear why western political thought has taken such a distinctive form.

The following texts are prescribed for detailed study and candidates will be required to answer one or more questions related to these texts.

Aquinas, *Summa Theologiae*, Ia. 92, 96, 103 (Blackfriars edn., vols. xiii, pp. 35-47, 123-35; xiv, pp. 3-33); Iallae. 21, 85 arts 1 and 2, 90-7 (Blackfriars edn., vols. xviii, pp. 105-19; xxvi, pp. 79-89; xxviii, *passim*); IIaIIae. 3 arts 10, 11, 40, 42, 57-8, 60, 104 (Blackfriars edn., vols. xxxii, pp. 39-95; xxxv, pp. 81-93, 103-07; xxxvii, pp. 3-53, 67-85; xli, pp. 47-73); 'On the Government of Jews to the Duchess of Brabant', in Aquinas, *Selected Political Writings*, ed. A.P. d'Entrèves (Oxford, 1959), pp. 85-95.

Marsilius of Padua, *The Defender of Peace*, trans. A. Gewirth (New York, 1956; reprint Toronto, 1980).

Machiavelli, *The Prince*, ed. Q.R.D. Skinner and R. Price (Cambridge, 1988); *Discourses on Livy*, trans. J.C. Bondanella and P. Bondanella (Oxford, 1997).

Further Texts

Candidates will be required to show a good general knowledge of the subject. The following texts are recommended for study and candidates will be expected to refer to them whenever appropriate.

John of Salisbury, *Policraticus*, trans. C. Nederman (Cambridge, 1990).

Giles of Rome, *On Ecclesiastical Power*, trans. R.W. Dyson (Woodbridge, 1986).

John of Paris, *On Royal and Papal Power*, trans. J A. Watt (Toronto, 1972).

James of Viterbo, *On Christian Government*, trans. R.W. Dyson (Woodbridge, 1995).

Dante, *On Monarchy*, ed. P. Shaw (Cambridge, 1995).

Bartolus of Sassoferrato, 'On Tyranny'; 'On Guelfs and Ghibellines'; 'On City Government'[typescript translations available from the History Faculty Library].

William of Ockham, *A Letter to the Friars Minor and Other Writings*, ed. J. Kilcullen and A. S. McGrade (Cambridge, 1995); *On the Power of Emperors and Popes*, ed. A.S. Brett (Bristol, 1998).

Texts by Petrarch, Leonardo Bruni, and Poggio Bracciolini, in *The Earthly Republic*, ed. B. G. Khol and R. G. Witt (Manchester, 1978), pp. 35-78, 135-75, 231-89.

More, *Utopia*, either ed. M. Surtz and J.H. Hexter (New Haven, Conn., 1965); or ed. G. M. Logan, R. M. Adams and C. H. Miller (Cambridge, 1995).

Guicciardini, *Dialogue on the Government of Florence*, trans. A. Brown (Cambridge, 1994).

FS30: THE SCIENCE OF SOCIETY 1650-1800

<http://www.history.ox.ac.uk/currentunder/honours/history/further/pst-2index.htm>

Between 1650 and 1800 political thought in Europe was transformed by the need to come to terms with the rise of commercial economies and the open, mobile societies which they created. At the same time many political thinkers were inspired by the contemporary revolution in the natural sciences to attempt to place the understanding of man and society on a similarly new footing. New theories of human nature and historical development were advanced and the scope of political thinking extended to include the workings of economy and society. Among the key issues to be confronted as a result were the role of divine providence in human history, the historical authority of the Bible, the scope for religious toleration, the rights and obligations of the individual in person and property, the moral consequences of commerce and luxury, and the value of civilization itself.

The subject is studied in set texts by four authors and further texts by another six authors, all chosen for their intrinsic interest and because they illustrate the subject's major themes and contrasts. The starting point is Hobbes's *Leviathan*, whose rigorous attempt to place the understanding of man and society on a natural, scientific basis provided a constant reference point for later thinkers. By contrast, Vico's *New Science* offers an extraordinarily imaginative historical account of how man became social. From the period of the Enlightenment, Rousseau's *Discourses On the Arts and Sciences*, *On the Origin of Inequality* and *On Political Economy* present a radical critique of modern man and his civilization, while Adam Smith's *Wealth of Nations* and *Theory of Moral Sentiments* respectively expound the new discipline of political economy, and defend the moral values of modern society. The texts by Spinoza, Locke, Mandeville, Montesquieu, Herder and Kant enable you to reconstruct the debates which link the four set texts. The highly original thinking of Mandeville, for example, had a decisive impact on both Rousseau and Smith, while

the moral and political philosophy of Kant provides a challenging climax to the paper as a whole.

If you have studied and enjoyed *Theories of the State*, this paper enables you to take your understanding of Hobbes and Rousseau a great deal further, discovering their contemporary impact, while reading new texts, such as Vico, which are quite different in character. But the paper is equally accessible to those coming to the history of political and social thought for the first time.

Set Texts

The following texts are prescribed for detailed study and candidates will be required to answer one or more questions directly related to these texts.

Hobbes, *Leviathan*, Introduction, chaps. 1-32, 42, 43, Review and Conclusion. G. B. Vico, *The New Science*, trans. T.G. Bergin and M.H. Fisch, 2nd rev. edn. (New York, 1968), Introduction, bk. I; bk. II, Prolegomena and sect. V; bk. IV; bk. V; Conclusion.

Rousseau, *Discourses, on the Arts and Sciences; on the Origin of Inequality; on Political Economy*.

Adam Smith, *Wealth of Nations*, bk. I, chaps. 1-7; bk. II, chs. 1, 3; bk. III; bk. IV, ch. 1; bk. V, ch. 1, pts. i and ii; *Theory of Moral Sentiments*, part I.

Further Texts

Candidates will be required to show a good general knowledge of the subject. The following texts are recommended for study and candidates will be expected to refer to them wherever appropriate.

Spinoza, *A Theological-Political Treatise*, chs iii, iv, v, vii, xiv, xvi-xx, and *A Political Treatise*, transl R.H.M. Elwes (New York: Dover, 1951) or as in Spinoza, *Political Works*, ed. A.G. Wernham (Oxford, 1958).

Locke, *Second Treatise of Government; Letter on Toleration*.

Mandeville, *The Fable of the Bees*, ed. F.B. Kaye (Oxford 1924, repr. Indianapolis: Liberty Fund, 1988), Volume I; or ed. P. Harth (Harmondsworth: Penguin, 1970).

Montesquieu, *Spirit of the Laws*, bks. I-XIX.

J. G. Herder, *On Social and Political Culture*, ed. F. M. Barnard (Cambridge, 1969).

Kant, *Groundwork of the Metaphysic of Morals*, ed. M. Gregor (Cambridge, 1998) or ed. H. J. Paton (New York, 1964); *Political Writings*, ed. H. Reiss, 2nd ed. (Cambridge, 1991).

FS31: POLITICAL THEORY AND SOCIAL SCIENCE

<http://www.history.ox.ac.uk/currentunder/honours/history/further/pst-3index.htm>

This paper is organized around a body of authors who still form the basis of our thinking about politics and society today. Later 20th-century thinkers may have gone beyond Marx and Weber (for example), but they have not yet managed to present their ideas except as developments of what was said by their nineteenth- and early twentieth-century forebears. We still live in a world dominated by the polarities of Liberalism and Socialism, and reports of Marx's 'death' at the end of the Cold War have been greatly exaggerated. The many themes running through these texts include serious engagement with the problems raised by a strongly historical view of social and political evolution: should one believe in 'progress', and if so why? If one chose not to believe, did this mean that history was meaningless and that, by the end of our period, the world was 'disenchanted'? Another major trend lay in the increasing predominance of theories which were 'critical' of established modes of social and political behaviour, whilst those which were 'positive' and reconstructive were more and more at a discount. Why should this be? The decline of 'positivist' thought in this sense was also linked to a set of estimates about the role of natural scientific models in analysing human society: French thinkers rather preferred them, whereas German and British ones did not. Again, why so? The earliest serious modern discussion of the role of gender in political and social life forms another significant theme. You will enjoy taking this paper if you enjoy the careful reading of texts, and if you have an interest in decoding the meaning of apparently abstract concepts – such as 'ideology', 'class', 'charisma' and 'liberty' – by looking not only at texts but at the historical contexts from which they emerged.

Set Texts

The following texts are prescribed for detailed study and candidates will be required to answer one or more questions directly related to these texts.

- K. Marx, 'Introduction' to *A Contribution to the Critique of Hegel's Philosophy of Right*, 'Economic and Philosophical Manuscripts of (1844)', '[Theses] Concerning Feuerbach', all in *Marx: Early Writings* ed. L. Colletti (Penguin); *The German Ideology Part I*, in *Marx, Early Political Writings* ed. J. O'Malley (CUP); 'The Civil War in France' in *Marx: the First International and After* ed. D. Fernbach (Penguin).**
- J. S. Mill, *A System of Logic*, Book VI ('The logic of the moral sciences'); *On Liberty* and *The Subjection of Women* in *On Liberty and other writings* ed. S. Collini (CUP); 'Bentham', 'Coleridge' in *Mill on Bentham and Coleridge* ed. F.R. Leavis (CUP).**

- E. Durkheim, *The Division of Labour in Society*, Book I, tr. W.D. Halls (Macmillan); *The Rules of Sociological Method*, tr. W.D. Halls (Macmillan); *Professional Ethics and Civil Morals* tr. C. Brookfield (Routledge).
- M. Weber, *The Protestant Ethic and the Spirit of Capitalism* tr. Talcott Parsons. – ‘The Nation State and Economic Policy’; ‘Parliament and Government in Germany under a New Political Order’; ‘The Profession and Vocation of Politics’, in *Political Writings* ed. & tr. P. Lassmann & R. Speirs (CUP). H.H. Gerth & C. Wright Mills, *From Max Weber*, cc.viii-ix.

Further Texts

Candidates will be required to show a good general knowledge of the subject. The following texts are recommended for study and candidates will be expected to refer to them wherever appropriate.

- J. Bentham, *A Fragment on Government* in *The Collected Works of Jeremy Bentham*, ed. J.H. Burns & H.L.A. Hart (Collected Works of Jeremy Bentham, Athlone Press, 1977).
- G.W.F. Hegel, *Elements of the Philosophy of Right* ed. Allen Wood (CUP)
- A. Comte, ‘Plan of the Scientific Work Necessary for the Reorganization of Society’, in *Early Political Writings* ed. H.S. Jones (CUP); selections from *The System of Positive Polity* in *Auguste Comte and Positivism* ed. G. Lenzer (Torchbooks), pp. 309-458.
- A. de Tocqueville, *Democracy in America* tr. G. Lawrence (Harper & Row): Volume 1, ‘Author’s Introduction’; Part I cc.20-6, 8; Part II cc.3-9. Volume 2, Part II cc.1-8, 16-20; Part III cc.1-2, 13-22; Part IV cc.1-8.
- E. Bernstein, *The Preconditions of Socialism* ed. H. Tudor (CUP).
- T. Veblen, *The Theory of the Leisure Class*.

7. SPECIAL SUBJECTS

REGULATION

V. Special Subject, consisting of:

- (a) A paper including compulsory passages from prescribed texts for comment.
- (b) An extended essay, answering a question selected from a question paper that will be provided by the examiners on the Friday of week 4 during the term the Special Subject is being taught.

SPECIAL SUBJECTS

1. From Julian the Apostate to Saint Augustine, 350-395.
2. Francia in the Age of Clovis and Gregory of Tours.
3. Byzantium in the Age of Constantine Porphyrogenitus, 913-959.
4. The Norman Conquest of England.
5. Royal Art and Architecture in Norman Sicily, 1130-94
6. Saint Francis and Saint Clare.
7. England in Crisis, 1374-88
8. Joan of Arc and her Age, 1419-35
9. Politics, Art and Culture in the Italian Renaissance: Venice and Florence, c. 1475-1525.
10. Government, Politics, and Society in England, 1547-58.
11. The Scientific Movement in the Seventeenth Century.
12. Commonwealth and Protectorate, 1647-58.
13. English Architecture, 1660-1720.
14. Politics, Reform, and Imperial Crisis, 1774-84.
15. Church, State, and English Society, 1829-54. (Suspended for 2006-2007).
16. Slavery and the Crisis of the Union, 1854-65.
17. Political Pressures and Social Policy, 1899-1914.
18. Art and its Public in France, 1815-67.
19. The Russian Revolution of 1917.
20. India, 1919-1939: Contesting the Nation.
21. The Great Society Era, 1960-70.
22. Nazi Germany, a racial order, 1933-45.
23. France from the Popular Front to the Liberation, 1936-44.
24. War and Reconstruction: ideas, politics and social change, 1939-45.
25. The Northern Ireland Troubles, 1965-85.
26. The Evolution of a Modern Metropolis: London 1955-75

The texts specified in the Handbook for the Honour School of Modern History (and in the supplement to the Handbook where relevant) are for detailed study.

Candidates will be examined by means of a timed paper including compulsory passages for comment, and by means of an extended essay, which shall not exceed 6,000 words (including footnotes but excluding bibliography), and shall be on a topic or theme selected by the candidate from a question paper published by the examiners on the Friday of the fourth week of Michaelmas Term in the year of examination.

Essays should be typed or word-processed in double spacing and should conform to the standards of academic presentation prescribed in the course handbook.

Essays (two copies) shall normally be written during the Michaelmas Term in the year of examination and must be delivered by hand to the Examination Schools (addressed to the Chairman of Examiners, Honour School of Modern History, Examination Schools, Oxford) not later than 12 noon on the Friday before the beginning of Hilary Full Term of the year of examination. Candidates delivering essays will be required to complete a receipt form, which will only be accepted as proof of receipt if it is counter-signed by a member of the Examination Schools staff. Essays (two copies) must be placed in a sealed envelope (bearing only the candidate's examination number) together with a formal declaration signed by the candidate that the essay is his or her own work. The University's regulations on *Late Submission of Work* will apply.

No candidate can be placed in the First or Second Class unless he or she offers a Special Subject.

Depending on the availability of teaching resources, not all Special Subjects will be available to all candidates in every year. Candidates may obtain details of the choice of options for the following year by consulting lists posted at the beginning of Week 4 of Hilary Full Term in the History Faculty and circulated to History Tutors.

THE NATURE AND PURPOSE OF SPECIAL SUBJECTS

Special Subjects are normally studied by candidates in Modern History and its Joint Schools in their third year (fourth year in History and Modern Languages); in the great majority of cases the teaching is done in the first term of the third year.

The intention of the Special Subjects is to bring you face to face with the original sources on which historical scholarship is based, and to encourage you to arrive at your own conclusions as a result of detailed study of this primary evidence. There are more than twenty Special Subjects available for you to choose from, ranging across almost the entire chronological span of the Modern History syllabus. They enable you to study at first hand fields of research in which Faculty members themselves often have a direct, active interest, and you may well find yourself identifying new lines of enquiry within the field. (It is by no means uncommon for undergraduates to go on to doctoral research in the field of their Special Subject.) Working for the Special Subject, together with research and writing your thesis in the following term, should be the most intensive and quite possibly also the most enjoyable experience of your undergraduate career.

Special Subjects are usually taught in a combination of six tutorials (arranged by your college tutors) and eight university classes (arranged through the Faculty by the Convenor for the Subject). Each class is taken by one or two Faculty members who are experts in the field, sometimes assisted by graduate students researching relevant topics. Either tutorials or classes should provide you with two opportunities to discuss your extended essay topic. The classes provide an invaluable opportunity to learn the skills of working effectively in a group; during the course of the term's classes you will normally be expected to write and deliver at least one paper, to open the class discussion. Please read the section on Forms of Teaching in chapter two for guidance on how to get the best out of class teaching. Revision teaching is not provided for Special Subjects.

Special Subjects are examined in two papers in the Final Honour School. Paper I consists of passages for comment ('gobbets'), taken from the prescribed documents; in almost all cases you are required to complete **twelve** such commentaries. The object of this paper is to test your understanding of the documents, and ability to interrelate them in order to explain their significance. Paper II consists of an **extended essay** of 6,000 words – including references but excluding bibliography. Examiners will provide a list of eight possible essay topics by Friday of week 4 of the Michaelmas term when the course is being taught. Students will select one question and will have the opportunity to work on this during the second half of the term and over the Christmas vacation. **The tutor or class teacher is permitted to read and comment on a plan, but not a complete draft, of the essay.** The essay must be handed into the Examination Schools by 12 noon on Friday of week 0 of the following Hilary term. Candidates will be expected to show familiarity with all

relevant prescribed texts and the secondary reading, and to use these as the basis of the essay. It is **NOT** intended that the extended essay should be a second thesis, requiring an elaborate, independent bibliography of primary and secondary sources, but that it should demonstrate in-depth understanding of the range and relevance of the Special Subject as established through the prescribed texts and Faculty bibliography. The guidelines for the presentation of extended essays in the Special Subject are the same as those for the thesis – see chapter nine of the handbook.

Examiners will expect these guidelines to be observed in the production of the Thesis and the Extended Essay, and penalties will be applied for careless, inconsistent or scrappy presentation.

Do not put your name on your essay, only your candidate number.

APPROACHES TO WRITING GOBBETS

- One of the two papers by which the Special Subject is examined requires the candidates to write a series of commentaries on short extracts from the prescribed sources. A few students will have confronted textual extracts requiring explanation and commentary as an element in the 'Foreign Texts' papers in the Preliminary Examination. But for most history undergraduates the first encounter with this style of examination will be the 'gobbet paper' of the Special Subject.

The most obvious point to bear in mind is that a gobbet is not a mini-essay: an extract from a letter between British ministers concerning foreign policy in 1914 should not be taken as an invitation to discuss the larger issues of whether or not Britain should have participated in WW1. Not only will it be judged irrelevant by the examiners, but an over-broad discussion will inevitably require more time for writing than you have available. For the second point about gobbet papers is that the majority require commentaries to be written on twelve extracts. This means a maximum of fifteen minutes per extract, which, for most students, will allow no more than one side, at most one-and-a-half sides, of writing. If you spend twenty minutes on each extract you will end up with nine rather than twelve gobbets at the end of three hours, and short-weight document papers in which entire answers are missing will pull the overall mark down particularly seriously.

The writing of gobbets involves meeting a number of distinct but overlapping requirements.

1) **Immediate context.** You should demonstrate familiarity with the document or source from which the extract is drawn. In the case of an image this will involve demonstrating knowledge either of the image itself (a picture, architectural detail or medal), or the larger object (building or painting) from which the image may be a detail.

- i. The exam paper will frequently give you the basic information about the provenance of the extract ('letter from Paget to Queen Mary, 1 November 1554'; 'prospect of Hatfield House') so reiterating this in your answer will not impress. You should aim to locate the extract or image by demonstrating that you know about the general content of the letter, document or object. You should show with reasonable precision where the specific passage falls within the letter or document, or – if appropriate – how the given image relates to the wider object: which façade of Hatfield House is shown? How does the depicted figure relate to the rest of the painting? It certainly isn't necessary to quote verbatim other sections from the document: knowledge of content is more important than demonstrating photographic memory.

- ii. Beyond this specific identification, is the extract representative of the wider document/image, or does it reveal something which is subsidiary to or distinctive from the rest of the text?
- iii. In some cases it may be necessary to explain particular words or names within an extract to show that you understand either their technical meaning ('tithe'; 'Free Churches') or their meaning in this specific context ('Sanhedrin' used in mid-17th England). This is especially the case if the extract is in a foreign language and a particular phrase or word is unusual or potentially ambiguous. It is however unnecessary and a waste of time simply to describe what is said or depicted in the extract or the image in your own words: 'In this extract William, Lord Paget is telling Queen Mary that...', etc.
- iv. It may also be necessary to explain (briefly) any unusual institutional references either in the text or involved in the authorship. No one would expect you to explain what the House of Commons was, but a document addressed to the Council of the North or written from the Court of Augmentations would be a different matter.

2) **Clarification of the extract.** There are numerous types of document (or images) contained in collections of Special Subject sources, and these will have been written (or depicted) in different styles and will have different purposes and audiences in mind. It is important to identify the type of document from which the extract is taken, and this will raise questions about the intentions of the author(s), the nature of the intended audience, and the relationship of the author to an understanding of any particular bias or argument in the extract.

- i. **Formal legislation and constitutional documents** are intended for publication or permanent record, usually a deliberate statement of the outward intentions of an authority and intended for public dissemination. Obvious questions concern the context in which the legislation was promulgated: if the document appears to represent a clear response to a perceived problem, was this reflected in discussion surrounding its formulation? Were there previous drafts of the legislation or earlier attempts to resolve the same issues? Did/could the legislation have the effects intended and if not, why?
- ii. **Extracts from speeches or debates.** How, and by whom were they recorded? Verbatim or retrospectively? For publication or for private audience (e.g. transcribed for a third party not present at the time)? It may be desirable here, and for other types of extracts listed below, to give brief biographical details of the speaker cited, or the person (if known) who recorded the speech/debate. But it's important to sketch in these details with a light touch. A gobbet does not require a life history of the protagonist, but it may be important to know whether the extract confirms his/her attitudes and whether the insight demonstrated is consistent with what we know of that individual's previous involvement with the issue. In the case of speeches or debates, is the style of the extract (strident, confrontational, reasonable...)

what we would expect from our previous knowledge of the protagonist? If, as in many cases with speeches (and sometimes with letters), the style is highly rhetorical, does this go beyond what we would expect in the context, or is this normal by the standards of such contemporary writing?

- iii. **Extracts from letters** usually require consideration of both the correspondent and the recipient. Do we know about their previous relationship – are they close friends, colleagues/political allies or enemies? Does the style reinforce either intimacy or formality? Does anything in the biography of the author or recipient, or previous contact between the two, contribute to our understanding of the extract? (e.g. in appreciating a level of bias or partisanship in the account.)
- iv. **Extracts from diaries and memoirs.** Are these genuinely private accounts of events, or intended for wider dissemination? If the latter, are they written to conceal, rather than elucidate, the real issues? Was the extract written at the time or years later? Did the author have a purpose in writing this account – e.g. to present a picture of decisive action when other evidence suggested that the protagonist was indecisive or evasive at the time?
- v. **Images of paintings, sculptures and buildings.** At what point was the image made, by whom and for whom? It is important to establish whether the image (a sketch, formal drawing or an engraving, for example) is an early draft or plan by the author of the finished object, whether it was a proposal or plan by another person subsequently adapted or borrowed by the author, or indeed whether the image corresponds to an actual object at all. An early sketch or plan may have been substantially modified on the wishes of the patron or by the changing perceptions/aims of the artist. A present-day image of the object will raise questions about later changes from the original.
- vi. **Depictions of coins, medals or inscriptions.** Were they minted/written at the time of the events which they depict, and/or by the persons or institutions they celebrate? Are they forgeries, and if so, why were they produced?

3) **Broader Context of the Extract.** The two obvious concerns here are cross-referencing to other sources, and the extent to which the particular passage or image can tell us about certain themes of wider interest in the period.

- i. **Cross-referencing** may be to other extracts which you have already discussed in the same paper, or, more usually, to other prescribed documents. Examiners of the gobbet paper are looking for evidence of a comprehensive knowledge of the set texts, and for sensitivity to different accounts and approaches to the same historical issue or event. Without feeling obliged to provide extensive quotations, the ability to demonstrate familiarity with other writings by the same author, to cite other accounts of the same issue which may confirm or contradict this account, other examples of a similar style, or other documents which develop and elaborate upon the theme or the event, are all important in persuading an examiner to award high marks for a gobbet.

- ii. Reference to **Wider themes**, while avoiding the dangers of writing a mini-essay, is strongly desirable. In the case of images of buildings, paintings, sculptures, medals or inscriptions it is obviously desirable to discuss the purposes for which they were commissioned or created, what, if anything they were replacing, and whether they fit into a wider pattern of patronage and construction. In the case of documents (and indeed many images) it's worth bearing in mind that examiners are likely to have chosen a particular extract for a purpose, and frequently to illustrate the kind of themes that may have been discussed in classes or essays. An extract may have a specific context, but may also say something important about a larger theme, whether this is social mobility, power in the localities, the influence of patrons on works of art, or factional struggle within totalitarian regimes. You should certainly show that you recognize the relevance of the extract to these themes.

In General:

Do bear in mind that you are working against the clock, and that concision is essential. Try to start the gobbet punchily, and get to the point quickly without wasting time on extraneous introductory paragraphs.

Do be specific at all times – authorship, importance of date, significance of style and content. Uncertainty about the rest of the document from which the extract is taken or about historical context emerge with brutal clarity in gobbets. If you don't know where the extract came from, you shouldn't attempt to discuss it. There is no getting round the fact that the best route to writing gobbets is to know the prescribed texts very well indeed.

Do have a clearly organized set of points arising from and illuminating the gobbet. You should aim to show the examiner that you know why the given extract was important enough to feature in the exam paper. There is no mechanical formula or sequence which should be observed in discussing the extract's specific location in the broader document, the issues arising from style, content and authorship, and/or wider issues raised by the extract.

Do try to conclude the gobbet with a forceful point – whether about the wider relevance of the extract, similarities/differences with respect to other accounts of the same event, or something that it reveals about the character or motivation of the author. **Don't** waste time summarizing the previous points in a concluding paragraph; you should be focusing on the next extract.

CAPPING OF CERTAIN SPECIAL SUBJECTS

Since the demand for certain of the Special Subjects may exceed the capacity of the Faculty to teach them, such subjects may be ‘capped’. This means that a ceiling is placed on the number permitted to attend the Faculty Classes in the subject. The Faculty Board normally allows 8 undergraduates per available Faculty postholder or approved substitute: depending on the number of those available to teach the subject in a given year, the ‘caps’ will, therefore be set at a multiple of 8. All caps have to be approved by the Teaching Committee of the Faculty Board, which must be satisfied that the caps reflect the available teaching resources.

A list of Special Subjects which have been ‘capped’, and the number of places available in each case, will be published and circulated in Hilary Term, along with the Special Subject application form.

Procedure for application

Please note that this account of the application procedure for Special Subjects entirely replaces and supersedes accounts of the application procedure in previous handbooks or previously published elsewhere in the Faculty.

Application forms for the Special Subjects to be taken in the following Michaelmas Term will be issued to College Senior History Tutors in Hilary Term for distribution to the second-year undergraduates. *The completed form should be returned to the College Tutor by the date specified on the form; you should not return the form to the Faculty Office yourself.*

The form allows you to list, in order of preference, two capped subjects, and one uncapped Special Subject. (You need only name **one** uncapped subject, since admission to it is guaranteed.) In addition, and *beneath these formal choices*, you have the opportunity of being placed on a reserve list for up to three further capped Special Subjects, for which you may be considered in the very unlikely circumstances that places might be available.

If your first-choice is a ‘capped’ subject, and demand for the subject exceeds the cap, there will be a ballot of all applicants for the subject (except for those given a prior claim to access to that subject – see below). The ballot will be conducted by the Faculty’s Administrative Officers, who will also bring non-routine cases for preference to the attention of the Coordinator of Undergraduate Studies. Applicants whose names are drawn before the number of the cap is reached will be admitted; the remainder will be placed, in order, on a reserve list.

If you are unsuccessful in the ballot for your first-choice subject, you will automatically be considered for a place on any second choice capped subject that you may have listed, and then, potentially, for any capped subjects that you might have put on the reserve list, **if** places are still available after their first-choice demand for these has been satisfied. **There is, however, no guarantee of a place on another capped subject, and assuming that the Teaching Committee has judged the need for capping effectively there is no reason to think that any capped subjects will not be filled by first-choice applicants.** It is essential therefore that you include an uncapped Special Subject on your list, and important that you choose it carefully, since it will be the subject you will have to study if you are unsuccessful in the ballot.

The Faculty Board is aware that there may be a few compelling reasons for the admission of particular students to particular subjects. If you think one of these reasons applies to you, you may be eligible for preferential admission to the subject (i.e. admission before the ballot is conducted). You can claim preferential admission **only** to your first-choice of capped Special Subject. The compelling reasons which the Board has agreed automatically to recognize are:

1. Candidates who have started a course but had to suspend it due to health reasons will be given priority in assignment to that course in the following year.
2. The student has attended a relevant language class at the Language Teaching Centre for at least two terms in preparation for the Special Subject, and has acquired either a certificate of attendance or has passed a relevant examination in the language. (This applies even when the Special Subject course does not formally require the relevant foreign language for the prescribed texts – for example SS 9, Politics, Art and Culture in the Italian Renaissance: Venice and Florence *c.1475-c.1525*.)

There are other grounds which *may* influence the Coordinator of Undergraduate Studies, notably the applicant's failure to gain a place on his/her first choice of Further Subject, the argument that the student already envisages that the subject may be relevant to a course of postgraduate study, or the argument that the course is specially relevant to a student undertaking a Joint Degree Course. You should ask your College History tutor to fill out the relevant section of the form in justification of this or other factors which you and s/he consider relevant. **The pursuit of an undergraduate thesis in a related field will NOT be taken as a sufficient reason to give priority to a capped Special Subject.** It is worth emphasizing that the Undergraduate Coordinator, acting on behalf of the Faculty Board, will need to be persuaded by the cogency of a special case, and is aware that in a competition for a restricted number of places, access for one student necessarily means exclusion for another.

It is highly recommended that students consider their choices carefully and if in doubt discuss them with their tutor, as it is very inconvenient to change choices later and it may affect other students adversely. In the case of subjects requiring language skills, students are advised to look at past 'gobbet' papers to gauge the difficulty involved before making their decision. Students will only be allowed to change subject if they can provide written permission from the convenors, both of the subject they have left and the subject they wish to join.

COURSE DESCRIPTIONS AND PRESCRIBED TEXTS

Note: the prescribed texts are printed in bold

SS1: FROM JULIAN THE APOSTATE TO ST AUGUSTINE, 350-95

http://www.history.ox.ac.uk/currentunder/honours/history/special/julian_to_augustine_index.htm

The Late Roman Empire, an age of traditionalism and far-reaching change, is no longer dismissed as 'decadent'. This Special Subject offers an opportunity to study its culture and society in the half-century before the fatal impact of barbarian invasion, reflected in the writings of two of the most articulate graduates of the classical system of education: a Greek-speaking emperor who rejected the Christianity which had been forced upon him and tried to revive a moribund paganism, and a university teacher of Latin rhetoric whose conversion has given Christianity one of its most influential theologians and philosophers. The *Confessions* of Augustine, the most vivid autobiography of Antiquity, is the central text, counterpointed by some of Julian's uneasy and self-revelatory writings, in a literary context. It includes the work of pagan intellectuals known to Julian and letters of two of Latin Christianity's most forceful champions, St. Ambrose and St. Jerome, as well as of the litterateur Symmachus, author of what has been called the swansong of Roman paganism. There are glimpses of figures like Petronius Probus, the millionaire who crowned a career of misgovernment by being buried in St. Peter's, and the pagan Praetextatus, who jokingly demanded the Papacy as the price of his conversion. A historical background is provided by extracts from the last great Roman historian, Ammianus Marcellinus, and from the abundant surviving legislation. All the prescribed texts, which have been chosen for literary merit as well as historical interest, are read in translation; some knowledge of Latin is desirable, but it is not compulsory.

All texts will be studied in translation. Where a published translation is not specified, a specially made translation will be available in the History Faculty Library. Where pagination is given for facing page translations, only those pages giving the text in English need be studied.

Julian, *Letter to the Athenians*, trans. W.C. Wright, *The Works of the Emperor Julian*, vol. II, Loeb Classical Library (London, 1913), pp. 243-91.

***Misopogon*, *ibid.*, pp. 421-511.**

Letters, 8, 15, 19-23, 36-41, 51, 56-8, *ibid.*, vol. III, pp. 21-7, 35-7, 49-75, 117-35, 177-81, 191-209.

Augustine, *Confessions*, trans. H. Chadwick (Oxford, 1991), Books I-IX, pp. 1-178.

Augustine, *Letters* 10, 15, 16, 17, trans. J.H. Baxter, *Augustine Select Letters*, Loeb Classical Library (London, 1930), nos. 3-6, pp. 9-31.

- Ammianus Marcellinus, *The Later Roman Empire [Res Gestae]*, trans. W. Hamilton (London, 1986), Book 14,6; 20,4; 21,1-2; 22,1-7, 9-14; 23, 1; 25, 1-4; 27, 9 and 11; 28, 1 and 4; 30, 5-6.
- The Theodosian Code*, trans. C. Pharr (Princeton, 1952), Book IX. Title 16. paras 4-11; IX. 17.5-7; XII. 56, 63, 77, 87, 98, 104, 110, 112, 116, 122; XIII. 3, 4-12; XIV. 9.1; XVI. 1.2, 4; XVI. 2.20; XVI. 5.3, 6-7, 9; XVI. 10.4-13 – available with special translations.
- Eunapius, *The Lives of the philosophers and sophists*, trans. W.C. Wright, Philostratus and Eunapius. *The Lives of the Sophists*, Loeb Classical Library (London, 1921), pp. 421-61, 477-513, 519-27, 539-65.
- Ausonius, *Professors of Bordeaux*, (selected epitaphs) – available in special translation.
- Ausonius, *Letters* 12 (to Probus), 22 (to Hesperius) – available in special translation.
- Symmachus, *Letters*, Book I; 3, 10, 12, 14, 20, 23, 32, 43, 47-9, 51-3, 58-9, 61, 99. Book III, 36. Book VI, 67– available in special translation.
- Relatio* 3, trans. B. Croke and J. Harries, *Religious Conflict in Fourth-Century Rome* (Sydney University Press 1982), Document 40, pp. 35-40 – available with special translations.
- Relationes* 10-12, trans. R.H. Barrow, *Prefect and Emperor* (Oxford 1973), pp. 73-81 – available with special translations.
- Ambrose, *Letters* 17 and 18, trans. B. Croke and J. Harries, *Religious Conflict in Fourth-Century Rome* (Sydney University Press 1982), Documents 39 and 41, pp. 30-35, 40-50 – available with special translations.
- Letters* 20 and 22, trans. M.M. Beyenka (Washington, 1954), pp. 365-84 (as *Letters* 60 and 61) – available with special translations.
- Jerome, *Select letters*, trans. F.A. Wright, Loeb Classical Library (London, 1933) Nos. XXII, XLV, CVII, pp. 53-159, 177-79, 229-65.
- Letter 70, trans. W.H. Freemantle, *Letters and select works* (Oxford, 1893) – available with special translations.
- Libanius, *Autobiography and selected letters*, trans. A.F. Norman, Loeb Classical Library (London, 1992) vol. I, *Autobiography*, pp. 53-337.
- Selected works*, trans. A.F. Norman, Loeb Classical Library (London, 1969) vol. I, *Oration* 18, pp. 279-487.
- Selected works*, trans. A.F. Norman, Loeb Classical Library (London, 1977) vol. II, *Oration* 30, pp. 101-51.
- Dessau, *Inscriptiones Latinae Selectae*, nos. 754, 1256, 1258-61, 1265, 2946-7, 2951 – available in special translation.
- Diehl, *Inscriptiones Latinae Christianae Veteres*, nos. 63, 104 and 1700 – available in special translation.
- Monica's epitaph. Available in special translation.

SS2: FRANCIA IN THE AGE OF CLOVIS AND GREGORY OF TOURS

http://www.history.ox.ac.uk/currentunder/honours/history/special/francia_index.htm

‘ “Hand over the murderess Fredegund” they said, “the woman who garrotted my aunt, the woman who killed first my father and then my uncle and who put my two cousins to the sword”.’ (Gregory, *Histories*, VII.7)

‘ “The noble Fredegund excels in all virtues ... she carries the heavy weight of the cares of state, she cherishes you with her goodness, she helps you by her service.”’ (Venantius Fortunatus, *Poems*, IX.1)

This Special Subject is built around the fullest and most readable historical work of the early middle ages, the *Histories* of a Gallo-Roman bishop of Tours, Gregory. The bulk of the work is about the period when he was a bishop and thus a considerable political figure, and the structure is loose enough to find room for an almost endless series of anecdotes, told with immense verve. Furthermore, since Gregory was keen to berate his contemporaries for their moral failings, his works provide remarkably detailed information on the habits and customs of his age. The set texts also include some of Gregory’s saints’ lives and miracle stories, which are written with the same power as the *Histories* and show Saints and their relics intervening regularly in affairs on earth.

Other texts present a different view of events, which can be compared and contrasted to Gregory’s. The poems of Fortunatus paint a very rosy picture of Gallo-Roman bishops and Frankish monarchs; and Caesarius of Arles offers a rival ideal for the ordering of the Christian life, for him centred on monasteries and pastoral care. Two legal texts, the earliest Frankish law-code and the canons of the church, tell us much about both Frankish and Roman ways of making law and keeping peace. Finally, some important archaeological finds, including the richly furnished burial of a pagan king, allow the Franks to speak to us directly from their graves.

The texts for this Special Subject provide a vivid and detailed picture of the Franks as they settled amongst a Gallo-Roman population with its own proud and ancient traditions. It provides an excellent insight into the mental and social world of the early middle ages, with its belief in the active intervention of God and his Saints on earth and its bonds of fierce kin-loyalty and the power of vengeance. The texts are all set and examined in English, and there is an excellent body of English-language secondary reading, since Gregory of Tours is a prime area of current research in Britain and the U.S.A. This Special Subject should obviously appeal to students who are already interested in the early middle ages; but it is also designed to be self-contained and attractive to people with little or no previous experience of the period.

Photocopied texts and translation, where indicated, will be available in the History Faculty Library.

1. Gregory of Tours, *The History of the Franks*, translated by L. Thorpe (Penguin Classics, 1974).
2. Gregory of Tours, *Life of the Fathers*, translated by E. James (Liverpool, 1985).
3. Gregory of Tours, *Miracles of St Martin*, Bk. 1. Translated by R. Van Dam, *Saints and their Miracles in Late Antique Gaul* (Princeton, NJ, 1993), pp. 199-228.
4. *The Suffering and Miracles of the Martyr St Julian*, translated by R. Van Dam, *Saints and their Miracles in Late Antique Gaul*, pp. 162-95.
5. Venantius Fortunatus, *Personal and Political Poems*, trans. J. George (Liverpool, 1995), IV. 26, 28; V. 2; VI. 1, 2, 5; VII. 1, 7, 16; VIII. 2; IX. 1, 4, 5; XI. 6, 23; Appendix 2.
6. Venantius Fortunatus, *Poems*, Preface; I. 20; II. 10; III. 5, 7, 12, 18; IV. 4, 5; V. 3, 5; VIII. 12; X. 12, XI. 9; Appendix 1 (in typescript translation) (Photocopy).
7. King Chilperic, *Poem in Honour of St. Medard* (in typescript translation) (Photocopy).
8. W. E. Klingshirn, *Caesarius of Arles: Life, Testament, Letters* (Liverpool, 1994).
9. *Epistolae Austrasicae*, Nos. 1, 2, 8, 9, 13, 16, 18-20, 22, 25, 27, 28, 40-3, 46-8 (in typescript translation) (Photocopy).
10. Avitus of Vienne, *Letter no. 41* (in typescript translation) (Photocopy).
11. Cassiodorus, *Variae*, II. 41; III. 1-4, 17; IV. 1; translated by S. J. B. Barnish, *The Variae of Magnus Aurelius Cassiodorus Senator* (Liverpool, 1992), pp. 43-9, 54, 74.
12. The Testament of S. Remigius (in typescript translation) (Photocopy).
13. *Laws of the Salian and Ripuarian Franks* translated by T. J. Rivers (New York, 1986), 39-152.
14. Merovingian Church Councils: Orléans 511 and Auxerre 561/605, translated by J. N. Hillgarth, *Christianity and Paganism, 350-750*, pp. 99-105. Orléans 541, Orléans 549, Tours 567 and Mâcon 583 (in typescript translation) (all in Photocopy).
15. The grave-goods of Childeric I: J. Chiflet, *Anastasis Childerici I Francorum regis* (Antwerp, 1655), Plates on pp. 96, 141, 182, 194, 202-4, 210, 218, 224, 226, 236, 243, 252, 267, 271, and 322 (Photocopy).
16. The Frankish princely tombs in Cologne Cathedral: J. Werner, Frankish Royal Tombs in the Cathedrals of Cologne and Saint-Denis, *Antiquity*, 38 (1964), plates xxx-xxxiii (between pp. 204-5).
17. The Gourdon chalice and paten, and the Niederdollendorf tomb-stone: D. Talbot Rice (ed.), *The Dark Ages*, Plates on pp. 202, 203, 207.

SS3: BYZANTIUM IN THE AGE OF CONSTANTINE PORPHYROGENITUS 913-959

http://www.history.ox.ac.uk/currentunder/honours/history/special/byzantium_index.htm

By the tenth century the cultural and the political revival of Byzantium had gathered momentum after a long dark age. The cultural revival showed itself in manuscript illuminations and monumental works of art, in a new flowering of religious life, both orthodox and heretical, and in the gathering of the debris of classical thought and literature. The political revival showed itself in successful warfare against an encircled Bulgaria, small Armenian principalities and the fragmented Arab empire, in the widening horizons of Byzantine diplomats and in the growing cultural influence of Byzantium upon the Slav world. The texts for this Special Subject (all the texts are studied in English translations) include sermons, letters, Byzantine and foreign chronicles and several compilations. Together they provide the major body of information which illuminates the revival of Byzantium, the history of the neighbouring powers of the Near East and the outline of those personal groupings of generals and bureaucrats which shaped the internal political history of Byzantium and which have left a deposit of their secret malice and resentment in the pages of the surviving chronicles. However, it is the survival of the compilations (guides to administrative practice and manuals of statecraft) which makes the study of Constantine's reign particularly interesting. For they were based on lost official material which enables the historian to penetrate below the surface of events and to watch the slower-moving and underlying history of institutions, from the court and administrative system to the economic and social foundations of the state (in particular the steady encroachment of the aristocracy on small landholders in the provinces). Perhaps the most important compilation is the *De administrando imperio*, which contains much material about relations with foreign states and reveals Byzantium's two ways of viewing the world around it, the one realistic, the other ideological.

Where an edition with a translation is specified, candidates will not be required to have studied the text in the original language.

1. *The Homilies of Photius, Patriarch of Constantinople*, trans. C. Mango (Cambridge, Mass., 1958), pp. 184-90, 286-96; Homilies 10 and 17.
2. *The Book of the Eparch*, trans. E. H. Freshfield in *Roman Law in the Later Roman Empire* (Cambridge, 1938).
3. Philotheus, *Cleterologium*, ed. N. Oikonomides in *Les listes de préséance byzantines des IX^e et X^e siècles* (Paris, 1972), pp. 100-24 (in translation).
4. Nicholas I, Patriarch of Constantinople, *Letters*, 1-31, 53-6, 66-8, 75, 77, 82-5, 92, 94-5, 102, 106, 139, 183, trans. R. J. H. Jenkins and L. G. Westerink (Washington DC, 1973).

5. Constantine Porphyrogenitus, *De Administrando Imperio*, chapters 1-13, 29-46, trans. R.J.H. Jenkins (Washington DC, 1967).
6. Constantine Porphyrogenitus, *De Cerimoniis*, Bk. ii, ed. J. J. Reiske (Bonn, 1829), chapters 44 (pp. 660/13-664/2), 45 (pp. 664/3-669/14), 47-8 (pp. 680/1-692/2) (in translation).
7. Georgius Monachus continuatus, *Vitae Imperatorum Recentiorum*, I. Bekker (Bonn, 1838), pp. 874/5-924 (in translation).
8. Theophanes continuatus, *Chronographia*, Bk. vi: *De Constantino Porphyrogenneto*, I. Bekker (Bonn, 1838), pp. 426/3-430/21, 436/1-469/4 (in translation).
9. George Cedrenus, *Historiarum Compendium*, I. Bekker, vol. ii (Bonn, 1839), pp. 320/17-338/13 (in translation).
10. Liudprand of Cremona, *Antapodosis*, Bks. iii, chapters 22-38, v, chapters 14-17, 20-5, vi, chapters 1-10, trans., F. A. Wright, *The Works of Liudprand of Cremona* (London, 1930), pp. 118-28, 184-7, 189-94, 205-12.
11. Liudprand of Cremona, *Relatio de Legatione Constantinopolitana*, *ibid.* pp. 235-77.
12. Cosmas, *The Discourse of the Priest Cosmas Against Bogomils*, tr. J. & B. Hamilton, *Christian Dualist Heresies in the Byzantine World, c. 650-c. 1450* (Manchester, 1998), pp. 114-134.
13. *The Russian Primary Chronicle*, trans. S.H. Cross and O.P. Sherbowitz-Wetzor (Cambridge, Mass., 1953), ad an. 904-55, pp. 64-84.
14. Extracts from the chronicles of Yahyā ibn Saīd, Ibn al-Aṭīr and Kamāl al-Dīn (in translation).
15. *The Life and Miracles of St Luke of Steiris*, tr. C.L. & W.R. Connor (Brookline, Mass., 1994).
16. Nicephorus Phocas, *Skirmishing*, trans. G. T. Dennis, *Three Byzantine Military Treatises* (Washington, DC, 1985), pp. 147-73, 215-23 (preface, chapters 1-9, 19-20).
17. *The Taktika of Nikephoros Ouranos*, ch. 56-65, tr. E. McGeer, *Sowing the Dragon's Teeth* (Washington, D.C., 1995), pp. 89-163.
18. *The Escorial Tacticon*, ed. N. Oikonomides in *Les listes de préséance byzantines des IX^e et X^e siècles* (Paris, 1972), pp. 262-76 (in translation).
19. Nicholas I, Patriarch of Constantinople, *Miscellaneous Writings*, trans. L. G. Westerink (Washington. DC, 1981), nos. 198, 200B.
20. E. McGeer, tr., *The Land Legislation of the Macedonian Emperor* (Toronto, 2000), texts A-G.

SS4: THE NORMAN CONQUEST OF ENGLAND

http://www.history.ox.ac.uk/currentunder/honours/history/special/norman_conquest_index.htm

The Norman Conquest was one of the most cataclysmic events in English history; certainly many scholars have argued so since the seventeenth century. More recently it has inspired some of the best work in English by medieval historians: this has demonstrated that the giants of later nineteenth century historiography only constructed a framework and that this traditional framework is in certain respects demonstrably wrong. One reason for the continuing controversy is the profusion and richness of the sources, which are unparalleled in contemporary Europe. The aim of this Special Subject is to encourage undergraduates to get to grips with these sources on much the same terms as those who are fighting in the midst of the historiographical fray. There are narratives: some contemporary or nearly contemporary (including the Bayeux Tapestry); others later local accounts of change and survival as seen from Abingdon, Evesham, York and Durham; yet others attempt to make sense of the Conquest as a whole from a twelfth-century perspective. In this final category Eadmer and Orderic Vitalis, both looking back through English eyes, though in very different ways, are particularly striking. The biography of the English survivor (or quisling?) Wulfstan and the letter collection of the Italian 'new Englishman' Lanfranc help to reveal both the strength of English ecclesiastical traditions and the scale and pace of the changes ruthlessly imposed on the English church. Documents such as charters, writs and legal fragments of various kinds enable us to reconstruct the workings of government and justice at different levels, to see how the imposition of Norman rule transformed and excoriated the late Anglo-Saxon system. Passages from the greatest administrative document of all – Domesday Book – taken in conjunction with the Abingdon Chronicle, enable us to study the Norman impact in the Thames valley. More generally, Domesday Book allows us both to sink a bore hole into the Anglo-Saxon past and to understand how distorted perceptions of that past helped to form the assumptions on which the Norman system was based. Reports from archaeological excavations, together with investigation of buildings which still stand, will show to what extent English architecture was changed, and reproductions of works of art also present us with the challenge of reconciling the material remains with the stories told by the written sources.

As should be clear from the above, debates about the significance of the Conquest did not begin in the work of seventeenth-century antiquarians, but are intrinsic to the prescribed sources: in short, what we shall be studying is the uses, political and otherwise, to which history can be put. This is a theme with strong contemporary resonances, not least in the definition of Englishness.

All texts are set in English translation. For asterisked items, photocopies of typescripts are available in the History Faculty Library and will be used in the examination.

I. CHRONICLES

1. *The Anglo-Saxon Chronicle*, a revised translation, ed. D. Whitelock with D. C. Douglas and S.I. Tucker (London, 1961), annals from 1042-1087 (pp. 106-66).
2. *The Gesta Normannorum Ducum of William of Jumièges, Orderic Vitalis and Robert of Torigni*, ed. E. M. C. van Houts (Oxford Medieval Texts, 1992-5), vol.ii, pp. 105 ('At that time...')-109 (... *almost twenty-three years.*'), pp. 159 ('Edward, king of the English ...)-173 (... descended from noble origins. '), 177 ('While the victorious king ...)-191 (... To Virgin's bosom when he died').
3. William of Poitiers, *Gesta Guillelmi*, ed. M. Chibnall (Oxford Medieval Texts, 1998).
4. *The Ecclesiastical History of Orderic Vitalis*, ed. and trans. M. Chibnall (Oxford Medieval Texts, 1969-1980), vol. ii, p. 135 ('In the year of Our Lord 1066...')-p. 147 ('... servants in the house of God'), 169 ('In the month of August Harold ...')-p. 323 ('... in the monks' chapter-house'), p. 345 ('Not long afterwards ...')-p. 361: Book V, caps. 1-5, 10-11, in vol. iii, pp. 5-37, 97-117; Book VII. caps. 8-11, 14-16, in vol. iv, pp. 39-55, 75-109.
5. *Eadmer's History of Recent Events in England*, trans. G. Bosanquet (London 1964), pp. 1-26 ('... anguish of heart').
6. Hugh the Chanter, *The History of the Church of York, 1066-1127*, ed. and trans. C. Johnson, rev. M. Brett, C.N.L. Brooke and M. Winterbottom (Oxford Medieval Texts, 1990), pp. 1-13 ('... and Hervey of Bangor').
7. Thomas of Marlborough, *History of the Abbey of Evesham*, ed. and trans. J. Sayers and L. Watkiss (Oxford Medieval Texts, 2003), pp. 157 ('Abbot Manig ...') – 181 ('... knights of this abbey.').
8. Symeon of Durham, *Libellus de Exordio atque Procursu istius hoc est Dunhelmensis Ecclesie*, ed. D. Rollason (Oxford Medieval Texts, 2000), Book III cap. 15- Book IV cap. 7, pp. 183-241.
9. *The Chronicle of John of Worcester*, ed. R. R. Darlington and P. McGurk (Oxford Medieval Texts, 1995-), vol. ii, pp. 599-607 (annal for 1066); vol. iii. pp 5-47 (to 'endowed with gifts'.)
10. *Historia Ecclesie Abendonensis*, ed. and trans. J. Hudson (Oxford Medieval Texts, 2002), vol. ii, pp. 3-21 ('...the feast of St Michael'), AND *typescript extracts AND survey from Abingdon Abbey.

II. LIVES AND ACTA

1. *The Life of King Edward who rests at Westminster*, 2nd edn., ed. and trans. F. Barlow (Oxford Medieval Texts 1992).
2. *The Acts of Lanfranc: English Historical Documents 1042-1189*, eds. D. C. Douglas and G. W. Greenaway (2nd edn., London, 1981), no. 87.
3. William of Malmesbury, *Vita Wulfstani*, in *Saints Lives*, ed. M. Winterbottom and R.M. Thomson (Oxford Medieval Texts, 2002), pp. 9-155.

III. LETTERS

1. *The Letters of Lanfranc*, ed. and tr. by H. Clover and M. Gibson (Oxford Medieval Texts, 1979): all letters and items.
- * 2. Selected letters of Alexander II, Bishop Anselm II of Lucca and the antipope Clement III.
3. *The Epistolae Vagantes of Pope Gregory VII*, ed. and trans. H. E. J. Cowdrey (Oxford Medieval Texts, 1972), no. 53.
4. *The Register of Pope Gregory VII, 1073-1085*, trans. H.E.J. Cowdrey (Oxford, 2002), Bks i, nos. 31, 34, 70, 71; iv, no. 17; vi, no. 30; vii, nos 1, 26, 27, 23, 25; ix, nos. 5, 20, 37.'

IV. WRITS AND OTHER RECORDS

1. *English Historical Documents 1042-1189*, eds. Douglas and Greenaway, nos. 32-8, 52, 61, 76-80, 172-5, 185-6, 198, 215, 218, 238-40.
2. *Anglo-Saxon Writs*, ed. F. E. Harmer (Manchester, 1952), no. 71.
- * 3. Penitential ordinance of Bishop Ermenfrid of Sion.
4. *The Laws of the Kings of England from Edmund to Henry I*, ed. A. J. Robertson (Cambridge, 1925), pp. 230-1 [cf. *Facsimiles of English Royal Writs to A. D. 1100 presented to V. H. Galbraith*, ed. T. A. M. Bishop and P. Chaplais (Oxford, 1957), no. 15, plate XIV], pp. 232-3, pp. 238-43.
- * 5. Two writs of William I, to be compared with the facsimiles and commentaries in *English Royal Writs*, ed. Bishop and Chaplais, nos. 26-7, plates XXIV, XXV (a) and (b).
- * 6. Writ of William I concerning the privileges of Ely over certain hundreds in Suffolk.
7. *Royal Writs in England from the Conquest to Glanvill*, ed. R. C. van Caenegem (London, Selden Society, vol. 77, 1958-9), nos. 182-3.
- * 8. Two Bury St. Edmunds documents.
- * 9. Charter of William I for Fecamp.
- * 10. Holme Lacy cyrograph.
- * 11. Selected episcopal professions to Canterbury.

12. Lists of Kentish churches in the Domesday Monachorum: translation in J. Blair (ed.), *Minsters and Parish Churches: the Local Church in Transition 950-1200* (1988), pp. 114-17.
13. Entries in Domesday Book, vol. i, for Berkshire and Oxfordshire. The translations in the respective 'county fascicules' of the Alecto facsimile edition, ed. A. Williams and R. W. H. Erskine, will be used in the examination: *The Berkshire Domesday* (London, 1988), fols. 56r-v, 58v-59v; *The Oxfordshire Domesday* (London, 1990), fols. 154r, 156v.
14. *English Lawsuits from William I to Richard I*, vol. i., ed. R. C. van Caenegem (London, Selden Society, vol. 106, 1990), nos. 5, 10, 15, 25, 31, 35, 41-2, 44-6, 64, 93, 126, 127, 131, 134.

V. PICTORIAL, ARCHITECTURAL AND ARCHAEOLOGICAL SOURCES

1. The Bayeux Tapestry: colour facsimile: (*The Bayeux Tapestry*, ed. D. M. Wilson, Thames and Hudson, 1985); or *English Historical Documents 1042-1189*, eds. Douglas and Greenaway, pp. 249-301.
2. *The Golden Age of Anglo-Saxon Art* (British Museum Exhibition Catalogue, 1984), Nos. 28 (*Regularis Concordia*), 111-13 (seal-dies), 114 (Winchester ivory), 116 (ivory box), 140 (Winchester frieze), 170 (seal of Edward the Confessor), 263 (Wadham College gospels).
3. E. Fernie, *The Architecture of the Anglo-Saxon* (1983), Figs. 61 (Dover), 70-1 (Stow), 91 (Westminster), 92 (Canterbury), 95 (Kirkdale), 96-7 (Wittering).
4. A. W. Clapham, *English Romanesque Architecture: II: after the Conquest* (1934), Figs. 5 (St Albans), 10 (Gloucester), 38 (Hereford).
5. K. J. Conant, *Carolingian and Romanesque Architecture* (Hardmondsworth, 1959), Figs 72 (Jumièges), 73 (Jumièges and Caen), 74 (Caen), 75 (Caen), 76 (Caen), 78 (Durham).
6. *Medieval Art and Architecture at Canterbury* (British Archaeological Association, 1982), p. 9 Fig. 4 (plan of St. Augustine's), pp. 23-5 Figs. 2-4 (plans of Canterbury Cathedral).
7. *Medieval Art and Architecture at Worcester Cathedral* (British Archaeological Association, 1978), plan after p. vii, p. 22 Fig. 1, p. 30 Fig. 4 (Wulfstan's cathedral).
8. G. Beresford, *Goltho; the Development of an Early Medieval Manor* (Historic Buildings and Monuments Commission, 1987), Figs. 71 (Period 5 plan), 89 (Period 6 plan), 106 (Abinger motte), 113 (motte and bailey reconstruction).
9. *Archaeological Journal* cxxxvi (1979), pp. 100-5 Figs. 1-6 (drawings of Tower of London).
10. D. Kahn, *Canterbury Cathedral and its Romanesque Sculpture* (1991), pp. 32-3, Figs. 25-9 (sculpture fragments).

SS5: ROYAL ART AND ARCHITECTURE IN NORMAN SICILY, 1130-94

http://www.history.ox.ac.uk/currentunder/honours/history/special/royal_art_and_architecture_index.htm

In 1130, seventy years after his uncle, Robert Guiscard, and his father, Roger de Hauteville, began the conquest of Islamic Sicily, Roger II had himself crowned king and started to transform Palermo into the capital of his new kingdom. King Roger was a parvenu, and in Sicily there was no living tradition of kingship upon which he could model his monarchy. Contemporary Arabic and Latin sources alike describe how he therefore imported artisans, scholars, and statesmen from foreign lands to construct a multi-faceted monarchy that drew not just upon a variety of sources in the Latin West but also upon Byzantium and the Islamic cultures of the Mediterranean.

For three generations, until the failure of the dynasty and the annexation of the kingdom by the German emperor Henry VI in 1194, King Roger, his son William I, and his grandson William II, were patrons of the most extraordinary cultural enterprise of 12th-century Europe – ‘most extraordinary’ because the sources upon which it drew were deliberately chosen to represent Arab, Greek and Latin cultures, and the message that it was designed to promulgate was not just eclectic but deliberately and explicitly multi-cultural. Many of the artefacts, buildings, and writings commissioned by the Norman kings survive – including churches, coins, documents, inscriptions, palaces, panegyric, regalia, and seals – and proclaim the royal propaganda of multi-culturalism so loudly as to persuade modern observers of the ‘syncretism’ and ‘tolerance’ of the Norman kings, and of the extent to which their subjects were ‘acculturized’ in the ‘melting-pot’ of Sicily.

Some contemporary witnesses were similarly impressed, but others perceived how thin was the veneer of royal policy, and how many and complex were the divisions that it failed to conceal. Their testimony raises complex and challenging questions about the audience for which Sicilian royal art was intended, the purposes that it was designed to fulfil, and the extent to which modern historians and art historians may have been misled by twelfth-century propaganda.

The written and material sources prescribed for this Special Subject will introduce the student to the art and architecture of the Norman kings of Sicily, 1130–1194. They illustrate the principal evidence for the ways in which visual and material culture was used to create, project, and manipulate the royal image. Special attention is paid to monumental architecture and its decoration but a wide range of other media is also considered. So far as is possible, sources have been drawn from each of the three cultures that contributed to the monarchy – Arab, Greek, and Latin. The native Arab and Greek communities of Sicily contributed little to the art and architecture of the Norman kings, and some of the prescribed texts illustrate why they did not, and represent the complex status of the subject communities of the frontier societies of Sicily and North Africa under Norman rule. At the same time, precisely because the Norman court used so little from Sicily and imported so much from abroad, other courts will be examined, especially those of Fātimid Egypt and North Africa under the Almohads, Almoravids, Hammādids and Zīrids, and

Comnenan Byzantium.

The material and written sources challenge students to investigate not only how and why art and architecture, ceremonial and regalia, panegyric and propaganda, were used by the Norman kings, but also how, to what extent, and with what difficulties they can be used by historians as evidence for royal ideology and policy. The sources also raise a wide range of questions about the extent to which modern concepts such as ‘acculturation’, ‘multi-culturalism’, ‘social-engineering’, ‘syncretism’, and ‘tolerance’, can be meaningfully applied to a frontier society in the Latin Mediterranean at the time of the Crusades.

All prescribed texts are translated into English. All prescribed texts and images in the following lists are all available as Weblearn resources (follow the hyperlink above), from where they may be downloaded as pdf (portable document format) files. Printed copies of the pdf files are available on reserve in the History Faculty Library and the Oriental Institute Library.

I. TEXTS

I, A: LITERARY TEXTS

- (i) **Abd al-Rahmān al-Buthīrī and Abd al-Rahmān al-Itrābanishī, *Verses on the Norman Palaces*, from Imād al-Dīn al-Isfahānī, *Kitāb kharīdat al-qasr wa-jarīdat al-asr*, trans. J. Johns.**
- (ii) **Abbot Alexander of Telese, Selected passages from *The Deeds Done by King Roger*, trans. Graham Loud, University of Leeds.**
- (iii) **Eugenius of Palermo, Panegyric verses addressed to William II, trans. J. Johns.**
- (iv) ***The History of the tyrants of Sicily* by ‘Hugo Falcandus’, trans. G.A. Loud and T. Wiedemann, 1154–69, Manchester University Press, Manchester, 1998, pp. 55–218.**
- (v) **Ibn al-Athīr, Selected passages relating to Norman Sicily from *al-Kāmil fī l-ta rīkh*, trans. J. Johns.**
- (vi) **Ibn Hammād, *The Fātimid Parasol*, trans. J. Johns.**
- (vii) **Ibn Jubayr, *Rihlat al-Kinānī*, trans. R.J.C. Broadhurst, *The Travels of Ibn Jubair*, London, 1952, pp. 335–363.**
- (viii) **Ibn Qalāqīs, Selected passages from *Smiling flowers and redolent perfume in praise of the sublime Abū l-Qāsim*, trans. J. Johns.**
- (ix) **Ibn Qalāqīs, Selected poems, trans. J. Johns.**
- (x) **al-Idrīsī, Preface and description of Sicily from *Entertainment for He Who Longs to Travel the World*, trans. J. Johns.**
- (xi) ***A Letter concerning the Sicilian tragedy to Peter, Treasurer of the Church of Palermo*, trans. G.A. Loud and T. Wiedemann, *The History of the Tyrants of Sicily* by ‘Hugo Falcandus’ 1154–69, Manchester University Press, Manchester, 1998, pp. 252–263.**
- (xii) **al-Maqrīzī, *Biography of George of Antioch*, trans. J. Johns, *Arabic***

- Administration in Norman Sicily: The royal dīwān*, Cambridge, 2002, pp. 80–82.
- (xiii) Philagathos Kerameos, ‘Description of the Cappella Palatina’, in J. Johns, ‘The date of the ceiling of the Cappella Palatina in Palermo’, in Ernst J. Grube and J. Johns, *The Painted Ceilings of the Cappella Palatina in Palermo, (Islamic Art, Supplement 1)*, New York and Genoa, 2005 [now printed, awaiting distribution], pp. 1–14.
- (xiv) Romuald of Salerno, *Chronicon*, trans. G.A. Loud and T. Wiedemann, *The History of the Tyrants of Sicily by ‘Hugo Falcandus’ 1154–69* (Manchester University Press, 1998), pp. 219–243, with interpolated material trans. J. Johns, *Arabic Administration in Norman Sicily: The royal dīwān* (Cambridge, 2002), pp. 215–216.

I, B: DOCUMENTS

- (i) *Greek-Arabic letter patent of Roger II to the church of Lipari-Patti (January 1134)*, trans. J. Johns.
- (ii) *Latin donation of Roger II to the church of St Peter (the Cappella Palatina – 28 April 1140)*, trans. J. Johns.
- (iii) *Greek donation of George of Antioch endowing St Mary’s of the Admiral (May 1143)*, trans. J. Johns.
- (iv) *Arabic-Greek tax-register renewed by Roger II to the church of Cefalù (7 February 1145)*, trans. J. Johns.
- (v) *Arabic-Greek tax-register renewed by Roger II to Walter Forestal (24 March 1145)*, trans. J. Johns.
- (vi) *Latin donation of Roger II to church of Cefalù (Palermo, July 1145)*, trans. J. Johns.
- (vii) *Official copy of Arabic donation of Roger II to St Nicholas of Chùrchuro (10 April 1149)*, trans. J. Johns.
- (viii) *Second official copy of Arabic donation of Roger II to St Nicholas of Chùrchuro (1154)*, trans. J. Johns.
- (ix) *Greek-Arabic donation of William I to St Mary la Gadera near Polizzi (September 1164)*, trans. J. Johns.
- (x) *Greek-Arabic writ and boundary description (October 1172)*, trans. J. Johns.
- (xi) *Arabic-Greek register of the men of Corleone and Calatrasi issued to St Mary’s of Monreale (May 1178): Arabic preamble*, trans. J. Johns.
- (xii) *Latin-Arabic boundary-register of Iato, Corleone, Battellaro and Calatrasi, issued to St Mary’s of Monreale (May 1178): Latin preamble, Latin conclusion, Arabic preamble, Arabic conclusion*, trans. J. Johns.
- (xiii) *Arabic-Greek register of the men of St Mary’s of Monreale exempted from general recall to the royal demesne: Arabic preamble*, trans. J. Johns.
- (xiv) *Latin donation by William II endowing St Mary’s of Monreale (15 August 1176)*, trans. J. Johns.

I, C: LAWS AND ORDINES

- (i) *The Assizes of King Roger: Text of Cod. Vat. Lat. 8782*, trans. Graham Loud.
- (ii) *Three Coronation Ordines probably from the reign of Roger II*, trans. J. Johns.

I, D: INSCRIPTIONS (FUNERARY)

- (i) *Epitaphs of George of Antioch, his mother, and his wife Irene*, trans. J. Johns.
- (ii) *Latin verse epitaph of Anna, mother of the royal priest, Grisandus*, trans. J. Johns.
- (iii) *Latin memorial of Anna, mother of the royal priest, Grisandus*, trans. J. Johns.
- (iv) *'Quadrilingual' memorial to Anna, mother of the royal priest, Grisandus*, trans. J. Johns.
- (v) *Trilingual epitaph of Drogo, father of the royal priest, Grisandus*, trans. J. Johns.

I, E: INSCRIPTIONS (MONUMENTAL)

- (i) *Trilingual inscription from clepsydra of Roger II*, trans. J. Johns.
- (ii) *Greek verse inscription in mosaic from the base of the cupola of the Cappella Palatina*.
- (iii) *Fragmentary Arabic verse inscriptions from palace of Roger II, Messina*, trans. J. Johns.
- (iv) *Three fragmentary Arabic verse inscriptions from Palazzo dei Normanni, Palermo*, trans. J. Johns.
- (v) *Arabic inscriptions from the painted ceiling of the Cappella Palatina*, trans. J. Johns.
- (vi) *Latin inscription in mosaic from the apse of Cefalù cathedral*, trans. J. Johns.
- (vii) *Fragmentary trilingual building inscription from Termini Imerese*, trans. J. Johns.
- (viii) *Arabic inscriptions from the Palace of La Zisa*, trans. J. Johns.
- (ix) *Arabic inscriptions from the Palace of La Cuba*, trans. J. Johns.
- (x) *Arabic inscriptions from St Mary's of the Admiral*, trans. J. Johns.

II. IMAGES

II, A: ARCHITECTURE

- (i) *Cefalù, Cattedrale*: general view of exterior of cathedral and cloister; general view of exterior of cathedral from southeast; general view of cloister ground plan of whole complex; view of façade; view of exterior of apse; exterior elevation, east; exterior elevation, north; exterior elevation, north (reconstructed); exterior elevation, south; ground plan; section, east-west; section through transept, north-south; initial phase of

- construction before change of plans, according to Schwarz; hypothetical axonometric reconstruction by Viscuso showing original position of the two sarcophagi; general view of interior apse and presbytery.
- (ii) *Monreale, Santa Maria la Nuova*: view of complex from above, west; ground plan of whole complex; plan of Norman convent; west façade; apse exterior, from north; apse exterior, from south; section through transept, looking east, after Gravina; longitudinal section, looking south, after Gravina; longitudinal section, looking north, after Gravina; section through nave and aisles, looking west, after Gravina; ground plan, after Gravina; interior, view of sanctuary and central apse; interior, view from west; interior, view from east; interior, north apse; interior, south apse; interior, view across sanctuary from north; interior, view across sanctuary from south; royal throne; royal throne (detail: lions); royal throne (detail: transenna with gryphons); cloister: detail of capital west right 7, south side: William II presenting church to the Virgin; Palazzo Reale, ground plan.
- (iii) *Palermo, Palazzo dei Normanni*: plan showing twelfth-century; plan at level of Cortile Maqueda; plan at level of Cortile della Fontana; plan at level of Salone del Parlamento; view of Torre Pisana; axonometric section of Torre Pisana.
- (iv) *Palermo, Palazzo dei Normanni: Cappella Palatina*: Palazzo dei Normanni, Cortile Maqueda, view of north; reconstruction of exterior view from southeast by Lojacono, 1951; ground plan; section, north-south; section, east-west; view of interior, looking east; view of interior, looking west; reconstruction of north wall of northern transept in period of Roger II; reconstruction of nave and royal balcony transept in period of Roger II; reconstruction of first phase of throne platform and west wall of nave; reconstruction of pulpit in late twelfth century; view of fastigium and throne platform at west wall of nave; view of pulpit and paschal candelabrum; details of paschal candelabrum.
- (v) *Palermo, Palazzo della Favara*: view of north side; view: Gally Knight, 1840; view: Cucinello and Bianchi, 1828; plan showing extent of lake of La Favara; ground plan after Guiotto; plan of chapel; elevation of north side: the chapel; sections through chapel: north-south; section through chapel: east-west; elevation of arch with *muqarnas* vault.
- (vi) *Palermo (Altarello) Palazzo dello Scibene*: west elevation of chapel; south elevation of chapel; plan of palace after Goldschmidt; section through palace, north-south, after Goldschmidt; east elevation of palace, after Goldschmidt; interior of tri-lobed room, after Goldschmidt.
- (vii) *Palermo (Altfonte) Palazzo del Parco*: plan of complex.
- (ix) *Palermo, Palazzo della Zisa*: plan of whole complex; aerial view; idealised reconstruction of the Zisa by Lentini, 1935; Sala della Fontana: Gally Knight, 1840; plans of ground, first and second floors of palace; plans of ground and first of palace showing distribution of *muqarnas* vaults; east

elevation after Esposito; west elevation after Esposito; north elevation after Esposito; south elevation after Esposito; section through vestibule, north-south; section through middle of palace, north-south; entrance to Sala della Fontana from exterior; entrance to Sala della Fontana from interior; Sala della Fontana: plan and section; Sala della Fontana from north east; Sala della Fontana: detail of canals and pools; Sala della Fontana: capital in southeast corner, detail; Sala della Fontana: mosaic, detail; Sala della Fontana: mosaic, detail; Sala della Fontana: muqarnas, detail; hall, first floor: plan and section; bath, plan of excavated structures; bath, view of excavated structures; chapel: ground plan and sections; chapel: dome and *muqarnas*.

- (x) *Palermo, Palazzo della Cuba*: ground plan after Chirco; idealised reconstruction: Lentini 1922; ground plan after Chirco; idealised section, northeast-southwest, after LoJacono; general view from west, after Zimmermann; general view of exterior from south; southeast elevation, reconstructed, after Goldschmidt; northeast elevation, reconstructed, after Goldschmidt; detail of *muqarnas* decoration in stucco.
- (xi) *Palermo, La Cubula*: plan; section; general view.

II, B: MOSAICS

- (i) *Cefalù, Cathedral*: general view of mosaics of presbytery; general view of mosaics of apse; Christ Pantocrator; Virgin orant flanked by Michael and Gabriel; Virgin orant; Michael; Gabriel; Rafael; Uriel; Apostles (left); Apostles (right); presbytery, east bay, vault; presbytery, east bay, north wall; presbytery, east bay, south wall; David; Solomon; Warrior saints, Theodore, George, Demetrios, Nestor; Saints, Gregory, Augustine, Silvester, Dionysius; Saints, Nicholas, Basil, John Chrysostom, Gregory Nazianzus.
- (ii) *Palermo, Cappella Palatina*: plan showing distribution of scenes and imagery; eight diagrams showing layout of mosaics of the presbytery; general view of the mosaics of the dome; Christ Pantocrator, Dome; Archangels, Dome; Angels of the Lord, Dome; Prophets, Dome; Evangelists, Dome; north transept, north wall; saints, north transept, south wall; women saints, north transept, west wall; Virgin Hodegetria and John the Baptist, north transept, east wall; saints, north transept, north wall; saints, south transept, south wall; St Paul, south transept, apse; general view of central apse, from north; general view of central apse, from south; Christ Pantocrator, central apse; Etimasia, vault in front of central apse; Annunciation, central square, east and south walls; Nativity, south transept, east wall; central square, general view looking south; Joseph's dream; flight into Egypt, south transept, south wall; Presentation of Christ at the Temple, central square, west, south and north walls; Baptism of Christ, south transept, south wall; Transfiguration, south transept, south wall; Resurrection of Lazarus,

- south transept, south wall; Entry into Jerusalem, south transept, south wall; Ascension, north transept, vault; Pentecost, south transept, vault; Christ (from Pentecost), south transept, east wall; Phylai and Glossai (from Pentecost), south transept, west wall; Joel (from Pentecost), south transept, north wall; eight diagrams showing layout of mosaics of the nave; nave, general view looking west; nave, general view looking east; nave, south wall; nave, north wall; Christ enthroned with St Peter and St Paul, west wall.
- (iii) *Palermo, Santa Maria dell'Amiraglio*: King Roger II crowned by Christ; George of Antioch prostrate before the Virgin.
- (iv) *Monreale*: plan showing distribution of scenes and imagery; Virgin *Theotokos*, tympanum, main portal; view of nave from west; view of sanctuary from nave; central apse; presbytery arch, vault; view north between crossing and apse; view south between crossing and apse; general view of St Peter chapel; St Peter chapel, south wall; St Peter chapel, vault; general view of St Paul chapel; St Paul chapel, north wall; nave, south side; nave, west wall; nave, north side; western arch of crossing, vault; western arch of crossing, east side; eastern arch of crossing, west side; eastern end of crossing, arch vaults; crossing, south arch wall; crossing, west arch wall; crossing, north arch wall; view of royal throne and north side of crossing; William II crowned by Christ; William II presents church to the Virgin; south transept, south wall; south transept, west wall; north transept, west wall; north transept, north wall; south aisle, east end; south aisle, west end; north aisle, west end; north aisle, east end.
- (v) *Palazzo dei Normanni, Stanza di Ruggero*:: view of stanza looking north; north side, tympanum; south side, tympanum; east side, tympanum; west side, tympanum; vault.

II, C: PAINTING

- (i) *Selected scenes from the painted ceilings of the Cappella Palatina.*
- (ii) *Selected scenes from the painted ceiling of Cefalù cathedral*

II, D: REGALIA

- (i) *The Crown of Constance of Aragon.*
- (ii) *The mantle of Roger II.*
- (iii) *The Arabic inscription from the hem of the mantle of Roger II*, trans. J. Johns.
- (iv) *The lining of the mantle of Roger II.*
- (v) *The blue tunicella (dalmatic).*
- (vi) *The alba.*
- (vii) *The Arabic inscriptions from the hem of the alba of William II*, trans. J. Johns.
- (viii) *Arabic inscriptions from the lining of the arm-bands of the alba of William*

II, trans. J. Johns.

- (ix) *The leggings.*
- (x) *Arabic inscriptions from the leggings of William II*, trans. J. Johns.
- (xi) *The cingulum.*
- (xii) *The sandalia.*

II, E: COINS AND SEALS

'Precursors'

- (i) *Tarì*, close imitation of 'bull's-eye' *dīnārs* of al-Mu izz [Amalfi or Salerno, circo 1020]
- (ii) *Tarì*, Gisulf II of Salerno, [Salerno]
- (iii) *Follis*, imitation of anonymous class C Byzantine *follis*, [Count Roger I?, Calabria ?, 1060s?]

'Early Norman'

- (iv) 'Five-*kharrūba*', stellate, 'early Norman'
- (v) *Kharrūba*, anonymous, 'early Norman'
- (vi) Stellate *kharrūba*, anonymous, 'early Norman'

Robert Guiscard and Roger I

- (vii) *Tarì*, Duke Robert Guiscard, Palermo, 464/1072
- (viii) *Tarì*, Count Roger I, Palermo, 464/1072
- (ix) *Tarì* with *tau*, [Count Roger I], Palermo, 473/1080–1
- (x) *Tarì cum capite et cruce*, [Amalfi, circa 1088]
- (xi) *Tarì* with *tau*, Count Roger I, Palermo, year ?
- (xii) *Kharrūba*, with *tau*, [Count Roger I], mint ?, year ?
- (xiii) Hexagram *kharrūba*, Count Roger [I], mint ?, year ?
- (xiv) *Follis* with *tau*, Count Roger I, Mileto ?, year ?
- (xv) *Follis*, 'knight and Virgin', Count Roger I, Mileto ?, year ?

Roger II as Count and Duke

- (xvi) *Tarì* with *tau*, Count Roger II [Palermo and Messina, 506–525/1112–30?]
- (xvii) *Follis*, Count Roger II, [Messina, from 1112/13 ?]
- (xviii) *Follis*, Duke Roger II, [Messina, 1127–30 ?]

King Roger II

- (xix) *Tarì* with *tau*, King Roger II [mint?, 525/1130?]
- (xx) *Tarì* with cross potent reverse, King Roger II, Palermo, 526/1131–2
- (xxi) *Follis*, King Roger II, [Messina, from 1130]
- (xxii) *Follis*, King Roger II, [Messina, from 1130]
- (xxiii) *Follis*, bust of Christ with year in numerals, King Roger II, [Messina] 533/1138–9
- (xxiv) *Tarì*, King Roger II, [Salerno, year ?]
- (xxv) *Follis*, King Roger II, [Salerno, 1130–5 ?]
- (xxvi) *Follis*, King Roger II, Bari, 534/1139–40
- (xxvii) 'Bull's-eye' *tarì* with cross potent reverse, King Roger II, Palermo, 535/1140–1
- (xxviii) 'Bull's-eye' *tarì* with cross potent reverse, King Roger II, Messina,

536/1141–2

- (xxix) ‘Bull’s-eye’ *tari* with cross potent reverse, King Roger II, Messina/Palermo hybrid, 536/1141–2
- (xxx) *Tari*, King Roger II, [Amalfi, year ?]
- (xxxi) *Dīnār*, King Roger II, al-Mahdīya, 543/1148–9
- (xxxii) *Kharrūba*, King Roger II, mint ?, year ?
- (xxxiii) Fraction of *dirham*, King Roger II, [Palermo ?], 534/1139–40
- (xxxiv) *Ducale*, King Roger II, [Palermo ?], 1140
- (xxxv) *Tercia ducalis* [King Roger II, Palermo ?], 535/1140–1
- (xxxvi) *Follis*, Arabic epigraphic, King Roger II, Messina, 536/1141–2
- (xxxvii) *Follis*, stellate, King Roger II, Messina, 540/1145–6
- (xxxviii) *Follis*, St Demetrius with year in numerals, King Roger II, Messina, 543/1148–9
- (xxxix) Seal of Roger II
- (xl) Seal of Roger II
- (xli) Seal of Roger II
- (xlii) Seal of George of Antioch

William I

- (xliii) *Tari*, William I, Palermo, 549/1154–5
- (xliv) *Tari*, William I, Palermo, 549/1154–5
- (xlv) *Tari*, William I, Messina, March 549/1154
- (xlvi) *Tari*, William I, Messina/Palermo hybrid, March ? 549/1154
- (xlvii) *Tari*, William I, [Amalfi, year ?]
- (xlviii) *Dīnār*, William I, al-Mahdīya, 549/1154
- (xlix) *Ducale*, William I, [Palermo ?, circa 1157]
- (l) Fraction of *dirham*, William I, [Palermo ?], 553–4/1158–60
- (li) *Follis*, William I, Messina, 550/1155–6

William II

- (lii) *Tari*, William II, Messina, 577/1181–2
- (liii) *Tari*, William II, mint ?, date ?
- (liv) *Tari*, William II, Amalfi, 563/1167–8
- (lv) *Tari*, William II, Salerno, 563/1167–8
- (lvi) *Apuliense*, William II, mint ?, year ?
- (lvii) *Tercius apuliensis*, William II, mint ?, year ?
- (lviii) *Medius tercius*, William II, mint ?, year ?
- (lix) *Quarta terciarii*, [William II], Palermo, year ?
- (lx) Fraction of *dirham*, William II, mint ?, year ?
- (lxi) *Follis*, William II, Messina, no year
- (lxii) *Follis*, lion and palm-tree anepigraphic, William II, [Messina ?], no year
- (lxiii) *Follis*, William II, Messina, no year
- (lxiv) Fraction of *follis*, William II, Messina, no year
- (lxv) Seal of William II
- (lxvi) Seal of William II

Tancred and his sons

- (lxvii) *Tari*, Tancred, type A, Palermo, 587/1191–2
- (lxviii) *Tari*, Tancred, type B, Palermo, 587/1191–2
- (lxix) *Tari*, Tancred, Amalfi, 585/1189–90
- (lxx) *Tari*, Tancred, Salerno, year ?
- (lxxi) *Medius tercenarius*, Tancred, Palermo, year ?
- (lxxii) *Quarta tercenarii*, Tancred, mint ?, year ?
- (lxxiii) Fraction of *dirham*, Tancred, mint ?, year ?
- (lxxiv) *Follis*, Tancred and Roger III, mint ?, [1192–3]
- (lxv) *Tari*, William III, mint ?, 592/1194
- (lxvi) Seal of Tancred

II, F: VIII. MANUSCRIPT ILLUSTRATIONS

Peter of Eboli, *Liber ad honorem augusti sive de rebus Siculis: Codex 120 ii der Burgerbibliothek Bern; eine Bilderchronik der Stauferzeit*, ed. T. Kölzer and M. Stähli, Sigmaringen, 1994.

- (i) The Norman ancestry of Henry VI (f.96r)
- (ii) The death of William II (f.97r)
- (iii) Palermo mourns William II (f.98r)
- (iv) The trilingual royal chancery: Matthew of Ajello writes to Tancred (f.101r)
- (v) The usurpation of the kingdom by Tancred (f.102r)
- (vi) The birth of Tancred – his deformity explained (f.103r)
- (vii) The coronation of Henry VI by Pope Celestine III (f.105r)
- (viii) Henry VI begins to rule as emperor (f.106r)
- (ix) The death of Frederick Barbarossa – Henry VI sets out for Sicily (f.107r)
- (x) The Empress Constance before Tancred (f.120r)
- (xi) Tancred and Sybilla (f.125r)
- (xii) Henry VI enters Palermo (f.134r)
- (xiii) Peter of Eboli presents his book to Henry VI (f.139r)
- (xiv) *Pax Augusti* – Henry VI brings peace to the world (f.141r)
- (xv) *Teatrum imperialis palacii* – the world pays tribute to the emperor (f.142r)
- (xvi) The building of the imperial palace (f.143r)
- (xvii) Henry VI, great emperor of the Romans (f.146r)
- (xviii) Henry VI on the Seat of Wisdom (f.147r)

II, G: ROYAL TOMBS

- (i) *Tomb of Roger II*: Palermo Cathedral, tomb of Roger II.
- (ii) *Tomb of William I*: Monreale Cathedral, tomb of William I.
- (iii) *Tomb of Henry VI*: Palermo Cathedral, tomb of Henry VI.
- (iv) *Tomb of Constance*: Palermo Cathedral, tomb of Constance.
- (v) *Tomb of Frederick II*: Palermo Cathedral, tomb of Frederick II.

SS6: SAINT FRANCIS AND SAINT CLARE

http://www.history.ox.ac.uk/currentunder/honours/history/special/francis_and_clare_index.htm

Clare, of the family of Offreduccio in Assisi, was about 18 years old on the Palm Sunday of 1212 when she secretly left home to start a new life. Making her way to the woods outside Assisi, where she had arranged to meet Francis, son of Pietro di Bernardone, and his companions, she gave up a life of wealth and leisure for one of poverty, hardship and deprivation. Ironically, through their struggle to be the lowest of the low - *minores* - Francis and Clare became one of the most famous partnerships in history; and by their renunciation of worldly goods, they created or inspired materials and institutions that have lasted to this day.

Both Francis and Clare powerfully affected those around them. Their charisma drew huge numbers of disciples in their lifetimes; they influenced popes and Church leaders; and their desire to follow literally the poverty of Christ and the Apostles sparked such intense theological debate that it became a matter of life and death. The Special Subject draws on their own writings and the writing and painting of their contemporaries and followers to address key issues for medieval people, such as, is it better to be rich or poor? What is the role of women in the world? How should religious people live? What is the Church *for*? The unusually large amount of medieval documents by and about Clare and Francis also allows us to investigate how far we can trust medieval sources, how one can write a biography, and how contemporary politics affected the life and message of the Church. By the end of the course, students will decide for themselves the character and motives of two medieval people who come vividly alive both in their own words and in the words of those who surrounded them.

All texts are in English translation.

1. Francis 'Rules I and II', 'Rule for Hermitages', 'Testament' in R.J. Armstrong and I.C. Brady (eds.), *St Francis and St Clare. The Complete Works* (SPCK, London, 1983), pp. 108-45, 147-8, 153-6.
2. Francis, 'Admonitions', 'Canticle of Brother Sun', *ibid.*, pp. 37-39.
3. Francis, 'Letter to the Entire Order', 'Letter to the Faithful', *ibid.*, pp. 55-73.
4. Francis, 'Exhortation to Clare', *ibid.*, pp. 44-6.
5. Clare, 'Rule' and 'Testament', *ibid.*, pp. 209-32.
6. Clare, 'Letters to Agnes of Prague and Ermentrude of Bruges', *ibid.*, pp. 190-207.
7. Thomas of Celano, 'First Life' and 'Second Life' of St Francis, in M. A. Habig (ed.), *St Francis of Assisi. Omnibus of Sources* (SPCK, London, 1973, third edn.), pp. 227-354, 359-543.
8. Bonaventura, *The Major Life of St Francis*, *ibid.*, pp. 631-787.
9. Thomas of Celano, attr., 'Legend of St Clare', in R. J. Armstrong (ed.), *Clare of Assisi: Early Documents* (Paulist Press, New York, 1988).

10. 'The Writings of Leo, Rufino and Angelo' in R. Brooke (ed.), *Scripta Leonis, Rufini et Angeli Sociorum s. Francisci: The Writings of Leo, Rufino and Angelo, Companions of St. Francis*, Oxford Medieval Texts (Oxford, 1970), pp. 89-291.
11. The Acts of the Process of Canonisation of St Clare, in R.J. Armstrong (ed.), *Clare of Assisi: Early Documents*, cit., pp. 133-85 and 238-45.
12. Francis, 'The Little Flowers', in Habig, *Francis. Omnibus of Sources*, op. cit., pp. 1301-500.
13. Jordan of Giano, 'Chronica' in R. Brooke, *The Coming of the Friars, Historical Studies: Problems and Documents*, 24 (Allen and Unwin, London, 1975), pp. 205-13.
14. Extracts from Thomas of Eccleston, Robert Grosseteste, Matthew Paris, and the Annals of Dunstable, on the friars in England, in H. Rothwell (ed.), *English Historical Documents*, vol. 3 (London, 1975), pp. 680-7.
15. 'Canons of the Fourth Lateran Council', canons 10-16, 20-1, 27-31, 63-7, in *English Historical Documents*, vol. 3, pp. 643-76.
16. 'The Ancient Constitutions of the Friars Preacher [c.1238]', extracts in Brooke, *The Coming of the Friars*, op. cit., pp. 190-200.
17. Jordan of Saxony, 'The Beginnings of the Order of Friars Preacher', extracts in Brooke, *ibid.*, pp. 162-76.
18. Walter Map, 'Courtier's Trifles', dist. I, c. 31, *ibid.*, pp. 151-2.
19. Letters of Innocent III to the church of Tarragona, and to Durand of Huesca, in W. L. Wakefield and A.P. Evans, *Heresies of the High Middle Ages, Records of Civilization*, 81 (New York, Columbia University Press, 1969), pp. 222-8.
20. Burchard of Ursberg, 'Chronicle', extract in Wakefield and Evans, *op. cit.*, pp. 228-30.
21. Pierre des Vaux-de-Cernay, 'Hystoria Albigensis', *ibid.*, pp. 235-41.
22. The following papal bulls: Gregory IX, 'Quo elongati' (1230); Nicholas III, 'Exiit qui seminat' (1279); Clement V, 'Exivi de paradiso' (1312); John XXII, 'Quorundam exigit' (1317), 'Quia nonnunquam' (1322), 'Ad conditorem canonum' (1322), 'Cum inter nonnullos' (1323). An English translation of these is available in the Modern History Faculty Library.
23. The frescoes of the life of St Francis, attributed to Giotto, in the upper church of the basilica of San Francesco in Assisi, reproduced (in their undamaged state) in E. Lunghi, *The Basilica of Saint Francis of Assisi. The Frescoes by Giotto, his predecessors and followers* (Thames and Hudson, London, 1996) pp. 62-99.

SS7: ENGLAND IN CRISIS, 1374-88

http://www.history.ox.ac.uk/currentunder/honours/history/special/england_in_crisis_index.htm

These fifteen years witnessed a period of instability in England which reached into all corners of social, political, religious and cultural life; this subject therefore provides a marvellous opportunity both for the study of rapid change and for the practice of 'total' history, the study of society in all its aspects.

The centrepiece of the period is the Peasants' Revolt of 1381 (sometimes called the Great Revolt or 'Rising' of 1381), in which the mass of ordinary people burst onto the political scene. Political and military failure, economic transformation, rapidly changing social expectations, and a new political consciousness amongst the rural and urban population, as well as the élite reaction to all of these, combined to produce a remarkably radical rebel programme. At the same time a proposed religious reformation in the form of the Wycliffite movement offered a similarly fundamental challenge to ecclesiastical authority, and thus to social order. Moreover all this was witnessed by the development of vernacular literature which established English as a literary language and may also have played its own part in creating political and social tension.

The Revolt is therefore only the headline of a period of turmoil which offers students the opportunity both to explore many different aspects of government, society, economy, religion and culture, and to link them together. The dotage of Edward III and minority of Richard II gave rise to a prolonged crisis of royal authority, with England suffering massive reverses of its earlier gains in the war with France, and the nobility and commons in parliament asserting themselves to hold the government to account (notably in the 'Good' and 'Wonderful' Parliaments of 1376 and 1386); Richard II's proposed solution to this crisis by reassertion of the king's executive freedom caused as many problems as it solved in a polity which was already delicately balanced to accommodate a wide range of interests. Recurrent plague since the Black Death of 1348 caused a lurch in the balance between agricultural prices and wages in the mid-1370s, which offered opportunities for labourers and artisans, as well as women, on a scale unprecedented since the Anglo-Saxon period, and was gradually to transform English society in the fifteenth century. But these changes produced a 'seigneurial reaction' which was expressed in a variety of national and local forms: restrictive legislation extending the reach of government and the law much further into socio-economic relationships than before; regressive poll taxes shifting the tax burden onto the less well-off; harsh exploitation of manorial and other jurisdiction. The sense of dislocation also fuelled anticlericalism amongst rulers and commons alike, and, exacerbated by the papal schism of 1378, fed the emerging demand for radical ecclesiastical and religious reform by John Wyclif and his disciples. The significant growth of vernacular literature in this very period offered new ways in which to articulate and explore the nature of society, and reflected and shaped the development of a new kind of national and public consciousness. Although by the end of the period political authority had been restored, rebels contained, and the Wycliffites declared heretical

and hunted down, royal government remained under scrutiny, social and economic relations had been permanently transformed, and public debate was henceforward inclusive of a wider range of the population.

All the sources are in translation, and some also on the internet. They offer a range of materials reflecting the diversity of the subject, from the formal Rolls of Parliament and government documents, through colourful chronicle accounts of political and military events, (for instance Froissart and Walsingham), sermons both orthodox and radical, commenting on society and challenging the church, to manorial accounts and court records revealing economic processes and social relations at the 'lowest' level, alongside a range of literary productions from political songs to the works of Langland, Chaucer and Gower which are among the first major works of English literature.

[The full list of prescribed texts will be published in the Supplement to the Handbook at the beginning of Week 4 of Hilary Term 2007.]

SS8: JOAN OF ARC AND HER AGE, 1419-1435

http://www.history.ox.ac.uk/currentunder/honours/history/special/joan_arc_index.htm

The brief life, condemnation, death and rehabilitation of Joan of Arc (c.1412-1431) have fascinated writers, artists, film-makers, politicians and thinkers of many different political and religious persuasions. A legendary figure has in effect replaced the 'real' Joan of Arc in the popular imagination. For the historian, however, her career and its aftermath provide ample scope for the investigation of relationships between politics and religion, of gender relations and role-reversal, and of the evolution of national consciousness and identity.

A very rich body of primary material – narrative, didactic and documentary – survives for Joan's short life, and for its political, religious and intellectual context, as well as a large quantity of subsequent secondary literature. Her life and legacy have attracted interpretations from every possible standpoint and there is a substantial body of writing in English about her. The primary records for her trial are available in English translation, as are many of the main narrative and other sources. Lancastrian France – the regime established in the wake of Henry V of England's conquest and occupation – has also attracted recent studies so that the context and background of the theme can be relatively easily established by the student. The critical importance of the Anglo-Burgundian alliance which spans this period, for example, has been emphasized, and the nature and role of Burgundian power will form an important aspect of the course.

The Special Subject is, therefore, a contextual study of the age of Joan of Arc, as well as an examination of her career and its impact. It will necessarily address issues such as the fortunes (and misfortunes) of the Lancastrian double monarchy of England and France; the religious, intellectual and ecclesiastical climate of the

period, coinciding as it did with the post-Schismatic papacy and the Conciliar Movement; the role of the University of Paris and of the Norman clergy in the instigation and conduct of trial proceedings against Joan; and the more general issues of collaboration, resistance and divided allegiance among the French people at this time. English interest and investment in Lancastrian France will also be studied from selected test cases, and gains and losses illustrated from both written and visual evidence. Joan's place among the female mystics, visionaries and prophetesses of her time will be assessed, as well as the implications and consequences of her adoption of male dress, her role as a military leader, and her defiance of ecclesiastical authority.

The primary sources for this subject are now available, and will be set, in English translation. A reading knowledge of French is useful but not essential. Copies of texts marked * are obtainable from the History Faculty Library.

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**SS9: POLITICS, ART AND CULTURE IN THE ITALIAN RENAISSANCE:
VENICE AND FLORENCE, c.1475-c.1525**

http://www.history.ox.ac.uk/currentunder/honours/history/special/high_renaissance_index.htm

The city-republics of Venice and Florence around 1500 have continued ever since to influence both the political and the visual culture of the western world. Each experimented with republican ideals, and each produced powerful myths, in text and image, of its own significance. Both, additionally, claimed a cultural primacy based on artistic styles. Most potent has been Giorgio Vasari's triumphalist account of Florentine art: the course gives an opportunity to dissect this influential Tuscan myth, and to compare it with its Venetian rival. The prescribed sources include both art writing of the period and a number of paintings. The course is not confined to the 'high' arts, and embraces a broader view of material culture, taking into consideration the market for objects and their social uses. Social distinctions (and their visual markers) will be studied, particularly in relation to gender and to migrant communities. The set texts additionally focus questions about the true relationship of Renaissance culture to Antiquity, the place of religion in this supposedly secularizing society, and changing views of human nature.

Note. The textual sources are set in English translation. Most are currently in print; a copy of each will be available at the reserve desk of the History Faculty Library. The visual sources are all paintings normally on public display in the National Gallery in London; for convenient reference they may be found illustrated in C. Baker and T. Henry, eds., *The National Gallery: Complete illustrated Catalogue* (London: National Gallery Publications, 1995), and fuller descriptions are published in the catalogues by M. Davies, *The Earlier Italian Schools* (London: National Gallery Publications, 1961) and C. Gould, *The Sixteenth-Century Italian Schools* (London: National Gallery Publications, 1975).

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SS10: GOVERNMENT, POLITICS AND SOCIETY IN ENGLAND, 1547-1558

http://www.history.ox.ac.uk/currentunder/honours/history/special/govt_pol_soc_index.htm

Edwardian and Marian England was a period of rapid and often contradictory changes which severely tested the stability of the Tudor state and which tests, too, the generalizations often made by historians about sixteenth century England. The period was one of acute economic difficulties. The introduction of Protestantism under Edward and the return to Roman Catholicism under Mary produced in each case considerable protest. There were peasant revolts in 1549 (the Western and Norfolk rebellions especially) and in 1554 Sir Thomas Wyatt's Kentishmen came near to capturing London. Edward's youth caused political instability and rapid changes in government. Mary's marriage in turn produced political complications while over her reign loomed the problem of eventual succession.

The documents include statutes and proclamations to illustrate government policy; pamphlets and sermons by Crowley and Latimer representing the concern of the 'Commonwealth men' with social reform; works by Knox and Ponet to illustrate the political views of some Protestant exiles in Mary's reign; documents about religious persecution and the reaction to it, including extracts from Foxe's *Acts and Monuments*; and accounts, many of them by eye-witnesses, of the various coups and rebellions. There are letters by contemporary statesmen, printed from both private

collections and state papers, while the main narrative for Edward's reign is provided by the King's own chronicle, for Mary's by ambassadorial reports taken from the Calendars of Spanish and Venetian State Papers. Some unprinted material has been especially transcribed and this and some of the more inaccessible printed works are available in Xerox form. All the texts are in English. Copies of the texts marked* are obtainable from the History Faculty Library.

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* John Foxe, *Acts and Monuments*, ed. S.R. Cattley (1841-9), vol. vi, pp. 591-612 (John Rogers), vol. vii, pp. 518-51 (Ridley and Latimer), vol. viii, pp. 138-57 (from 'Constant Professors at Colchester' to 'Trouble and Business in the Diocese of Lichfield').

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SS11: THE SCIENTIFIC MOVEMENT IN THE SEVENTEENTH CENTURY

http://www.history.ox.ac.uk/currentunder/honours/history/special/scientific_movement_index.htm

The subject of this paper is the intellectual revolution which inaugurated the modern understanding of our world. An unusually wide-ranging Special Subject, it enables you to study the work of all the major figures of the Scientific Movement, from Galileo at one end of the seventeenth century to Newton at the other. The focus is upon both the ideas themselves and the social contexts in which they were developed: the subject thus provides an ideal opportunity to engage with modern approaches to intellectual history.

The texts cover the whole spectrum of writing produced by the Scientific Movement. The major statements of the new philosophy by Bacon, Descartes and Hobbes are accompanied by the announcements of their discoveries by such as Galileo, Kepler, Harvey and Newton. Utopian speculations inspired by these discoveries, polemical defences of the new knowledge and apologies for its social and political utility are all represented. Extracts from the philosophers' own correspondence, from the new journals and from the histories and transactions of the scientific societies illustrate the resources of personal and institutional patronage available to the philosophers. Through these documents it is possible to trace the connections between the Scientific Movement and contemporary developments in technology and education, religion and politics: a constant thread is the tension between the new science and the beliefs of the Churches. Most of the evidence chosen relates to England and France, but Italy and Central Europe are also covered. Over eighty-five per cent of the texts are in English, the remainder in French (the most important of these are available in translation); none requires specialized mathematical or scientific knowledge for its comprehension. Scarcer items are available in photocopy and may be purchased as a volume from the History Faculty Library. Oxford's unrivalled collection of scientific instruments and books furnish useful and fascinating material for the subject and can add considerably to the immediacy and enjoyment of studying it here.

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2. *The English Tradition, 1600-1660*

- Gilbert, *De Magnete* (translated by P. Fleury Mottelay, Dover Books, n.d.); pp. xxviii-li (Address and Preface); 313-58 (Book VI).
- Oughtred, 'A Just Apologie of Wil: Oughtred', in *Circles of Proportion* (1633).
- Ward (John), *Lives of the Gresham Professors* (1740); pp. iii-viii, 77-88, 120-9.
- Bacon, *Works*, ed. Spedding, Ellis & Heath (1857-74); vol. iii, pp. 156-66 (*New Atlantis*); vol. iv, pp. 13-33 (*Instauratio Magma*); 53-72 (*Novum Organum*); *The Philosophy of Francis Bacon*, ed. and translated B. Farrington (1964); pp. 73-102 (*Thoughts and Conclusions*).
- Harvey, *Works* (translated R. Willis, 1847); pp. 3-86 (*De Motu Cordis*); 333-40, 360-79 (*De Generatione*).
- Hobbes, *English Works*, ed. Molesworth (1839-45); vol. i, pp. vii-xii, 1-12 (*De Corpore*); vol. iii, pp. ix-xii, 427-37, 664-88 (*Leviathan*).
- Petty, *The Advice of W.P. to Samuel Hartlib*, in *Harleian Miscellany* (ed. Oldys, 1745), vol. vi, pp. 1-13 (*or in Park's edition, 1808-13, vol. vi, pp. 1-114, or in Malham's edition, 1810, vol. vi, pp. 141-58*).
- Webster, *Academiarum Examen* (ed. A. G. Debus, *Science and Education in the Seventeenth Century*, 1970); pp. i-ix, 1-9, 90-110.
- Ward (Seth), *Vindiciae Academiarum* (ed. Debus, *op. cit.*); pp. 1-14.

3. *The Period of the Societies*

Wallis, 'Account of some passages in his own life' in *Peter Langtoft's Chronicle*, ed. T. Hearne (1725); vol. i, pp. clxi-clxiv.

Boyle, *Works*, ed. T. Birch (6 vol. edn., 1772); vol. i, pp. xxx-xxxv, xxvii-xxxix, xl-xli, vol. vi, pp. 39-41 (*Letters*); vol. v, pp. 240-54 (*A Free Enquiry into the vulgarly received Notion of Nature*).

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SS12: COMMONWEALTH AND PROTECTORATE, 1647-58

http://www.history.ox.ac.uk/currentunder/honours/history/special/protectorate_index.htm

This Special Subject lies in the mainstream of English history, starting at a point where the governing class had in part been dislodged from power and a revolutionary Puritanism was gaining momentum. The documents focus attention upon the groupings of the victors in the civil war to discover a form of government that might restore order in political life without abandoning the liberties for which they believed they had fought. The Leveller tracts and soldiers' debates enable the student to investigate the aims of the emergent radicals, as also the difficulties that

beset them. The rise of Oliver Cromwell is followed through his own letters and speeches, to which a hostile commentary is supplied by the *Memoirs of Edmund Ludlow*. The problems in the way of achieving an acceptable constitutional settlement are revealed by diarists recording the proceedings of the protectorate parliaments. The working of the machinery of government is illustrated by the papers of Secretary Thurloe – both the correspondence exchanged with officials in Scotland and Ireland and with the major-generals in the provinces and the memoranda he composed at the Restoration to indicate how the country had fared in the field of international relations. Further commentaries are supplied by the letters of royalist agents, by the dispatches of foreign envoys in London, and by other contemporary correspondence, diaries and memoranda.

This Special Subject offers students opportunities to peer below a possibly familiar surface and so re-shape their appreciation of English history. Above all, since the documents are divergent not only in opinion but even in respect to facts, they are encouraged to work out their own positions and form their own judgments on the major issues of the period.

Copies of texts marked* are obtainable from the History Faculty Library.

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E. Ludlow, *Memoirs*, ed. C. H. Firth (Oxford, 1894), vol. i, pp. 150 (line 6)-153 (line 1), 160 (line 31)-167 (line 4), 182 (line 16)-191 (line 18), 203 (line 28)-234 (line 9), 240 (line 16)-249 (bottom), 251 (line 25)-259 (line 22), 263 (line 25)-264 (line 32), 266 (line 3)-267 (line 16), 282 (line 5)-286 (line 12), 294 (line 19)-299 (line 2), 333 (line 1)-334 (bottom), 338 (line 17)-340 (line 10), 344 (line 3)-422 (line 20); vol. ii, pp. 2 (line 21)-48 (line 9).

***Clarke Papers* (Camden Society, new ser., xlix, liv, lxi, 1891, 1894, 1899), vol. i, pp. 118-20, 170-367; vol. iii, pp. I-II (line 3), 71-2 (Knight to Monck, and newsletter September 9, 1656), 76-7 (newsletters, October 18, 28, 1656), 203-8.**

***Burton's Diary* (1828), vol. i, pp. xvii-lxxi, 24 (line 8)-184 (line 5), 228-43, 310-21, 382-5.**

F. P. G. Guizot, *History of Oliver Cromwell and the English Commonwealth*, trans. A. R. Scoble (1854), vol. ii, appendices vi (2), vii (8), viii (1-4), x, xi, xiv, xvii, xx, xxi (1, 3-7).

Nicholas Papers (Camden Society, new ser., I, 1892), vol. ii, pp. 217-23, 231-44, 340-2, 349-50.

S. R. Gardiner, *Constitutional Documents of the Puritan Revolution*, nos. 71, 74, 80-4, 88-90, 95, 97, 101-3, and appendix.

Thurloe State Papers, ed. T. Birch (1742):

vol. i, pp. 437 (Longland to Thurloe); 621 (Intercepted letter); 705-6 (Paper in Thurloe's handwriting).

vol. ii, pp. 125-6 (Vermuyden's paper); 149-50 (Henry Cromwell's two letters); 162-4 (Lloyd to Thurloe); 238-9 (Report concerning the Act of Exclusion).

vol. iii, pp. 59-63 (Gage's Observations and Muddiford's Paper); 110-12 (Overton to a friend); 190 (Manning to Thurloe).

vol. iv, pp. 115-16 (Nieupoort's two letters); 129-30 (to the Council of Scotland); 132-3 (Thurloe's memorandum); 135-8 (Remonstrance of the Merchants); 190-1 (Thurloe to Henry Cromwell); 197 (both letters); 198 (Henry Cromwell's first letter); 208-9 (Goffe to Thurloe); 211-12 (all five letters); 224-5 (Kelsey to Thurloe); 228 (Berry to Thurloe); 237 (Berry to Thurloe); 240-1 (Whalley to Thurloe); 308 (Whalley to Thurloe); 486-7 (Heads of a treaty between the Protector and Sweden); 551-2 (Instructions to Pell); 557-9 (Broghill's two letters); 686-7 (Whalley to Thurloe).

vol. v, pp. 121-2 (Thurloe to Henry Cromwell and Nieupoort to Thurloe); 213-14 (Thurloe to Henry Cromwell); 295 (Broghill to Thurloe); 296 (Lilburne to Thurloe); 299-300 (Whalley to the Protector); 303-4 (Desborough to Thurloe, Berry to the Protector, Thurloe to Henry Cromwell).

vol. vi, pp. 7-8 (Thurloe to Henry Cromwell); 74 (Thurloe to Henry Cromwell); 93-4 (letters between Thurloe and Henry Cromwell); 184-6 (A relation of the raising of the Fifth Monarchy men); 219-20 (Thurloe to Henry Cromwell); 222-3 (Henry Cromwell to the Protector); 281 (Thurloe to Henry Cromwell); 478-9 (Instructions to Major-General Jephson); 632-3 (Henry Cromwell to Thurloe); 810 (Henry Cromwell's two letters).

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* *Somers Tracts*, ed. W. Scott (1809), vol. vi:

1. pp. 184 ('The Draught of an Act for the better regulating of Pleaders and their Fees'); 234-9 ('Touching Criminal Causes': to 'the use of the country treasury').
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- Slingsby, Bethel, *The World's Mistake in Oliver Cromwell* (1668: edition reprinted by *The Rota* (University of Exeter), 1972).
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- * *Original Letters and Papers of State...addressed to Oliver Cromwell*, ed. J. Nickolls (1743: 'Milton State Papers'), pp. 24-6 (St John to Cromwell), 39-40 (Bradshaw's letter), 42-3 (Chaloner's letter), 66 (Bishop to Cromwell), 75-6 (Hammond to Cromwell), 82-3 (letter to Cromwell, March 15, 1650-1), 88-9 (Erbury to Cromwell), 95-7 (letter from the churches in Kent), 99-102 (Herring's paper), 139-43 (Remonstrance from churches in Gloucestershire, &c.; Bradford to Cromwell; Address of the Anabaptist Ministers in London).
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- G. Winstanley, 'To His Excellency Oliver Cromwell', in 'The Law of Freedom': G. H. Sabine, *The Writings of Gerrard Winstanley*, pp. 501-14, or C. Hill, *Winstanley. The Law of Freedom and Other Writings*, pp. 275-90.
- J. Thirsk and J. P. Cooper, *Seventeenth-Century Economic Documents*, pp. 501-2, 505-10.
- A. S. P. Woodhouse, *Puritanism and Liberty*, pp. 342-55, 401-9, 426-9.
- * B. Whitelocke, *Memorials of the English Affairs* (1732 or 1853 edition):
 November 1649: from 'In the Parliament were many Debates' to the end.
 June 25, 1650: from 'The Juncto of the Council of State' to the end.
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 November 7, 1652: from 'It was about this time' to the end.
 April 20, 1653: the whole.
 February 1654-5: from 'Major John Wildman' to the end.
- * *Reliquiae Baxterianae*, ed. M. Sylvester (1696), pp. 64-5 (sections 99-100), 69-72 (sections 112-16), 83-100 (sections 135-44).
- * C. H. Firth and R. S. Rait, *Acts and Ordinances of the Interregnum*, vol. ii, pp. 409-12.

SS 13: ENGLISH ARCHITECTURE, 1660-1720

http://www.history.ox.ac.uk/currentunder/honours/history/special/architecture_index.htm

This subject deals with an outstanding period in the history of English architecture – that of Wren, Hawksmoor, Talman and Vanburgh: the period generally known as that of 'the English Baroque'. It saw the building of St. Paul's Cathedral, the London churches, Greenwich Hospital, several royal palaces, most

notably Hampton Court, the remodelling of the State Apartments at Windsor, and many important country houses, including Blenheim, Chatsworth and Castle Howard. Besides documents relating to the design and construction of these buildings and to the architectural thought of the time, the set texts include contemporary engravings and architectural drawings. Interior decoration and garden design may also be studied. The graphic side of the subject is as important as the documentary, and a good visual memory is desirable. No technical knowledge of architecture is necessary, and the requisite knowledge of the classical orders and of foreign influences is not difficult to acquire. It is, however, important to visit a number of buildings in London and elsewhere, many of which are open to the public only during the summer months, and candidates choosing this subject are advised to set aside part of the Long Vacation for the purpose: a list of the main buildings to be visited is distributed in the briefing session at the end of the Trinity Term, which all candidates should attend.

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***The Diary of John Evelyn*, ed. E. S. de Beer (1955), vol. iii, pp. 381-2, 385, 448-9, 458-9, 531-2, 553-4, 567-8, 570, 571-3, 625; vol. iv, pp. 199, 243, 281, 294, 340-1, 471-2; vol. v, pp. 8, 209-11, 244, 249, 399.**

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***The Autobiography of the Hon. Roger North*, ed. A. Jessopp (1887), pp. 45-64.**

R. T. Gunther, *The Architecture of Sir Roger Pratt* (1928), pp. 12-14, 18-91, 140-66, 196-214, 289-300.

Account of the Strong family in R. Clutterbuck, *History of Hertfordshire*, vol. i (1815), pp. 167-8.

D. Knoop and G.P. Jones, *The London Mason in the Seventeenth Century* (1935), Appendices A-F.

C. Wren, *Parentalia* (1750), pp. 261-4, 267-71, 309-28, 331-9.

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- vol. ii, plates XVIII, XIX.
 vol. iii, plates V, VI, XIV-XXXII.
 vol. iv, pp. 20-9, 54-64, 72-5 (Hampton Court) and plates I-XX.
 vol. v, pp. 14-15 (Trinity College, Oxford) and plates IV-VI.
 vol. v, pp. 17-23 (Tom Tower).
 vol. v, pp. 27-9 (Pembroke College Chapel, Cambridge).
 vol. v, pp. 29-31 (Emmanuel College, Cambridge) and plate XII.
 vol. v, pp. 32-44 (Trinity College Library, Cambridge) and plates XIII-XXI, XXIII-XXVI, XXVIII.
 vol. v, pp. 45-51 (The Monument, London).
 vol. v, pp. 52-4 (Mausoleum for Charles I) and plates XLI-XLIII.
 vol. vi, pp. 17-82 (Greenwich Hospital) and plates II-XXVII, XXIX-XLIV.
 vol. vii, pp. 22-69 (Winchester Palace) and plates I, II, V.
 vol. vii, pp. 80-131 (Whitehall Palace) and plates X, XI, XV.
 vol. vii, pp. 199-205 (Hampton Court).
 vol. viii, pp. plates I-X, XVII, XXV.
 vol. ix, plates I-XXXVII.
 vol. x, pp. 15-44, 57-89 (London City Churches) and plates I-X, XII-XXIII.
 vol. xi, pp. 15-20 (Westminster Abbey) and plates II-V, XLIX-LI.
 vol. xii, plates XIV, XV, XVII, XXIV, XXV, XXXIX, XL.
 vol. xiii, pp. 12-51, 56-64 (St Paul's Cathedral).
 vol. xvi, pp. 7-32, 48-137, 190-213 (St Paul's Cathedral).
 vol. xvii, pp. 22-42 (Chatsworth) and plates XI-XIV, XXI, XXXIII, XL, L, LI.
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 vol. xix, pp. 91-9 (Sheldonian Theatre).
 The Complete Works of Sir John Vanbrugh, vol. iv: *The Letters*, ed. G.F. Webb (1928), Letters 1, 2, 4, 6, 7, 8, 10-25, 28-35, 37, 39, 40, 42-6, 48, 55-69, 71, 72, 74, 75, 76, 88, 94, 95, 99, 104, 105, 107-10, 114, 119, 126, 129, 130, 140. Appendices I, II, and III.
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Statutes at Large, vol. iii (1763), pp. 303-12 (An Act for Rebuilding the City of London), 331-46 (An additional Act for Rebuilding the City of London and Westminster).
Archaeological Journal, cx (1953), p. 189 (contract for building Drayton House, Northants., 1702).
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Letters of the Earl of Shaftesbury (1746), pp. 107-9 ('A letter sent from Italy', 1712).
 Hawksmoor's Sale Catalogue in *Burlington Magazine*, Oct. 1953, pp. 333-4.
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SS14: POLITICS, REFORM AND IMPERIAL CRISIS, 1774-1784

http://www.history.ox.ac.uk/currentunder/honours/history/special/imperial_crisis_index.htm

The period of the War of American Independence was for Britain one of intense political crisis and profound debate about public policy. We will examine the impact of the war on both imperial and domestic affairs and the interplay between problems arising from the war and pre-existing problems and tensions. Relations with America, Grattan's 'Irish revolution' and the reshaping of relations between the state and the East India Company will all be investigated; also parliamentary politics and the rise of the extra-parliamentary reform movement. Parliaments of the period grappled with a wide range of domestic reforming projects: attempts were made to revise the poor laws; prisons, penal policy and domestic policing arrangements became the subject of public debate; machine breaking and other movements of protest among sections of the manufacturing workforce raised questions of economic regulation; the anti-slavery cause began to attract attention; and both Catholic and Protestant dissenters successfully sought relief from certain legal restrictions. All these fall within the scope of the subject.

The set documents include parliamentary debates and reports; correspondence between the King and his ministers; leading politicians and extra-parliamentary reformers; pamphlets; statistics; and cartoons. Undergraduates will be encouraged to explore the interconnections between the various topics studied, to compare the ways in which issues were raised and policies developed in different fields of public activity and to chart the formation of a variety of reforming creeds. The secondary literature on some aspects of the subject is plentiful, but other topics, notably in the sphere of domestic reform, have as yet attracted limited historical study. There will be a real opportunity for original work based on documentary sources and ample scope for further research at graduate level.

B. R. Mitchell and P. Deane, *Abstract of British Historical Statistics* (1962), pp. 94, 144, 177-8, 184, 189, 191, 251-2, 262, 263, 265, 267, 280, 294, 310-11, 347, 358, 390-1, 402, 410, 455, 488, 494-5.

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SS15: CHURCH, STATE AND ENGLISH SOCIETY, 1829-1854

http://www.history.ox.ac.uk/currentunder/honours/history/special/church_state_society_index.htm

Industrialization, urbanization and the challenge of utilitarianism, radicalism, dissent and Roman Catholicism together created a crisis of confidence for the Anglican Church in the years after Waterloo. This Special Subject examines the ways in which this crisis was addressed by contemporaries. The range of responses was wide and the set texts are extremely varied: theological writings, polemical articles and pamphlets, letters, parliamentary debates and reports. Newman and the Oxford Movement constitute one principal focal point, but the Special Subject also deals with Christian Socialism, popular religion, Evangelicalism and anti-Catholicism and with other reforming groups within the Established Church, such as the liberal Anglicans or broad churchmen.

The period covered by this Special Subject was one in which many of the central assumptions about English society and the validity of its institutions were called in question. The Established Church was one of the most prominent and influential of those institutions and the one perhaps most open to assault. This subject thus studies themes which are fascinating in themselves, but which are also of great importance to an understanding of the intellectual, social and institutional

development of Victorian England (the paper does not attempt to deal with Scotland or Ireland).

A lively historiographical debate has recently been initiated about the nature of the Church in this period and about the fundamental role of religion in Victorian political and social life. This Special Subject engages centrally with these issues and offers scope for further work in many different directions.

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SS16: SLAVERY AND THE CRISIS OF THE UNION, 1854-1865

http://www.history.ox.ac.uk/currentunder/honours/history/special/slavery_index.htm

The Civil War that ravaged the United States between 1861 and 1865, challenging the nation’s very survival and consuming over 600,000 lives, raises large questions about the origins and unfolding of America’s extreme moral, political and constitutional crisis. Why did the pre-war Union prove unable to tolerate the plural visions and diverse institutions of its people? Was the descent into war more a measure of institutional weakness than of the intensity of moral conflict? What were the constituent elements of the competing wartime ‘nationalisms’ that evolved north and south? How and why did a war over the Union become a war about slavery and emancipation? Why did the war not become an international conflict? How far was it the forerunner of modern, ‘total’ warfare? What realistic chance had the Confederacy’s bid for freedom? Did the governmental, socio-economic and racial changes wrought by war constitute a ‘second American revolution’?

The prescribed texts address these problems from the political watershed of the Kansas-Nebraska bill, introduced in January 1854, to Robert E. Lee’s surrender at Appomattox and the assassination of Lincoln, in April 1865. The sources are chosen with an eye to posing a variety of problems of interpretation. They also provide multiple angles of vision: public and private, from above and below, male and female, black and white, slave and free. They include government documents, political speeches, polemical pamphlets, newspaper commentaries, private correspondence, sermons, cartoons and lithographs, songs, and selections from a number of diaries and journals.

Supplementary sources, which are not subject to a gobbets examination, include the journals of Charlotte Forten (a young black educator), Mary Chesnut (the wife of a southern planter), and Elisha Hunt Rhodes (Rhode Island soldier). We will also consider fiction of the era, especially Harriet Beecher Stowe’s *Uncle Tom’s Cabin* and Augusta Jane Evans’s *Macaria; or Altars of Sacrifice*.

The documents are to be read in the context of an extensive and ever-growing

secondary literature. Of late, the years of war itself have become one of the most fertile areas of American historical scholarship. Social and cultural historians have opened up new areas for study: the Confederate and Union ‘home front’; communities and localities in wartime; gender, women and children; philanthropic activity and religious experience. At the same time the war has been ‘rediscovered’ by political historians attending to popular mobilization and to leadership. Meanwhile a more traditional military history has been superseded by a new approach – one concerned to explore the motivation and experience of soldiers, both white and black, and designed to achieve a better understanding of the broader political and social impact of campaigns and battlefield events.

The course can be taken without prior knowledge of the history of the United States: it forms an introduction to enduring themes in that history, many which remain relevant today. The course is taught by tutorials, lectures and classes. An associated course of films and documentaries will provide further opportunity to see images of the period, as well as to consider how television and cinema have depicted the history of slavery and the Civil War era, and contributed to establishing the Civil War in American memory.

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3:38-76 Second Debate with Stephen A. Douglas at Freeport, Illinois, 27 August 1858

3:245-283 Sixth Debate with Stephen A. Douglas at Quincy, Illinois, 13 October 1858

3:283-325 Seventh and Last Debate with Stephen A. Douglas at Alton, Illinois, 15 October 1858

3:522-550 Address at Cooper Institute New York City, 27 Feb 1860

4:45-46 To Lyman Trumbull, 29 Apr 1860

4:48 Remarks to Republican State Convention, Decatur, Illinois, 9 May 1860

4:81-82 To Anson G. Henry, 4 July 1860

4:85-86 To Abraham Jonas, 21 July 1860

4:93 To T. Apolion Cheney, 14 Aug 1860

4:95 To John B. Fry, 15 Aug 1860

4:130 To William S. Speer, 23 Oct 1860

4:134-35 To George D. Prentice, 29 Oct 1860

4:139-40 To Nathaniel P. Paschall, 16 Nov 1860

4:141-42 Passage Written for Lyman Trumbull's Speech at Springfield, Illinois, 20 Nov 1860

4:149-50 To Lyman Trumbull, 10 Dec 1860

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- 4:279** To Winfield Scott, 9 Mar 1861
- 4:284** To William H. Seward, 15 Mar 1861
- 4:288-90** Memorandum on Fort Sumter, 18[?] Mar 1861
- 4:316-17** To William H. Seward, 1 Apr 1861
- 4:321-22** To Robert Anderson, 4 Apr 1861
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- 4:338-39** Proclamation of a Blockade, 19 Apr 1861
- 4:340** To Thomas H. Hicks and George W. Brown, 20 Apr 1861
- 4:341-42** Reply to Baltimore Committee, 22 Apr 1861
- 4:342-43** To Reverdy Johnson, 25 Apr 1861
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- 5:144-46** Message to Congress, 6 Mar 1862
- 5:152-53** To Henry J. Raymond, 9 Mar 1862
- 5:184-85** To George B. McClellan, 9 Apr 1862
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- 5:279** To George B. McClellan, 21 June 1862
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- 6:237 To Ambrose E. Burnside, 29 May 1863
- 6:248 To Edwin M. Stanton, 4 June 1863
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SS17: POLITICAL PRESSURES AND SOCIAL POLICY IN GREAT BRITAIN 1899-1914

http://www.history.ox.ac.uk/currentunder/honours/history/special/social_policy_index.htm

This Special Subject looks at the evolution of social policy during the years of political turbulence and intellectual ferment between the Boer War and the First World War. These years saw the existing political order challenged by groups – women, organised labour and the wider working class – previously marginalized or excluded by it. At the same time the publication of pioneering surveys of urban poverty and the reaction to Britain’s military set-backs in the Boer War caused conventional social and political assumptions to be questioned. Many features of the Victorian State were challenged – free trade, small government, individualism, the limited political role of the working class, the virtual male monopoly of political power, and the churches’ continuing influence over the educational system. The period sees the emergence of the Labour Party, the campaign to gain the parliamentary vote for women, the first sustained criticism of free trade orthodoxy since the 1840s, embittered debates over the reform of the education system and the Poor Law, and an equally bitter battle over taxation between the Liberal government and the Conservative-dominated House of Lords. This Special Subject examines all these controversies. Set texts are drawn from a wide variety of documents – pamphlets, speeches, parliamentary reports, social investigations and social commentaries. It looks both at the ‘high politics’ of institutional reform and at pressure from below – from the labour movement and from women’s groups – for state action against poverty and related social problems. It examines the intellectual attack on the premises of the Victorian liberal state and the relationship between innovation in theory and reform in practice.

Many impressive secondary works have been written on this period of British history, but several areas offer scope for future research – the connections between the women’s movement and social reform, for instance, educational policy and practice, and the relationship between the central state and local government. This Special Subject aims to stimulate interest in these and related areas.

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SS18 : ART AND ITS PUBLIC IN FRANCE 1815-1867

http://www.history.ox.ac.uk/currentunder/honours/history/special/art_public_index.htm

This new Special Subject is designed to enable students to study a wide range of artistic production in France in the period from the post-Napoleonic restoration to the international exhibition in Paris of 1867. This is an exciting period, in which most of the contours of French artistic life were subject to debate, and in which artists responded closely to contemporary political and social developments. In turn, reviews of salon exhibitions and art criticism in general provided a context for lively discussion of aesthetic and ideological concerns. The role of the state – as patron and arbiter of artistic production – was contested, as were the structures of artistic education; a series of political revolutions was refracted in visual culture; urbanization raised questions about landscape and the relations between town and country, and provided new theatres for visual display.

Undergraduates require a knowledge of French in order to read the set documents.

Art and the State.

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Images:

Ingres: *The Vow of Louis XIII; Christ Giving the Keys to St Peter; The Apotheosis of Homer; The Martyrdom of Saint Symphorian; The Apotheosis of Napoleon.*

Abel de Pujol: *St Stephen Preaching; Chapel of St Roch, Saint Sulpice; Egypt saved by Joseph* (ceiling, Louvre).

Delacroix: *Dante and Virgil; Christ in the Garden of Olives; Liberty on the Barricades* [cf 1848]; *Jacob and the Angel; Heliodorus; The Capture of Constantinople.*

Horace Vernet: *Louis-Philippe et ses fils; The Battle of Jemmapes; The Barricade of Clichy [cf 1848]; The Battle of Iéna; The Battle of Montmirail; The Battle of Hanau.*

Ary Scheffer: *St Thomas Aquinas; The Battle of Tolbiac.*

Couture: *Lady Chapel at St Eustache, Paris; The Enrolment of Volunteers.*

Bouguereau: *Napoleon III with Flood Victims at Tarascon.*

Chasseriau: *Defence of the Gauls.*

Antigna: *Napoleon III Visiting Flood Victims.*

Corot: *Baptism of Christ.*

Aligny: *Baptism of Christ.*

Millet: *The Winnower; Harvesters (Ruth and Boaz).*

Rousseau: *Allée de châtaigniers.*

Delaroche: *Hemicycle of the Ecole des Beaux-Arts.*

Meissonier: *Souvenir of Civil War; Napoleon III at Solferino.*

Leon Cogniet: *St Stephen Visiting the Sick.*

Heim: *Distribution of Prizes at the Salon of 1824; The Martyrdom of St Cyr and St Juliet.*

Landscape

Texts:

Charles Baudelaire, ‘Salon de 1859’, in *Curiosités Esthétiques: l’Art Romantique, et autres oeuvres critiques*, Paris, Garnier Frères, 1962, pp. 305-396.

Jean-Baptiste Deperthes, *Théorie du paysage, ou: Considérations générales sur les beautés de la nature que l’art peut imiter*, Paris, Lenormant, 1818. 544 pp.

Images:

Aligny: *Prometheus; Quarry; Monk at Prayer.*

Michallon: *Theseus and the Centaurs; Ruins of Taormina; View of Frascati; The Oak and the Reed; Democritus.*

Daubigny: *Optevoz; Harvest Waggon.*

Corot: *Pont de Narni; Ville d’Avray; Chartres; Dance of Nymphs; Silenus; Souvenir of Mortefontaine; Monsieur and Madame Bison; Destruction of Sodom; The Colosseum; Lago di Piediluca; Narni; The Quarry of Fontainebleau; Four Times of Day.*

Millet: *Angelus; Gleaners; Daphnis and Chloe; Peasant Family; Man with a Hoe; Shepherdess Knitting; New-Born Calf; Man Grafting a Tree.*

Léopold Robert: *The Return from the Fête of the Madonna dell’Arco; The Return of Harvesters from the Pontine Marshes; A Wounded Brigand.*

Schnetz: *Sainte Geneviève Distributing Alms; The Childhood of Sixtus V.*

Rousseau: *Descente de vaches; Les Hêtres; Forest of Fontainebleau, Morning; Les Gorges d’Apremont; Forêt en Hiver.*

Jules Breton: *Gleaners; Recall of the Gleaners; Fire in Haystack; Blessing the*

Wheat.

Legros: *L'Ex-Voto*

Rosa Bonheur: *Labourage nivernais; Horse Fair; Self-Portrait.*

Antigna: *Forced Halt.*

Courbet: *Bathers; River Valley (Ashmolean).*

Paul Flandrin: *Flight into Egypt; Landscape near Marseilles.*

1848

Texts:

Champfleury, *Histoire de la caricature moderne*, Paris, E.Dentu, 1882. 522 pp.

Baudelaire, 'Quelques caricaturistes français', in *Curiosités Esthétiques: l'Art Romantique, et autres oeuvres critiques*, Paris, Garnier Frères, 1962, pp. 265-289.

Etienne-Jean Delécluze, 'Concours national', 2 mai 1848, *Journal des Débats*, 2 mai 1848, in Marie-Claude Chaudonneret, *La Figure de la République: le concours de 1848*, Paris, Réunion des Musées Nationaux, 1989, pp. 139-143.

Gustave Courbet, *Lettre à Alfred Bruyas*, c. October 1853, in James Rubin, *Realism and Social Vision in Courbet and Proudhon*, Princeton, N.J., Princeton University Press, 1988, pp. 105-109.

Images:

Courbet: *After Dinner at Ornans; Burial at Ornans; Peasants of Flagey; Self-Portrait at Ste Pélagie; Still Life with Apples; Stonebreakers.*

Millet: *The Winnower; Harvesters (Ruth and Boaz).*

Daumier: *La République; Silenus, Ecce Homo; plates for L'Association Mensuelle* (lithographs).

Hippolyte Flandrin: *La République; frieze in St Vincent de Paul (Paris); murals at St Germain des Près (Paris); Portrait of Napoleon III.*

Delacroix: *Liberty on the Barricades.*

The Education of the Artist

Texts:

Amaury-Duval, *l'Atelier d'Ingres*, Paris, Edition Crès et Cie, 1924. 240 pp.

Louis Vitet, *A propos de l'enseignement des arts du dessin: débats et polémiques* (1863), Paris, Ecole Nationale des Beaux-Arts, 1984, pp. 29-65.

Delacroix, *Journal.* André Joubin ed., Paris, Plon, 1980, pp. 19-809.

Images:

Géricault: *Head of a Kleptomaniac.*

Meissonier: *Painter at Work.*

Courbet: *Self-Portrait as a Wounded Man*.
Daumier: lithographs, *Histoire Ancienne*, Delteil nos 925, 930, 947, 949.
Decamps: *Defeat of the Cimbri*.
Heim: *Destruction of Jerusalem*.
Chassériau: *Tepidarium*.
Gérome: *Cock Fight*.
Hippolyte Flandrin: *Theseus recognized by his father; Jeune homme assis*.
Baudry: *Zenobia discovered*.
Bouguereau: *Zenobia discovered; Triomphe du martyre*.
Couture: *The Realist*.
Cabanel: *Death of Moses*.

Exhibitions and Critics

Texts:

A.H. Kératry, in *Mélanges d'Art*, Paris, Le Divan, 1932, pp.5-152 [also available (abridged) in English translation].
Théophile Gautier, *Les Beaux-Arts en Europe*, 2 vols., Paris, M.Lévy Frères, 1855. 633 pp.

Images:

Biard: *4 o'clock at the Salon*.
Gérome: *Le Roi Candaule; Prayer on Housetop*.
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Daguerre: *Holyrood*.
Scheffer: *Paolo and Francesca; Souliot Women; Christ consolator; Augustine and Monica; Eberhard le larmoyeur*.
Horace Vernet: *The Wounded Trumpet Player; The Arab Tale-Teller; Joseph and his Coat*.
Cabanel: *The Birth of Venus*.
Ingres: *La Source; Raphael and the Fornarina*.
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SS19: THE RUSSIAN REVOLUTION OF 1917

http://www.history.ox.ac.uk/currentunder/honours/history/special/russian_revolution_index.htm

The period from the February revolution of 1917 up to and including the Treaty of Brest Litovsk in March 1918 encompasses, on the one hand, the high point and the demise of the institutions that had been created and developed in the last phases of the old regime, notably the zemstvos and the Duma and, on the other hand, the emergence of Soviet institutions and Bolshevik modes of administration that were to become the hall-mark of the new regime.

The fate of the Romanov dynasty was bound up with the course of the First World War and hence with the changing roles of the various political parties across the spectrum of Russian politics, each of which had its own attitude to the War and its outcome. The brief life of the Provisional Government, the seizure of power by the Bolsheviks and their separate peace with Germany, are similarly best understood in relation to the War and Lenin's view of it.

The revolutionary energy, released in February and augmented by the disintegration of the Russian army and the proliferation of workers' and soldiers' organizations, confronted the Bolsheviks after October with the problem of

reconciling the democratic promises of their programme with the imperatives of their organizational tradition. The institutions they created can be seen as their solution to the problem. Apart from the prescribed texts, most of which are either in Russian or English translation, there is a large body of books and articles in English published over the last thirty years which contain original research and hitherto unpublished documentation. Undergraduates require a knowledge of Russian in order to read the set documents.

The subject comprises the February Revolution and its immediate causes, the period of the Provisional Government, the October Revolution, and its consequences up to and including the Treaty of Brest-Litovsk.

Topics to be studied include: the activity of political parties, the dissolution of the armed forces in 1917, movements in Petrograd and other urban and industrial centres, popular attitudes, the agrarian problem and the peasants, and the establishment of the Bolshevik regime, the national question and the role of Lenin.

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SS20: INDIA, 1919-1939: CONTESTING THE NATION

http://www.history.ox.ac.uk/currentunder/honours/history/special/india_index.htm

India between the two world wars was a cauldron of political, cultural and social change. British power was declining, but it was not yet clear what would take its place. Many kinds of political and cultural forces were involved in the struggle to shape Indian national identity and the goals of the nationalist movement. Most famous was Gandhi and his vision of India as a pre-industrial peasant utopia built on 'soul force'. Against him was an array of contending visions: from Nehru's secular, scientific and socialist state to the 'Aryan' - dominated hierarchy of caste advocated by Hindu chauvinists. In between lay a host of alternative 'Indias' as regional and caste identities blossomed in the south and west, and among India's Muslims the implications of minority status in a Hindu-dominated nation became more starkly apparent.

This is an opportunity to study one of the most important eras in India's modern history, when some of the features that would come to define contemporary Indian political culture were forged – the powerful role of religion in politics, deep-seated caste divisions, controversies over the place of women, the manipulation of political violence and persistent economic crisis. The course reflects the latest historiography with its stress on popular politics and culture. It also offers students a unique opportunity to study a challengingly broad range of source materials including British and Indian memoirs and personal correspondence, literature, political propaganda, riot reports and Royal Commissions.

The course is organised around eight broad topics: I) The ideologies of the Raj and its collaborators; II) Gandhi and his critics; III) Hinduism and the nation; IV) Shaping Muslim political identities; V) Gender and nationalism; VI) Castes and regionalism; VII) Communism and the Indian left; VIII) The Indian National Congress as a party of government 1937-39. The paper will complement the Further Subject on Imperialism and Nationalism.

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pp. 116-20, No. 179
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Vol. 60, pp. 46-7, No. 57

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18 (pp. 14-15)	44 (p.41)	175 (pp. 178-80)
23 (p.18)	64 (pp. 58-9)	

SS21: THE GREAT SOCIETY ERA, 1960-70

http://www.history.ox.ac.uk/currentunder/honours/history/special/great_society_era_index.htm

The decade of the 1960s has emerged as a major area of historical research. Credited or blamed in the popular memory for many defining features of contemporary American life, it is seen by historians as a decisive turning-point in the nation's post-war history. On the one hand, it can be seen as representing the apotheosis of a spirit of national self-confidence, an almost perfectionist faith in the society's dominant institutions and value-system, that was widespread at the beginning of the decade. Rooted in successive struggles against depression, Nazism, and international communism, and in America's extraordinary post-war prosperity, this mood underpinned a number of ambitious government crusades during the 1960s: the Vietnam War, the struggle for black civil rights, President Kennedy's idea for a 'New Frontier', the Apollo programme, and that collection of ambitious domestic reform initiatives that Lyndon Johnson labelled the 'Great Society'.

But, on the other hand, the pursuit of these various crusades, rooted in hubristic ideas of national omnipotence, served only to expose the profound fault-lines that divided this superficially consensual society along lines of age, race, ethnicity,

region, and gender. The civil rights movement of Martin Luther King gave way to the 'Black Power' movement of Stokely Carmichael, and to devastating racial riots in the nation's big cities. Johnson's 'War on Poverty' fell victim to the war in Vietnam, and to the hostile reaction of many white Americans to the radicalization of black protest. With 500,000 American troops bogged down in the jungles of South East Asia, support for Johnson's handling of the conflict collapsed: 'doves' called for a negotiated settlement, 'hawks' (a larger group) urged escalation. During an astonishingly brief time period (roughly 1965-1967), the seeming unity and brio of American democracy had been shattered.

Determining what took its place is a complex but fascinating task. Moving to the right in 1968, many Americans who had previously voted for Johnson embraced the traditionally conservative message of Richard Nixon, or the more demagogic right-wing populism of George Wallace. But other Americans – black protest leaders, anti-war students, Latinos, 'counter-cultural' hippies – were politically radicalized by the unfulfilled promises of Sixties liberalism. While some historians tend to think that Nixon's election in 1968 marked the end of an era of reform, and the beginning of the rightward-shift that would culminate in Ronald Reagan's election to the presidency in 1980, that is a contentious judgement. For one thing, Nixon's record in office – especially during his first two years – is seen by some as having had a surprising 'liberal' character. For another, some historians, and many social scientists, are impressed by the degree to which reformers whose causes were rooted in the events of the mid-1960s (feminists, environmentalists, gay-rights campaigners, Hispanics, Native Americans, the disabled) won their greatest political victories *after* 1968, during an ostensibly conservative era.

In probing the character and unhappy fate of the Great Society, one has an opportunity better to understand many of the dilemmas and strains of modern American democracy.

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SS22: NAZI GERMANY, A RACIAL ORDER, 1933-45

http://www.history.ox.ac.uk/currentunder/honours/history/special/nazi_germany_index.htm

This paper focuses particularly on the Nazi consolidation of power, racial policy, the war and the holocaust, drawing on a wide range of documents in order to explore both the individual and the social dimensions of events. About 40% of the documents are in German and 60% in English. A good reading knowledge of German is a prerequisite for studying this paper.

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SS23: FRANCE FROM THE POPULAR FRONT TO THE LIBERATION, 1936-1944

http://www.history.ox.ac.uk/currentunder/honours/history/special/popular_front_index.htm

This Special Subject deals with perhaps the most exciting and controversial episode in contemporary French history, when the Third Republic collapsed under the weight of its own contradictions, France was defeated in a lightning war and occupied by the Germans, a puppet French state set up at Vichy under First World War hero Marshal Pétain tried to push through a National Revolution, resistance movements took shape, and the country was finally liberated by Allied forces. The subject has recently been radically revised to take account of recent developments in French historiography, with a shift of emphasis towards Vichy, the German Occupation and the Resistance and a new focus on issues of public opinion, everyday life in extraordinary times, the experience of women and the persecution of the Jews. The list of set texts has been modified in the light of new documents becoming available, and more emphasis has been placed on diaries, memoirs and literature, alongside parliamentary debates and trial records from the postwar purge of those French who collaborated with the Germans. Also included are extracts from newspapers of the 1930s and Chabrol's film, *L'Oeil de Vichy*, which is based on official footage.

The number of pages set has been substantially reduced. That said, all the documents and much of the secondary reading is in French, so that takers should have (or acquire) a good reading knowledge of French. Texts marked* are available in a photocopy from the History Faculty.

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SS24: WAR AND RECONSTRUCTION: IDEAS, POLITICS AND SOCIAL CHANGE, 1939-45

http://www.history.ox.ac.uk/currentunder/honours/history/special/war_reconstruction_index.htm

The Second World War was an era of intense intellectual and popular debate about politics, culture, social and economic policy and the future shape of British society. These debates stemmed partly from the immediate circumstances of the war itself (the Blitz and the 'People's War'), partly from reappraisals of the legacy of the inter-war years and partly from a sense of wider international crisis. They ranged over such issues as the wartime and post-war role of the state. Keynesianism and economic planning, relations between 'high' and 'low' culture and changes in education, family policy, housing, and town planning. Major participants included Keynes and Hayek, Beveridge and Eleanor Rathbone, T. S. Eliot and Karl Mannheim, William Temple and Harold Laski, the London Women's Parliament and Mass Observation. The documents for the course include unpublished archive material on reconstruction, official reports and parliamentary debates, wartime diaries and literature and a range of contemporary commentaries, newspapers and pamphlets. An important aspect of the course is the use of visual materials in the form of paintings by war artists, posters and films.

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- Orwell, G., *The Collected Essays. Journalism and Letters* (ed. S. Orwell and I. Angus, 1968). Vol. 2, *My Country Right or Left 1940-3*; Vol. 3, *As I Please 1944-5*.
- A. Ross, *Colours of War. War Art 1939-45* (1983).
- Sinclair, A. (ed.), *The War Decade. An Anthology of the 1940s* (1989).
- Smith, H.L., *Documents in Contemporary History, Britain in the Second World War: A Social History* (1996).
- Titmus, K. and R., *Parents Revolt* (1942).
- Waugh, E., *Put Out More Flags* (1942).
- Waugh, E., *Brideshead Revisited* (1961).

SS25: THE NORTHERN IRELAND TROUBLES 1965-1985

http://www.history.ox.ac.uk/currentunder/honours/history/special/ireland_index.htm

This course analyses the politics, culture and violence of the Northern Ireland Troubles. Taking the premiership of Terence O'Neill in the 1960s as its starting-point, it considers the Civil Rights Movement, the emergence of the Provos, Bloody Sunday, Sunningdale, Ulsterization, and the Hunger Strikes, concluding with the Anglo-Irish Agreement of 1985. Students will focus on discrimination, unionism, nationalism, religion and politics and political violence. Themes of representation and the negotiation of identity will feature strongly.

The Stormont Regime: A Factory of Grievances?

- Cahir Healy & James Craig, *Stormont Debates, 24 April 1934*, in Gerard Reid (ed), *Great Irish Voices: Over 400 Years of Irish Oratory* (Dubin: Irish Academic Press, 1999), pp. 252-72.
- John A. Oliver, 'The Stormont Administration 1921-72', *Contemporary Record*, vol. 5, no. 1, 1991, pp. 71-104.
- Victor Griffen, *Mark of Protest: An Autobiography* (Dublin, Gill & Macmillan, 1993) pp. 104-14.
- Campaign For Social Justice, *Northern Ireland: The Plain Truth* (Second edition, June 1969),

<http://cain.ulst.ac.uk/events/crights/pdfs/truth.pdf> (37 pp).

O'Neillism and the Civil Rights Challenge

Terence O'Neill, *Ulster at the Crossroads* (London, Faber & Faber, 1969), pp. 31-45, 112-146.

Terence O'Neill, *The Autobiography of Terence O'Neill: Prime Minister of Northern Ireland 1963-1969* (London, Hart Davis, 1972), pp. 44-131.

Eamonn McCann, *War and an Irish town* (London: Pluto, 1993), pp. 65-172.

Cameron Commission, *Disturbances in Northern Ireland: report of the Commission Appointed by the Governor of Northern Ireland* (Belfast: HMSO, Command Paper 532, 1969),

<http://cain.ulst.ac.uk/hmsocameron.htm>. (Approx 50 pp).

The Fall of Stormont: British Intervention, The Breakdown of Public Order & Bloody Sunday, 1969-1972.

James Callaghan, *A House Divided: The Dilemma of Northern Ireland* (London, Collins, 1973) pp. 15-58.

Brian Faulkner, *Memoirs of a Statesman* (London, Weidenfeld & Nicolson, 1978), pp. 54-159.

Sir Edmund Compton QC, *Report of the enquiry into allegations against the Security Forces of physical brutality in Northern Ireland arising out of events on the 9th August, 1971* (HMSO, 1971, Cmnd. 4823),

<http://cain.ulst.ac.uk/hmsocompton.htm>, (Approx 7 pp).

Rt. Hon. Lord Widgery, O.B.E., T.D., *Report of the Tribunal appointed to inquire into the events on Sunday, 30 January 1972, which led to loss of life in connection with the procession in Londonderry on that day* (H.L. 101, H.C. 220, April 1972, HMSO, 1972), Part 3 & Summary,

<http://cain.ulst.ac.uk/hmsowidgery.htm#part3> &

<http://cain.ulst.ac.uk/hmsowidgery.htm#conclusions>. (Approx 15 pp).

Extracts from John Lindsay (ed), *Brits Speak Out: British Soldiers' Impressions of the Northern Ireland Conflict* (Derry: Guidhall Press, 1998).

<http://cain.ulst.ac.uk/othelem/people/accounts/lindsay.htm> (Approx 25).

Constitutional Nationalism and Unionism

John Hume, *Personal views: politics, peace and reconciliation in Ireland* (Dublin: TownHouse, 1996), pp. 19-76.

New Ireland Forum, *Report* (Dublin, Stationery Office, 1984),

<http://cain.ulst.ac.uk/issues/politics/nifr.htm> (Approx 25 pp).

Paddy Devlin, *Straight Left: An Autobiography* (Belfast, Blackstaff Press, 1993), pp. 86-171.

Padraig O'Malley, *Northern Ireland: Questions of Nuance* (Belfast: The Blackstaff Press, 1990), pp. 15-24.

Gregory Campbell in Adrian Kerr (ed), *Perceptions: Culture in Conflict* (Derry: Guidhall Press, 1996),

<http://cain.ulst.ac.uk/othelem/kerr.htm> (Approx 7 pp).

Peter Smith, *Why Unionists Say No* (1985),
<http://cain.ulst.ac.uk/events/aia/smith85.htm> (Approx 19 pp).
Padraig O'Malley, *The Uncivil Wars: Ireland Today* (Belfast: The Blackstaff Press, 1983), pp. 133-68, 169-203
Padraig O'Malley, *Northern Ireland: Questions of Nuance* (Belfast: The Blackstaff Press, 1990), pp. 24-50.

Paramilitarism: Revolutionary and Counter-Revolutionary Violence

'Republicanism: Why it has failed', *This Week*, 31 July 1970, 4 pp.
'Belfast and the Bogside and Why the IRA Failed', *This Week*, 7 August 1970, 5pp.

Maria Maguire, *To Take Arms: A Year in the Provisional IRA* (London, Quartet, 1973) pp. 7-32, 64-102.

British Army Intelligence Document, *Northern Ireland: Future Terrorist Trends*, appendix XVIII in Sean Cronin, *Irish Nationalism: A History of its Roots and Ideology* (Dublin, 1980) (Approx 15 pp).

Eamon Collins (with Mick McGovern), *Killing Rage* (London: Granta, 1997), pp. 11-29, 49-54, 104-132.

Padraig O'Malley, *The Uncivil Wars: Ireland Today* (Belfast: The Blackstaff Press, 1983), pp. 258-313.

Padraig O'Malley, *Northern Ireland: Questions of Nuance* (Belfast: The Blackstaff Press, 1990), pp. 50-79.

Merlyn Rees, *Northern Ireland: A Personal Perspective* (London: Methuen, 1985), pp. 39-90.

CAIN Web Service, *The Sunningdale Agreement – December 1973*,
<http://cain.ulst.ac.uk/events/sunningdale/agreement.htm>, approx 5 pp

Text of broadcast made by Harold Wilson on 25 May 1974,
<http://cain.ulst.ac.uk/events/uwc/docs/hw25574.htm>, approx 1 p

CAIN Web Service, *Strike Bulletins of the Ulster Worker's Council Strike*,
No 1

<http://cain.ulst.ac.uk/events/uwc/uwc-pdfs/one.pdf>, 4 pp; No 7

<http://cain.ulst.ac.uk/events/uwc/uwc-pdfs/seven.pdf>, 4 pp; No 10

<http://cain.ulst.ac.uk/events/uwc/uwc-pdfs/ten.pdf>.

Padraig O'Malley, *The Uncivil Wars: Ireland Today* (Belfast: The Blackstaff Press, 1983), pp. 314-355.

The Social Impact of the Troubles

Denis P. Barritt & Charles F. Carter, *The Northern Ireland Problem: a Study in Group Relations* (2nd edition, Oxford, OUP, 1972), pp. 52-76.

Richard Rose, *Governing Without Consensus: An Irish Perspective* (1971),
Appendix – The Loyalty Questionnaire, pp. 474-510.

Photographic gallery copyright of, Eamon Melaugh (all rights are reserved),
portfolio 6, riots,

<http://cain.ulst.ac.uk/melaugh/portfolio6/index.htm>. (44 images).

Examples of Posters 1968-1999,

<http://cain.ulst.ac.uk/images/posters/index.html> (approx 100 images).

Extracts from *Drawing Support: Murals in the North of Ireland* by Bill Rolston (1994),

<http://cain.ulst.ac.uk/bibdb/murals/rolston1.htm> (Approx 12 images).

Douglas, Roy. Harte, Liam and O'Hara, Jim. (1998) 'Political Violence in Northern Ireland, 1969-1993' from *Drawing Conclusions: A Cartoon History of Anglo-Irish Relations 1798-1998*,

<http://cain.ulst.ac.uk/images/cartoons/douglas98.htm> (Approx 20 images).

The Hunger Strikes

Compiled by Brian Campbell and edited by Brian Campbell, Laurence McKeown and Felim O'Hagan, *Nor meekly serve my time: the H-block struggle, 1976-1981* (Belfast: Beyond the Pale Publications, 1994), pp. 1-19, 177-219.

CAIN Web Service, 'Self-Inflicted – An exposure of the H-Blocks, Issue' by Peter Robinson (1981),

<http://cain.ulst.ac.uk/events/hstrike/docs/robinson.htm> (Approx 9 pp)

The Anglo-Irish Agreement

Northern Ireland Office, *The Future of Northern Ireland: A Paper for Discussion* (London, HMSO, 1972),

<http://cain.ulst.ac.uk/hmso/nio1972.htm> (Approx 13 pp).

Great Britain. *Agreement between the Government of the United Kingdom of Great Britain and Northern Ireland and the Government of the Republic of Ireland (The Anglo-Irish Agreement) 15 November 1985. (Cmnd. 9690)*,

<http://cain.ulst.ac.uk/hmso/aia.htm> or

<http://www.nio.gov.uk/issues/agreelinks/ptalks/aia.htm> (Approx 3 pp)

Garrett Fitzgerald, *All in a Life. Garrett Fitzgerald: An Autobiography* (Dublin, Gill & Macmillan, 1992), pp. 495-575.

Margaret Thatcher, *The Downing Street Years* (London: Harper Collins), pp. 379-415.

Ken Bloomfield, *Stormont in Crisis: A Memoir* (Belfast, Blackstaff Press, 1994), pp. 248-277.

SS26. THE EVOLUTION OF A MODERN METROPOLIS: LONDON, 1955-75

http://www.history.ox.ac.uk/currentunder/honours/history/special/evolution_metropolis_index.htm

The third quarter of the twentieth century saw the economic, social and physical transformation of London. In the mid-1950s the capital was still a visibly Victorian city, which retained its Victorian economic structure, based upon small-scale industry. Its population was predominantly London-born, its social structure

traditional and social mobility relatively limited. Its politics were dominated by suburban Conservatism and the ‘Old Labour’ of the industrial areas of the east end and the inner south. Twenty years later its demographic profile had been massively changed by commonwealth immigration and by the influx of the young. Its conventional social structure was disrupted by these processes and by the new phenomenon of ‘gentrification’. Many of its war-damaged buildings had been replaced by modern designs, but this physical transformation generated a countervailing conservation movement, and embittered battles developed over planning and the demands of property speculators. London’s traditional industry had dwindled, and would be devastated by the crises of the 1970s, but a buoyant service economy had grown up around tourism, fashion and youth culture. ‘London: the Swinging City’ had established itself as the centre of 1960s modernity in Britain and had projected this vibrant image abroad. An alternative ‘scene’ emerged, based upon dope, popular music and the other components of youth culture. At the same time, though, the city’s traumatic modernization generated a number of modern urban problems, associated with race, drugs and above all housing. A new radical politics had emerged, based upon community issues and the needs of blacks and women.

This Special Subject examines the relationship between urban development and social and cultural change in a dynamic – and in some ways traumatic – period of modern British history.

NB. Place of publication is London unless otherwise stated.

- R. Glass, ‘Introduction’, in Centre for Urban Studies, *London, Aspects of Change* (1964).**
- S. Mullin, ‘Change, Conservation and the Tourist Trade’, in J. Hillman, ed., *Planning for London* (1971).**
- Greater London Council, *Tomorrow’s London: a Background to the Greater London Development Plan* (1969), chs.5, 7 & Conclusion.**
- Report of the Committee on Housing in Greater London* (Cmd.2605), 1965, chs 4, 7 & 11.**
- Royal Commission on Local Government in Greater London, 1957-60, *Report* (Cmd.1164), Chs XIII & XIV.**
- J. Sandford, *Cathy Come Home* (1967), including Sandford’s Afterword ‘What I Have Written is True’.**
- D. Wilson, *I Know it was the Place’s Fault* (1970), chs. 6-10.**
- J. Raban, *Soft City* (1974), ch.8.**
- M. Young & P. Willmott, *The Symmetrical Family. A Study of Work and Leisure in the London Region* (1973), chs 4, 6 & 9.**
- D. Fagan & E. Burgess, *Men of the Tideway* (1966), ch.29.**
- S. Patterson, *Dark Strangers* (1963), chs. 11-18.**
- M. Abdul Malik, *From Michael de Freitas to Michael X* (1968), pp.49-207.**

- F. Norman, with J. Bernard, *Soho Night and Day* (1968 ed.), pp.109-132.**
'You Can Walk Across it on the Grass', *Time*, vol 87 (15), 15 April 1966, pp.30-34.
- T. Salter, *Carnaby Street* (1970).**
- R. Mills, *Young Outsiders. A Study of Alternative Communities* (1973), ch.2.**
- S. Randall, *Drugs in Your Town. A Review of Drug Abuse, Particularly among Young People in London Borough of Bromley* (1969).**
- T. Palmer, *The Trials of Oz* (1971), closing speech of Richard Neville, pp.223-237.**
- S. Rowbotham, *Promise of a Dream. Remembering the Sixties* (2001), pp.82-255.**
- L. Segal, 'A Local Experience', in S. Rowbotham, L. Segal & H. Wainwright, *Beyond the Fragments. Feminism and the Making of Socialism* (1979).**
- H. Gavron, *The Captive Wife. Conflicts of Housebound Mothers* (1966), Part 2.**
- D. Robbins & P. Cohen, *Knuckle Sandwich. Growing Up in the Working-class City* (1978).**
- Shankland-Cox Partnership/Institute for Community Studies, *Inner London. Policies for Dispersal and Balance. Final Report of the Lambeth Inner Area Study* (1977), chs.2, 11.**
- S. Jenkins, 'City and Community', *Time Out's Book of London* (1972), pp.119-122.**
- N. Wates, *The Battle for Tolmers Square* (1976).**

8. DISCIPLINES OF HISTORY

REGULATION

V. Disciplines of History

Candidates will be expected to answer three examination questions selected from a paper divided into three sections. No more than two questions may be answered from one section. The sections are:

- 1. Comparative History (Candidates will be expected to demonstrate knowledge of at least two societies or historical periods);**
- 2. Sources of History;**
- 3. Varieties of History.**

The intention of Disciplines of History is to encourage students to reflect on the changing nature of the historical discipline, on differing historical methodologies and on broad comparative issues, in all cases being encouraged to make use of the historical material which they studied in other courses in the Preliminary year and the Final Honours School. Six tutorial hours are allocated to the course, but many colleges may teach it through a larger number of classes, each involving more students than a normal tutorial, to facilitate comparative discussion.

The paper is to be divided into three sections: section A will contain 16 questions on various aspects of historical methodology; section B will contain questions on different types of sources; and section C – ‘Varieties of history’ will consist of 17 questions on historiography from the ancient world through to the twentieth century. The examination will be a three-hour closed paper, and candidates will be expected to answer questions from at least two sections.

A. COMPARATIVE HISTORY

Two questions will be set on each of six defined themes: empires, revolutions, social organization, social identities, belief, and gender relations. In addition there will be four other questions chosen from outside these parameters and with no fixed pattern from year to year.

B. SOURCES OF HISTORY

The ability to analyze source material is a fundamental skill in any historical education, and this element of the paper will encourage students to engage with the

challenges, difficulties and uses of such source material. It is anticipated that students who pursue an interest in this aspect of the Disciplines course may wish to think about source material or historical methodologies which they may have encountered or made use of in researching their thesis or in working on the Special Subject. Emphasis will be placed on the practical use of sources, and the questions set in the examinations will require students to use practical examples to substantiate their arguments. The topics envisaged would fall broadly under the following headings:

- The official record: decrees, treaties and laws
- Bureaucratic labyrinths: record offices and catalogues
- Using statistical and numerical data
- Fiction and the archives: literature and history
- Seeing history: art, architecture and archaeology
- Voices of history: oral history and memoir material

C. VARIETIES OF HISTORY

The section has two aims: to introduce students to some of the varieties of historical debate from ancient and medieval times to the mid-20th century; and to deal in more detail with the intellectual fashions and debates that have influenced the academic experience of the present generation of students. Ten topics on historiography are proposed, and six on current influences. In the first group would be included questions from the following categories: Ancient and Medieval historiography; Renaissance historians; Enlightenment historiography; Scientific history; English exceptionalism; Namierism; the *Annales* school. In the second group, questions would relate to: Marxist history and its opponents; historians and gender; the linguistic turn and its consequences; versions of revisionism; writing non-Western history; the institutional framework of historical writing.

TEACHING

The Faculty will provide lectures on themes from each of the three sections of the paper, usually in the Hilary and Trinity terms of each year. Beyond that, the organization of teaching for Disciplines of History is the responsibility of College Tutors, and there may well be variation between colleges in the precise organization and timetabling of this teaching. Some colleges like to teach the paper in

conventional tutorials. Many however teach it in classes, or a combination of tutorials and classes, so that students have an opportunity to exchange information and ideas and to debate with each other in a larger group. Depending on their own commitments, tutors may start work on the course at different points in the second year, or continue such teaching later in the third year. Don't worry about these variations: there is no 'right' way to teach the paper, and all colleges have now developed successful systems that suit the needs of their own students.

While some degree of guidance in thinking about good and poor historical comparisons, about historiographical traditions and about differing approaches to historical sources is undoubtedly useful, the Faculty hopes that students will see this course primarily as an opportunity to apply material which they have studied in specific historical contexts to these wider conceptual and methodological issues, and will think around historical material studied in particular courses and demonstrate an ability to relate, contrast and apply it more broadly.

9. THE COMPULSORY THESIS

REGULATION

VI. A thesis from original research

1. Candidates must submit a thesis as part of the fulfilment of their Final Examination.

2. Theses shall normally be written during the Hilary Term of the Final Year. All theses must be submitted not later than noon on Friday of Eighth Week of the Hilary Term of the Final Year.

3. A candidate may submit

(a) any essay or part of any essay which the candidate has submitted or intends to submit for any university essay prize; or

(b) any other work

provided in either case that (i) no thesis will be accepted if it has already been submitted, wholly or substantially, for a final honour school other than one involving Modern History, or another degree of this University, or a degree of any other university, and (ii) the candidate submits a statement to that effect, and (iii) the subject is approved by the Chairman of the Examiners for the Honour School of Modern History.

4. The provisos in cl. 3 above shall not debar any candidate from submitting work based on a previous submission towards the requirements for a degree of any other university provided that

(i) the work is substantially new;

(ii) the candidate also submits both the original work itself and a statement specifying the extent of which is new. The examiners shall have sole authority to decide in every case whether proviso (i) to this clause has been met.

5. Every candidate must submit the title proposed together with the written approval of their College History Tutor to the Chairman of the Examiners for the Honour School of Modern History, the History Faculty, Broad Street, Oxford, not earlier than the beginning of Trinity Full Term in the year preceeding that in which the candidate takes the examination and not later than the Friday of Eighth Week of Michaelmas Term in the Final Year. If no notification is received from the Chairman of Examiners by the first Monday of Hilary Full Term of the Final Year, the title shall be deemed to be approved. Any subsequent changes to title require formal application to the Chairman of Examiners by the Friday of Week 4 of the Hilary Term of the Final Year and subsequent approval.

6. Theses should normally include an investigation of relevant printed or unprinted primary historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation. Candidates shall be expected to have had a formal meeting or meetings with their College History Tutor, and if necessary, an additional meeting or meetings with a specialized thesis adviser in the Trinity Term of their Second Year, as well as a second formal meeting with their thesis adviser in the Michaelmas Term of their Final Year prior to submitting the title of their thesis. While writing the thesis, candidates are permitted to have further advisory sessions at which bibliographical, structural, and other problems can be discussed. The total time spent in all meetings with the College History Tutor and/or the specialized thesis adviser must not exceed five hours. A first draft of the thesis may be commented on, but not corrected in matters of detail and presentation, by the thesis adviser.

7. No thesis shall exceed 12,000 words in length (including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the Chairman of Examiners, appendices). Candidates must write the word-count of their thesis on the front pages of both copies. All theses must be typed or word-processed in double spacing on one side of A4 paper with the notes and references at the foot of each page with a left-hand margin of one-and-a-half inches and all other margins of at least one inch. The thesis should conform to the standards of academic presentation prescribed in the course handbook. Failure to conform to such standards may incur penalties as outlined in the course handbook.

8. All candidates must submit two copies of their thesis, addressed to the Chairman of Examiners, Honour School of Modern History, Examination Schools, Oxford, not later than noon on Friday of Eighth Week of the Hilary Term of the Year in which they are presenting themselves for examination. The University's regulations on *Late Submission of work* will apply. Every candidate shall present a certificate, signed by him or herself and by his or her College History Tutor, bearing the candidate's examination number, addressed to the Chairman of Examiners. The certificate (forms are available from the Modern History Faculty Office) should declare that (a) the thesis is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that it does not exceed 12,000 words in length, (d) that no more than five advisory meetings have taken place between the candidate and his or her College History Tutor or thesis adviser, and (e) that only the first draft of the thesis has been seen by the thesis adviser. Candidates delivering theses will be required to complete a receipt form, which

will only be accepted as proof of receipt if it is countersigned by a member of the Examination Schools staff.

9. Candidates shall not answer in any other paper, with the exception of Disciplines of History (V), questions which fall very largely within the scope of their thesis. Candidates should not choose a thesis that substantially reworks material studied in the Further or Special Subjects, and should demonstrate familiarity with and use of substantially different and additional primary sources.

I. THE UNDERGRADUATE COMPULSORY THESIS

1) *GENERAL*

- 1) Every undergraduate taking the BA in Single Subject Modern History must submit a **thesis** as part of the fulfilment of their Final Examination. In the course of Trinity Term of the second year they are required to meet with a college tutor and, where appropriate, specialist adviser in order to discuss a possible thesis topic (see Timetable below).
- 2) The thesis, which will represent a single unit in the Final Honours Examination, and represents one seventh of the total marks, **should not be longer than 12,000 words**, including footnotes, but excluding bibliography and, in cases for which specific permission has been obtained from the Chairman of Examiners, appendices. When passages are quoted in a language other than English and an English translation provided, only the original quotation and not the translation should be counted towards the word limit.
- 3) All candidates must submit two copies of their thesis, addressed to the Chairman of examiners, Honour School of Modern History, examination Schools, Oxford, not later than noon on Friday of Eighth Week of the Hilary Term of the year in which they are presenting themselves for Examination. Where a candidate for any written examination in which a thesis (or other exercise) may be, or is required to be, submitted as part of that examination wishes on some reasonable grounds to be permitted to present such thesis (or other exercise) later than the date prescribed by any statute, or regulation, the procedure shall be as follows:
 - (a) the candidate shall apply in writing through the Senior Tutor to the Proctors for such permission enclosing the grounds for the application;
 - (b) the Proctors shall consult the Chairman of the Examiners about any such application and shall then decide whether or not to grant permission
- 4) Each thesis must include a bibliography, listing all materials, documents, books and articles used in its preparation. The bibliography should give clear and accurate details of locations, places and dates of publication. Only primary and secondary works actually read should be included. In the text, all quotations or evidence or ideas derived directly from books, articles or documents should be acknowledged precisely in footnote references. Advice on appropriate style of bibliography and references will be found below. Poor presentation in these matters (for instance the inability of examiners to identify a book or to locate a quotation) may be penalized.
- 5) Avoidance of plagiarism. (See chapter 3 above, pp 26-29)

- 6) The student should not make substantial use of the material submitted in their thesis in answering questions on other papers in the Final Honours School (with the exception of Disciplines of History), and should avoid any obvious duplication of material and/or arguments between the thesis and the Special Subject extended essay.
- 7) Authorship. Each thesis **must be accompanied by a certificate, signed by the candidate and by his or her College history tutor, making the following declaration in exactly the form indicated. Forms for this purpose are available from the History Faculty Office or the Faculty website.**

I declare the following:

- (i) the essay I am submitting is entirely my own work,*
- (ii) no substantial portion of it has been presented for any other degree course or examination,*
- (iii) it does not exceed 12,000 words in length, including footnotes, but excluding bibliography, any appendices for which specific permission has been obtained, and any English translations of passages quoted in another language,*
- (iv) I have spent no more than five hours in preparatory or advisory meetings with my College History Tutor or thesis adviser,*
- (v) only the first draft of the thesis has been seen by my thesis adviser.*

- 8) Format. All theses must be typed or word-processed on A4 paper, in double spacing and with a left-hand margin of one-and-a-half inches and all other margins of at least one inch. **Two copies** should be submitted, and they should be printed in not less than an 11-point typeface, and should be bound securely, though not necessarily in hard-covers. A ring-binding or other secure soft-binding will be acceptable. Do not put your name on your thesis (as opposed to the accompanying certificate mentioned above), only your candidate number. Do write the word-count of the thesis on the front cover.

2) SUMMARY TIMETABLE FOR THE THESIS

Please note that this timetable is for guidance only. Those taking the thesis as part of joint honours schools may well research and write their thesis at times different from those suggested below. Individual college tutors may vary the details of these arrangements, for example, by asking students to think at an earlier stage in the second year about their initial ideas for a thesis. However, it may be helpful to indicate what seems an optimal timetable, taking the student from initial thoughts about the thesis to final submission. There will be opportunities to consult with

college or, if appropriate, specialized advisers during the process of planning, researching and writing up your thesis. Teaching will be organized by college tutors as for other courses and students must not expect to contact specialist advisers for themselves. Various combinations of meetings with College tutors and specialist advisers are possible and, where both are involved, it may be advisable to use time with a specialist adviser discussing the detailed historiography of the field and the availability of specific sources and time with a College tutor discussing the general argument and structure of the thesis and the overall progress of the student's work on it. A possible distribution of such advisory meetings (each taken to be an individual meeting of tutorial length) is built into the timetable below, but it is admissible to have shorter and more frequent meetings. However such meetings are distributed, the Faculty is concerned that, in the interests of parity of treatment and opportunity, **no student should receive MORE than FIVE HOURS of advisory meetings of any description**, and each student will be expected to sign a statement to this effect when submitting their thesis.

Trinity Term – 2nd year:

- Provision of Faculty lectures, information sheets on the website and 'Thesis Fair' with librarians and archivists from the beginning of term to assist in general planning of theses, selection of topics, finding sources and using libraries and archives. College tutors and thesis advisers will assume that all undergraduates attend these lectures, and will not expect to spend tutorial time discussing these practical matters of planning/preparation.
- Formal meeting with College History Tutor around the middle of term to discuss possible subject areas for a thesis. College tutors to request assistance of specialized advisers where appropriate.
- Formal meeting with specialized adviser (or college tutor, etc.) during second half of term to discuss the practicalities and possible shape of the thesis project, to make suggestions and give advice about bibliography and available archival resources.

Summer Vacation of 2nd year:

- Students should spend a brief period (a few days) investigating the archival and bibliographic resources for the thesis, checking that there are no unexpected problems and that the subject is both practical and makes sense in terms of the resources. Some students, undertaking a research topic requiring archival work away from Oxford (especially abroad) which may not be possible during term-time, or for other reasons, may conduct the bulk of their research during the summer vacation.

Michaelmas Term of 3rd year:

- Formal meeting with tutor / adviser to report on summer reconnaissance. The student should draft a short typed synopsis of the thesis topic and proposed method of investigation (no more than 500 words; fewer may be appropriate), which will be included with the title in the formal submission. Tutor / adviser to give advice and assistance in the event that the thesis project has encountered problems or requires an adjustment of scope or subject area.
- Thesis titles and synopses must be submitted on a form available from the History Faculty Office, addressed to the Final Honours School Chair of Examiners c/o the History Faculty Office, by **Friday of 8th week in Michaelmas Term.**

Hilary Term of 3rd year:

- Most students will have this term to work on the thesis. There will be further meetings with the tutor / adviser at which bibliographical, structural and other problems can be discussed, and a first draft of the thesis commented on, but not corrected in matters of detail and presentation, by the tutor / adviser.
- Students may find in the course of their work on the thesis that they would like to modify its title. They may formally request permission to change the title by submitting a Thesis title change request form, available from the History Faculty Office, addressed to the FHS Chair of Examiners, c/o the History Faculty Office, by **Friday of 4th week in Hilary Term.**
- Thesis to be handed in at the Examination Schools by **12.00 midday on Friday of 8th week in Hilary Term.**
- Students should realize that academic responsibility for the content of their theses is their own, and that the final assessment of the submitted text will be made by the Examiners.

II. THE UNDERGRADUATE OPTIONAL THESIS

REGULATION:

VII. *An optional additional thesis*

- 1. Any candidate may offer an optional additional thesis.**
- 2. Regulation VI 3. above applies.**
- 3. Regulation VI 4. above applies.**
- 4. Every candidate intending to offer an optional thesis must submit the title proposed together with the written approval of a thesis adviser or College History Tutor to the Chairman of the Examiners for the Honour School of Modern History, the History Faculty, Broad Street, Oxford, not earlier than the beginning of Trinity Full Term in the year preceding that in which the candidate takes the examination and not later than Friday of the first week of the following Hilary Full Term. The Chairman shall decide whether or not to approve the title, consulting the faculty board if so desired, and shall advise the candidate as soon as possible.**
- 5. Optional additional theses should normally include an investigation of relevant printed or unprinted historical sources, and must include proper footnotes and a bibliography. They must be the work of the author alone. In all cases, the candidate's College History Tutor or thesis adviser shall discuss with the candidate the field of study, the sources available, and the methods of presentation (which should conform to the standards of academic presentation described in the course handbook). The College History Tutor or thesis adviser may comment on the first draft.**
- 6. No optional additional thesis shall exceed 12,000 words in length (including footnotes but excluding bibliographies). All theses must be typed or word-processed in double spacing on one side of A4 paper with the notes and references at the foot of each page, with a left-hand margin of one-and-a-half inches and all other margins of at least one inch.**
- 7. Candidates must submit two copies of their theses, addressed to the Chairman of Examiners, Honour School of Modern History, Examination Schools, Oxford, not later than noon on Monday of the first week of Trinity Full Term in which they are presenting themselves for examination. Every candidate shall present a certificate signed by him or herself and by a College History Tutor or thesis adviser, in a separate envelope bearing the candidate's examination number, addressed to the Chairman of Examiners. The certificate (forms are available from the Faculty Office) should declare that (a) the thesis**

is the candidate's own work, (b) that no substantial portion of it has been presented for any other degree course or examination, (c) that it does not exceed 12,000 words in length.

8. Candidates shall not answer in any other paper, with the exception of Disciplines of History (V), questions which fall very largely within the scope of their optional additional thesis.

In addition to the **Compulsory Thesis**, any undergraduate may choose to submit a further, **Optional Additional Thesis** as part of the Final Honour School examination. This thesis must also be of a maximum length of **12,000 words**, including references but excluding bibliography, and may be on another subject of choice (restricted only by not overlapping in any substantive way with the compulsory thesis or the extended essay requirement for the Special Subject). It is to be submitted by 12.00 midday on **Monday of week 1 of the Trinity Term** in which the candidate takes Final examinations. As the name suggests, the optional thesis will be submitted in addition to the other papers required in the regulations, and in such cases the Honour School Examiners will arrive at a final degree result by taking the highest seven marks out of the eight papers submitted (i.e. including the optional thesis). The optional thesis will be written in time set aside by the student, most probably in the vacations, and will not receive the same level of formal advice and guidance from tutors as the compulsory thesis, though a college tutor or specialist adviser will be permitted to comment on a first draft of the thesis. With the exception of the Disciplines of History paper, students must not make substantial use of the material in the optional thesis to answer questions in the other FHS papers.

Realistically, few students are likely to take up this opportunity provided by the regulations, and anyone doing so would need to be hard-headed about their capacity for sustained work and organization. Obviously a candidate in the Final Honours School is better served by producing one excellent rather than two mediocre theses. But for diligent and capable students, who find intractable problems in doing themselves justice in three-hour closed examination papers, it is an option to be considered in discussion with college tutors.

NOTES FOR WRITERS OF THESES

The incentive and challenges in writing a thesis

The thesis is potentially a very exciting element of the Final Honour School. It offers you the opportunity to engage in primary research on a subject of your own choosing, and to arrive at conclusions which are entirely your own, not a synthesis of the conclusions of others. It enables you to work as a historical scholar in your own right and to get a taste of the kind of academic work undertaken professionally by your tutors. Some undergraduate theses are so good that they are ready to be published virtually as they stand. Almost all give their authors considerable personal satisfaction, and will be looked back on with pride long after the authors have left Oxford and, in most cases, the study of history.

However it is necessary to recognize that a thesis requires commitment, and a very high level of personal motivation and organization. You will have the opportunity to consult with tutors who can help advise you on bibliographical or structural problems, but the burden of time-management and effective working falls on you. Most of you will be given the Hilary term of your third year to research and write up your thesis. It is essential to recognize that eight weeks is not a long time for such an exercise. The student who wastes 4-6 weeks of the term in pursuit of unrealistic research goals, or who has not thought through the initial practicalities of the thesis subject before the beginning of term, above all the students who fritters away half or more of the term not getting down to serious work, will have huge, probably insurmountable, problems in pulling together an adequate thesis in the remainder of the term. It is important to be aware that the Examiners will judge a thesis against the amount of work that a diligent undergraduate could be expected to have done over a full academic term. An intellectually vacuous submission, based on obviously limited reading and amounting to little more than a longer version of a tutorial term-essay, will be heavily penalized. It is possible to gain exceptionally high marks for a thesis, and some students who do not excel in closed examination papers demonstrate spectacular prowess in such work submitted in their own time. But it is also possible to gain far worse marks for a bad thesis than for a moderately poor performance in a three-hour paper.

The exercise is challenging, and intentionally so. For those who continue their education in Oxford or elsewhere as graduate historians, the thesis will represent a first opportunity to test their abilities as creative and independent researchers, able to define and explore a historical problem on a large scale. For others a successfully-accomplished thesis is a clear indication to employers and the outside world that they possess a capacity for organization, self-discipline and the ability to structure a substantial and complex piece of research very largely on their own initiative.

Good and Indifferent Theses

The hallmark of a good thesis is precisely that it should contain a *thesis*, a consecutive argument or set of arguments on its topic. Apart from showing a sound grasp of the secondary literature on the field and period and an awareness of the problems of the topic, the writer deploys the evidence of the sources to support a general argument. It is made clear in the text how the writer has approached the topic, what conclusions have been reached and, if appropriate, how the approach and conclusions are related to or diverge from the views of other historians. The good thesis is well written and properly and consistently presented. (*Guidance on format is provided below.*) Good presentation is usually combined with high quality of analysis and intellectual grip on the sources that form a key element in the thesis. Conversely, careless or unclear writing, misspelling and misquotation of sources often go with an uncertain focus on the topic.

It is commonly supposed that a Schools thesis must be based largely or in part upon unpublished manuscript sources. This may be the case but is not essential. The nature of the topic and the approach adopted will generally govern the kind of sources used. There is no particular virtue in the use of an unpublished primary source for its own sake; and a source does not cease to be primary because it has been ‘published’ in some form (*e.g.* Hansard’s Parliamentary Debates, Parliamentary Papers, editions of medieval chronicles and charters, a work of literature, philosophy or political thought), nor because it has been translated from another language into English. What is essential is that the author should use the sources intelligently and accurately. A thesis should therefore show a competent grasp of relevant sources both primary and secondary; and it will use primary sources not merely for illustrative purposes but as coherently-marshalled evidence to support the author’s arguments. It should also show how those arguments relate to the wider historiography of the field within which it falls.

The choice of subject requires careful thought. It is unwise to choose a topic so large or well-trodden that you cannot write anything original about it on the basis of the analysis of relevant primary sources within the permitted length. It may be unsatisfying to choose a subject so restricted that your conclusions appear to have little relevance to any wider historical question. Many of the best theses succeed by showing how detailed reassessment of a subject of manageable size can shed light on the great issues debated by the historians of any particular period or society.

If your research requires you to travel to visit libraries and archives, you may apply to the Colin Matthew Fund for a grant. See below, section **20** of this Handbook. If you need to consult manuscripts or rare books in the Bodleian and its associated libraries, please download the permission form from the website and ask your tutor or adviser to sign it.

Do bear in mind that historical evidence will not, in general, speak for itself. The 'truth' will not emerge through the simple piling up of research material. While you are doing the research, you should also be thinking about how you will shape the materials into an argument. A good historian is constantly testing, modifying and rejecting hypotheses about the significance of the material that s/he is examining. Research, while sometimes frustrating, is instantly stimulating; collecting it can become an end in itself. But the historian who stops thinking during research has ceased to be an historian. Hence planning for the thesis should start as early as possible; some plans may well need to be discarded until the most feasible and convincing one has been found. It is always best to assume that the thesis will take longer and require more intellectual engagement than anticipated: a good thesis will certainly require more than one draft of parts if not of the whole. Plenty of time should be allowed for getting the final typed version into presentable form. The deadline for the submission of the thesis is not flexible, and hasty and careless final production can undermine a strong and interesting thesis.

GUIDANCE ON THE PRESENTATION AND FORMAT OF THESES

THESE GUIDELINES DOUBLE FOR THE USE OF STUDENTS WRITING THE EXTENDED ESSAY FOR PAPER II OF THE SPECIAL SUBJECT, AND SHOULD BE ADHERED TO IN ALL RESPECTS FOR BOTH PIECES OF SUBMITTED WORK

1. A 12,000-word thesis typed double-spaced on A4 size paper will normally take up 36 pages if printed in 12 -point print; a 6,000 word extended essay will take up 18 pages on the same basis.

2. *Pagination*

Pagination should run through consecutively from beginning to end and include any appendices, bibliography etc. Cross-references should include page numbers.

3. *Order of contents*

After the title-page should normally follow in sequence, all these elements except the bibliography counting towards the word limit:

- (a) 'Table of Contents'. This should show in sequence, with page numbers, the subdivisions of the thesis. The titles of any chapters and appendices should be given. Such a table may well be unnecessary in an extended essay.
- (b) List of abbreviations (if any: use only for frequently-cited sources).
- (c) Preface or Introduction. This should be used to call the examiners' attention to the aims and broad argument(s) of the work, along with any relevant points about sources, historiographical context, and obligations to other historians' work. This too may not be needed in an extended essay.
- (d) The thesis or extended essay divided into chapters, if applicable. Each chapter should have a clear descriptive title.
- (e) Conclusion. A few hundred words summarising the conclusions and their implications.
- (f) Bibliography. This is essential, and should be sensibly selective. It should include everything cited in the thesis or extended essay, and omit nothing

which has been important in producing it. But it should not necessarily include everything which may have been read or consulted.

4. *Quotations*

Quotations from verse, if of more than one line, should be indented and in single spacing; quotations from prose should run on in the text if they do not exceed two or three lines, otherwise they too should be indented and in single spacing. Inverted commas are not necessary when the quotation is indented. Otherwise use single inverted commas except for quotations within quotations, which are distinguished by double inverted commas.

Quotations should keep the spelling used in the original documents and not be modernized. When quotations include contracted forms, the contractions should normally be extended and the extension indicated by square brackets. Normally, quotations from a foreign language source should be presented in the body of the text in the original. The tutor's advice should be followed in case of doubt as to whether to provide translations. When translations are given in addition to the quotation in the original language, the translations do not count towards the word limit.

5. *Underlining/Italics*

Underlining or italics should be used:

- (a) For the titles of books, plays and periodicals.
- (b) For technical terms or phrases in languages other than English (but not for quotations or complete sentences).
- (c) For the following abbreviations, if used (there is much to be said for avoiding or anglicizing many of them): *a. (anno), cap., c. (circa), e.g., ibid., idem, infra, passim, post, supra, versus, v. (vide), viz.*

6. *Capitals*

Capitals should be used as sparingly as possible. They should be used for institutions and corporate bodies when the name is the official title or part of the official title; but for titles and dignities of individuals only when those are followed by the person's name: thus 'Duke William of Normandy', but 'William, duke of Normandy', 'the duke'.

7. *Dates*

Dates should be given in the form: 13 October 1966; and unless the contrary is indicated it is to be assumed that the date refers to the year beginning on 1 January. Double dates in Old and New Style should be given in the form: 11/22 July 1705. In footnotes, names of months may be abbreviated: Jan., Feb., Mar., Apr., May., June, July, Aug., Sept., Oct., Nov., Dec., but they should not be abbreviated in the text itself.

8. *Footnote references*

The purpose of a reference is to enable the reader to turn up the evidence for any quotation or statement. But judgement must be used in deciding whether a reference needs to be given or not. A reference need not be given for a familiar quotation used for purely literary purposes, nor for a statement of fact which no reader would question. Any reference given must be precise.

Footnotes should be concise: they count towards the overall word-limit. The practice of putting into footnotes information which cannot be digested in the text should be avoided. Notes should be printed at the foot of the page in single spacing. Footnote numbers should begin a new series with each chapter.

Footnote numbers in the text should be superior and not bracketed.

9. *Form of references*

The style of references should be consistent throughout any piece of work. You should use the following conventions, giving the reference in the full form in the first footnote in which you cite it and abbreviating it thereafter.

Book:

A.G. Dickens, *Lollards and Protestants in the Diocese of York, 1509-1558* (London, 1959), pp. 126-31.

Thereafter: Dickens, *Lollards and Protestants*, pp. 126-31.

Multi-volume book:

W. Stubbs, *Constitutional History of England*, 4th edn (2 vols, Oxford, 1906), ii, 15-18.

Thereafter: Stubbs, *Constitutional History*, ii, 15-18 [note the absence of pp.]

Edition:

The Estate Book of Henry de Bray, ed. D. Willis (Camden Soc., 3rd Ser., 27, 1916), p. 5.

Thereafter: *Estate Book of Henry de Bray*, p. 5.

Article:

R.W.D. Boyce, 'Imperial Dreams and National Realities: Britain, Canada and the Struggle for a Pacific Telegraph Cable, 1879-1902', *English Historical Review*, 115 (2000), pp. 52-3 [or *EHR*, 115 (2000), pp. 52-3 if you have defined *EHR* as *English Historical Review* in your list of abbreviations].

Thereafter: Boyce, 'Imperial Dreams', pp. 52-3.

Essay in an edited volume:

G.D. Ramsay, 'The Foreign Policy of Elizabeth I', in C.A. Haigh (ed.), *The Reign of Elizabeth I* (London and Basingstoke, 1984), pp. 154-7.

Thereafter: Ramsay, 'Foreign Policy', pp. 154-7.

In citing books and articles you may refer to authors by first name and surname, rather than initials and surname, if this is the convention in the field of your thesis or extended essay.

Manuscripts:

'Speculum virginum', British Library, MS Arundel 44, fo. 3v. [or BL, MS Arundel 44, fo. 3v if you have defined BL as British Library in your list of abbreviations]

Collections of papers:

British Library, Add. MS 29132, fo. 434.

It may be helpful, or necessary to avoid confusion, to add brief descriptions at first mention to give the reader some indication of the nature of the sources referred to, thus:

British Library, Add. MS 29132 (Hastings Papers), fo. 434: Clive to Hastings, 1 Aug. 1771.

Thereafter contract to: BL, Add. MS 29132, fo. 434.

Other examples would be PRO, STAC 8/104/20 (Star Chamber Proceedings, James I, Cripple and wife v. Lambe *et al.*, 1619).
Wiltshire Record Office, D1/39/1/26 (Bishop of Salisbury, Instance Act Book, 1596-8), fos 227v-8r.

In any case, such fuller definitions of archival classes or collections of papers used should be given in the bibliography.

Ancient and medieval authors:

Bede, *Historia Ecclesiastica*, iii. 25 (ed. Plummer, p. 181). [give details of which edition you have used in the bibliography]

The Bible:

Gen. xv. 24.

Parliamentary papers and debates:

Parliamentary Papers, 1810, xlvi (125), p. 6.
Hansard, 3rd series, 1832, xi. 602.

Unpublished theses and typescripts:

J.A. Bossy, 'Elizabethan Catholicism: the Link with France' (Cambridge Univ. Ph.D. thesis, 1961), p. 80.
Thereafter: Bossy, 'Elizabethan Catholicism', p. 80.

Film and television:

Orlando (Screenplay Sally Potter, Dir. Sally Potter, 1992)
Our Mutual Friend (Screenplay Sandy Welsh, Dir. Julian Farino, 1998), Episode 1

Websites:

Give the title, URL and date viewed:
'Lincoln's First Inaugural Address',
<http://www.loc.gov/exhibits/treasures/images/vc2.6p1.jpg> (29 July, 2004).

Interviews:

Tony Blair interview, 2 May 1997, [p. 3 if transcribed].

Ibid. should be used instead of the author and short title when (but only when) the reference repeats the last or the only reference in the previous note. Care is necessary here, because when adding or moving references it is easy for *Ibid.* to become separated from the source to which it is intended to refer.

Op. Cit. should **not** be used.

10. *Bibliography*

The bibliography should be divided into (A) Manuscript Sources, (B) Printed Sources, (C) any other sources (websites, interviews etc) and the printed sources should be divided into (1) Primary Sources, (2) Secondary Sources. Manuscript sources should be listed according to the places in which they are found. Printed sources should be listed alphabetically, by surname of author. Anonymous printed sources should be listed alphabetically by the first word of the title (excluding the articles 'The', 'An' or their foreign equivalents).

10. CRITERIA FOR MARKING EXAMINATION QUESTIONS IN MODERN HISTORY

These criteria will be used in marking all three-hour question papers in both public examinations (Prelims; Schools), and in the marking of College Collections.

Mark band	Value for Schools classification	Description
86-100	Honours First	A script marked in this range will be truly outstanding in terms of the first-class criteria set out below. Such marks will be used rarely, and for work that shows remarkable originality of mind and depth of understanding.
70-85	Honours First	A script awarded a first-class mark will always be felt to have engaged closely with the questions, even if it approaches them from an unanticipated angle. A first-class mark may be awarded on more than one set of criteria. The argument may be highly incisive, and sophisticated. There may be a wealth of information, showing exceptional knowledge and understanding of the issues involved. The approach may be original, suggesting novel ways of considering the material or issues. Many first-class scripts will combine elements of all three. First-class scripts will combine elegance and clarity of style, and cogency of organisation.
60-69	Honours Upper Second (2.i)	Work showing evidence of a good and well-based engagement with the questions. The scripts will display a good command of the necessary amount of information needed to sustain their arguments, and good understanding of the relevant material. Essays will be presented in a clearly argued, well illustrated and relevant fashion.
50-59	Honours Lower Second (2.ii)	Scripts awarded marks in this category will have shown some evidence of intelligent preparation and application, and will involve solidly competent work. But scripts may lack focus on the exact questions set, breadth of reference, or organizational skills that might have secured 2.i marks. They may contain too much indiscriminate information, or factual errors and inaccuracies. Clumsy prose style, and errors of syntax and spelling may also lead to a 2.ii mark. Individual essays that are competent but pre-packaged answers that bear a limited relation to the question set may also be given 2.ii marks.

40-49	Honours Third	Scripts awarded a third class mark will have displayed a few of the qualities expected of a successful Honours candidate, such as the ability to see the point of a question, to deploy relevant information, and to proceed through a structure of reasoned argument to a coherent conclusion. However, none of these qualities will be displayed either consistently, or at a particularly high level, and the script may be marred by irrelevance, incoherence, error, and poor presentation.
30-39	Pass Degree	A modicum of appropriate knowledge will be displayed, but answers will be marred by high levels of factual error and irrelevance. Muddled ideas or uncritical and superficial generalisation will detract from the coherence and organisation of argument. The writing will be weakened by errors of syntax or vocabulary and by passages that degenerate into incoherence.
Below 30	Fail	A script may fail for a number of reasons. The candidate may not observe the rubrics concerning the number or type of questions to be taken. Answers may be irrelevant, failing to engage with the questions set. Errors of fact – or a lack of specific facts – may characterise the script. Presentation may be of a very poor quality.

CONDUCT OF EXAMINATIONS AND OTHER MATTERS

Your attention is also drawn to the regulations governing the *Conduct of Examinations*, which are printed in the *Examination Regulations*, and in particular to the pages dealing with:

- Conduct at Examinations
- Typing of illegible scripts in University Examinations
- Use of word-processors in Examinations and the Dictation of Papers
- Candidates with special needs in Examinations
- Religious festivals and holidays coinciding with Examinations
- Use of Computers in Examinations

Your attention is also drawn to the regulations governing *Examination Times and Entry of Names*, in particular those sections on

- Late alteration of options
- Withdrawal from Examinations;

and to the *Appendix, Section I, Fees and Dues* especially:

- Late entry for Examinations
- Late alteration of options

If you believe that these regulations are likely to affect you in any way, you should raise the matter with your college tutor as soon as you are aware of the problem. In all such cases communication with the Examiners will be through the Senior Tutor of your college.

In particular, if you believe that either your preparation for the examination, or your performance in the examination itself, has been affected by illness or a chronic medical condition, you should alert your college tutor as soon as possible. Details of the illness or condition, supported by appropriate medical documentation, will be forwarded by your college's Senior Tutor to the Proctors, for transmission to the Examiners. Neither you nor your tutor should communicate directly with the Examiners.

11. CRITERIA FOR MARKING THESES AND EXTENDED ESSAYS IN MODERN HISTORY

These criteria will be used in marking all theses and extended essays in public examinations.

Mark band	Value for Schools classification	Description
70-100	Honours First	Work judged first-class will show cogency of argument and sharpness of focus on the title chosen or question set. It will display a sophisticated and critical understanding of the place of its subject in the historiography of the field and a skilled and sensitive use of primary sources or set texts. It will be precise in its handling of detail and clear and consistent in its presentation. Originality of argument, fluency of exposition and the mastery of unusually wide or difficult bodies of source material will also be rewarded.
60-69	Honours Upper Second (2.i)	Work showing evidence of thorough research and coherent exposition of an argument with reference to the chosen title or question. It will display a good command of the material from primary sources or set texts needed to sustain the argument and a good and critical understanding of the relevant secondary literature. It will be presented in a clear and consistent style.
50-59	Honours Lower Second (2.ii)	Work showing evidence of intelligent preparation, application and solid competence. It may lack the focus on the title chosen or question set, breadth of reference to primary sources, set texts or secondary sources, or clarity of structure that might have secured 2.i marks. It may contain too much indiscriminate information, or factual errors and inaccuracies. Clumsy prose style, errors of syntax and spelling and incompleteness or inconsistency of referencing may also lead to a 2.ii mark.

40-49	Honours Third	Work awarded a third class mark will have displayed a few of the qualities expected of a successful Honours candidate, such as the ability to see the point of a title or question, to deploy relevant information from primary and secondary sources, and to proceed through a structure of reasoned argument to a coherent conclusion. However, none of these qualities will be displayed either consistently, or at a particular high level, and the work may be marred by a measure of irrelevance, incoherence and error, or by poor presentation.
30-39	Pass Degree	A modicum of appropriate knowledge will be displayed, but work will be marred by high levels of factual error and irrelevance. Muddled ideas or uncritical and superficial generalisation will detract from the coherence and organization of argument. Primary sources may be used very intermittently or incompetently. The writing will be weakened by errors of syntax or vocabulary and by passages that degenerate into incoherence.
Below 30	Fail	Work may fail for a number of reasons. Its content may be plagiarized. The candidate may not observe the rubrics concerning the length or form of the thesis or extended essay. Arguments may be irrelevant, failing to engage with the title chosen or question set. Errors of fact, a lack of specific information, or the absence or gross mishandling of primary sources may characterize the work. Presentation may be of a very poor quality.

12. THE JOINT SCHOOLS WITH MODERN HISTORY

Modern History can be studied at Final Honour School level in five Joint Schools

Ancient and Modern History

Modern History and Economics

Modern History and English

Modern History and Modern Languages

Modern History and Politics

Each of these Joint Schools is the subject of a separate Handbook, which includes the Regulations governing the Joint School. These regulations specify which papers from the single Honour School of Modern History are available in the particular Joint School. The Handbooks will also offer guidance on the patterns of teaching followed in the Joint Schools: these may differ from the pattern of teaching in the single Honour School of Modern History.

13. EXAMINATION OF OXFORD STUDENTS ON THE OXFORD-PRINCETON HISTORY EXCHANGE

From the academic year 2006-7 Oxford students participating in the Princeton Exchange will be examined on the work completed for their Princeton courses, under the following procedures.

Courses to be taken in Princeton

Oxford students should take **three** courses at Princeton, as follows:

1. The History Department 'Junior Seminar' Course, which prepares students to write a Junior Paper based on primary sources;
2. A second History Department course, chosen from the 300 level courses available in the semester which the students spend in Princeton;
3. A third course, which may be chosen from courses offered by the History Department or by another department whose courses are open to Princeton History majors.

All three courses must be completed, and Oxford students should satisfy all the requirements expected of Princeton students. Courses 1 and 2 must be graded; the third course may be taken on a Pass/Fail basis.²

Examination of Courses in Princeton: transmission of grades and assessed work to Oxford

The chosen courses will be assessed or examined in the usual way by the Princeton History Department. Where written examinations need to be taken after the students have returned to the United Kingdom, arrangements will be made by the Exchange Co-ordinator for the examination to be sat in Oxford

Once assessment has been completed by the Princeton History Department, the results (both grades and Pass/Fail results) will be sent to the Chairman of Examiners, c/o the Faculty Administrative Officer, History Faculty, Oxford. They should be accompanied by the originals of the final work on which the assessment was based (Junior Paper, final course papers and/or examination scripts), and by a note of the grade distribution in each course taken by an Oxford student.

When received in Oxford both the results and the work on which they were based will be held in secure storage, for release to the Chairman of Examiners in the year in which the undergraduates are entered for the Final Honour School (normally the following year).

² Those teaching the courses are not notified which students will receive grades, and which are taking the course on a Pass/Fail basis only. All students are graded at the end of a course; any grade between A+ and C- is a Pass.

Moderation and Translation of Princeton Grades into University Standard Marks

The FHS examiners will translate the Princeton grades on the two required History courses (courses 1 and 2 above) into Oxford numerical marks. In the case of the Junior Seminar and Paper (which are awarded separate grades), only the grade awarded for the Junior Paper will be counted; the grade for the Seminar will be discarded. Grades will be translated according to the following scale:

A+	78-100
A	68-77
A-	64-67
B+	60-63
B	56-59
B-	51-55
C+	47-50
C	44-46
C-	40-43
D	36-39
F	35 or lower

To determine the appropriate translated mark, the Examiners should:

- (a) review the written work on which the Princeton grade was awarded, in order to determine which Oxford mark within the available range should be awarded for each of the two required History courses;
- (b) on the basis of the numerical marks awarded on each of the two required History courses, decide on one final mark, to be entered as the candidate's Princeton mark, in lieu of the substituted British or General History paper; this mark should normally be an average of the marks for the two courses.

Provided that:

- (i) the Examiners shall have discretion to award a mark outwith the range for the grade if they believe that the grade distribution for the particular course was such as to warrant this, or in other exceptional circumstances;
- (ii) a candidate who failed to obtain a Pass grade (A+ to C-) on his or her third course should have their overall mark for the other two courses reduced by five marks. A Fail Grade (D or F) should however be reviewed on the basis of the assessed work by the Examiners, who shall have discretion to raise it to a Pass Grade.

14. LIBRARIES

As you will know by now, historians use many books. The availability of books is supremely important, and undergraduates at Oxford are fortunate in having access to libraries and museums of an unrivalled scale and variety. The following libraries and museums are particularly useful to undergraduate historians:

1. **The History Faculty Library.** This is designed particularly for service to undergraduates: it provides reading rooms and lends books and it holds multiple copies of popular works. It covers most subjects available in the Modern History School, but does not hold books for the period after 1945 (for these, see below, Social Studies Faculty Library).

Hours of opening:

Term (Weeks 0-9)	9am-7pm (Mon-Fri) 10am-1pm (Sat)
Vacation:	9am-5.30pm (Mon-Fri) (Closed August)

Librarian:	Ms Isabel Holowaty
Assistant Librarian:	Ms Valerie Lawrence

2. **The Bodleian Library.** One of the greatest libraries in the world, this is a national copyright 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 Radcliffe Camera (upper floor), and history periodicals and reference works are also kept in the Upper Reading Room of the Old Library. The PPE Reading Room in the New Bodleian contains books on modern politics and political thought. Undergraduates may also order books which are kept in the Library's stacks: the Bodleian's huge collections are particularly useful for work on Further and Special Subjects and for the Extended Essay; and they offer rich resources for the research and writing of a thesis (although you may also wish to use libraries and archives outside Oxford for this purpose).

Opening Hours:

Radcliffe Camera: Term:	9am-10pm (Mon-Fri) 9am-5pm (Sat)
Vacation:	9am-7pm (Mon-Fri) 9am-1pm (Sat)

Old Bodleian: Term: 9am-10pm (Mon-Fri), 9am-5pm (Sat)
 Vacation: 9am-7pm (Mon-Fri), 9am-1pm (Sat)

New Bodleian: Term: 9am-10pm (Mon-Fri), 9am-1pm (Sat)
 Vacation: 9am-5pm (Mon-Fri), 9am-1pm (Sat)

3. **Social Studies Faculty Library**, is located in the Manor Road Building. For details of its services please see <http://www.ssl.ox.ac.uk>. Like the History Faculty Library, this lends books to undergraduates. It is responsible for acquiring and housing books for the period after 1945 (for the purchase of which it receives funding from the History Faculty). It also holds books relevant to the study of political and social thought, and to the social sciences from which historians may draw inspiration.

Social Studies Librarian: Ms M.G. Robb

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.
5. **Specialized University Libraries**. There are several other specialized University libraries which undergraduate historians are encouraged to use for relevant books:

The Rothermere American Institute (American History)

The Rhodes House Library, South Parks Road (for American and Commonwealth History)

The Indian Institute Library, in the New Bodleian Library (Indian History)

The Bodleian Japanese Library, at the Nissan Institute of Japanese Studies, Winchester Road (St Antony's College)

The Sackler Library, Ashmolean Museum (History of Art)

Department of the History of Art Slide Library, Littlegate House, St Ebbes.

The Radcliffe Science Library, Parks Road (for the History of Science)

The Taylorian Library, St Giles (for books in modern foreign languages)

Opening hours are published by the individual libraries.

6. **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:

The Ashmolean Museum, Beaumont Street

The Pitt Rivers Museum, Parks Road

The Museum of the History of Science, Broad Street

Christ Church Picture Gallery, Christ Church

Opening hours are published by the individual institutions.

15. THE HISTORY FACULTY

1. Structure of the History Faculty

The History Faculty of the University of Oxford contains over 100 members, all active historians; it includes the great majority of those who are involved in teaching undergraduates. (For a list of University Postholders attached to the History Faculty, see the Appendix.) Like that of the University at large, its governmental structure is complex, ensuring a careful distribution of power. The two principal decision-making bodies within the Faculty are:

The Faculty Meeting: meets termly, open to all members of the Faculty.

The Board of the Faculty: meets twice per term; its members are elected from the Faculty.

The Faculty Board has several committees, of which those with particular responsibilities for undergraduate affairs are: the Teaching Committee; the Lectures Committee; the Examinations Committee. Members of the Teaching Committee are also members of the Undergraduate Joint Consultative Committee.

The officers of the Faculty and Faculty Board whose responsibilities include undergraduate matters are:

Chairman of the Faculty Board (2006-2008)	Dr C. A. Haigh
Vice-Chairman of the Faculty Board and Chair of the Teaching Committee (2006-2007)	Prof. R.J.W.Evans
Chairman of the Faculty (2006-2008)	Dr G. Davies
Co-ordinator of Undergraduate Studies (2005-2007)	Dr N. Davidson
Lectures Secretary (2006-2008)	Dr P. Gauci
Chairman of the Examinations Committee	Dr P.Thompson
The Faculty Administrator and Secretary to the Faculty Board	Mr G. Green (MT) Mrs L. Hodson (HT & TT)

2. The History Faculty Office

The Faculty Office is situated on the ground floor of the History Faculty. Its staff facilitate the administration and operation of the Faculty's business in a great variety of ways, including the servicing of the Faculty Meeting, the Faculty Board

and its Committees, and of Boards of Examiners; and the production of handbooks, bibliographies, the Lecture List, seminar programmes and other circulars.

Undergraduates should *not* normally approach the Faculty Office with individual enquiries and requests, but should in the first instance direct these through their College tutors, who are primarily responsible for the organisation of their teaching, the distribution of bibliographies, etc.

The present staff of the Faculty Office are:

Faculty Administrative Officer: Dr A. Hopkins (MT & HT)	77255
Mrs L Parkinson (TT)	77255
Miss S.J. White (Lectures)	77254
Ms I. Moriceau (Examinations)	77256
Mrs S. Harris	77256

3. The Faculty Common Room

The Common Room is on the Ground Floor of the History Faculty Building. Coffee and tea are available at all times.

4. The Modern History Research Unit

The Faculty's graduate programme and some of its larger research projects are based in the Modern History Research Unit at Block 11-2, Radcliffe Infirmary, Oxford. The Unit also contains a seminar room, which may be used for undergraduate classes.

16. GUIDELINES FOR STUDENTS WITH DISABILITIES

Introduction

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

For central information about provision made by the University for disabled students, go to: <http://www.admin.ox.ac.uk/eop/disab/>.

General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed, can be found on the University's Disability Services website at <http://www.admin.ox.ac.uk/eop>. The website of the Oxford Learning Institute also provides information on issues relating particularly to learning and teaching for students with disabilities: <http://www.learning.ox.ac.uk/oli/index.php>

Contact people

Individual needs of students will be taken into account as much as possible. The contact person for disability issues in the History Faculty is the Administrator (administrator@history.ox.ac.uk) but undergraduates with questions about the curriculum, lectures etc. which for some reason have not been resolved via their college history tutor, should contact the Faculty Administrative Officer, Dr Andrea Hopkins (faculty.office@history.ox.ac.uk, tel. (2)77255).

Premises

Details of accessibility of the different premises of the History Faculty (the History Faculty Building in Broad Street, the Modern History Research Unit in the Radcliffe Infirmary, the Wellcome Unit for the History of Medicine and the History of Art Department) can be viewed here:

<http://www.admin.ox.ac.uk/access/summary/deptab.shtml>, (or details available from the Administrator). This includes details of the accessibility and provision for disabled students in any of the teaching rooms used by the Faculty.

Many lectures for the Faculty are held at Examination Schools, in the High Street. For access information here, please see <http://www.admin.ox.ac.uk/access>. Hearing loops have been installed recently in some lecture rooms. Lectures may be amplified in the following rooms at the Examination Schools (North, South, East, West Schools). For further information, contact Mr. Keith Thomas (keith.thomas@admin.ox.ac.uk, tel. (2)76905).

Many lectures and particularly post-graduate seminars are held in colleges. For college accessibility please see: <http://www.admin.ox.ac.uk/access/summary/coltab.shtml>. If concerned about the

accessibility of any of these venues, undergraduates should contact the Faculty Administrative Officer, Dr Andrea Hopkins (see above for contact details).

If there is a problem with a venue please contact the relevant Faculty Officer as soon as possible so that alternative arrangements can be made.

Informing the Faculty

For undergraduate and post-graduate students who have declared a disability on entry to the University, the Faculty will have been informed if any special arrangements need to be made. If you require special adjustments of any kind, the Faculty asks you to inform the University, either via your application form or by contacting the Disability Office directly (disability@admin.ox.ac.uk), as soon as you have been offered a place – even if only conditional. This can help plans to be made for you even before you arrive here.

If you think that adjustments in Faculty teaching, learning facilities, (including whether special copies of material are needed), or assessment may need to be made, you should raise the matter first with your college history tutor, who will ensure that the appropriate people in the Faculty are informed.

Information about the Faculty and its courses

Information about the History Faculty, its courses, staff and facilities, is found on our website at <http://www.history.ox.ac.uk>. The website complies to Level II as required by the Special Educational Needs and Disabilities Act. If you need the information to be made available in other formats (large print-outs, copies on coloured paper, braille), please refer to the Faculty Administrative Officer (undergraduates).

Lectures, tutorials and course material

Lecturers for the History Faculty have been advised of various ways of making their lectures, classes, tutorials and the supporting material they give to students more accessible to students with disabilities. Your college tutor will try to ensure that other tutors you may be assigned to, or lecturers whose lectures you are likely to attend, have been informed of any adjustments to be made. However, it will be very helpful if you could also inform tutors and lecturers directly of how they can best make adjustments. They may liaise with the administrative officers of the Faculty to ensure that handouts are produced in a suitable format, or change their form of presentation.

Reading lists and library resources

As far as possible, tutors have been asked to indicate on reading lists which texts are available in electronic format – and thus able to be easily converted into other

formats. You will appreciate that the most successful and rewarding study of history will depend very much on breadth of reading and a lot of material will not be available other than in printed or even manuscript form. If accessibility of material is an issue for you, you may wish to discuss with your college tutor which options would have the most texts available in electronic format.

The Oxford University Libraries Resources for the Blind, which is located at Ewert House, Ewert Place, Summertown Oxford, offers the following service: audio recordings and personal readers. Please contact the centre for more information on (01865) (2)80880.

The History Faculty Library staff are also able to provide help and advice, and also to make arrangements for gaining access to particular materials in the Bodleian library and other libraries. The Library staff can also assist in making special copies (large print, coloured paper etc). Please let the Faculty Office know or contact Valerie Lawrence, valerie.lawrence@ouls.ox.ac.uk.

In addition Oxford University has an online union library catalogue, OLIS, which contains records for over five million of the estimated ten million titles held by libraries associated with Oxford University. For more information see <http://www.lib.ox.ac.uk/olis/>.

Examinations

The task of assessing what kind of adjustment might be needed for a student with a disability falls to the University Proctors. If you are an undergraduate, 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 website: <http://www.admin.ox.ac.uk/eop/disab/>.

17. FEEDBACK AND COMPLAINTS PROCEDURES

1. Undergraduate feedback and complaints procedures

The university, the Faculty and your college are always glad to receive comments (good or bad) about your experience of studying history at Oxford. There are a number of channels open to you to express your opinions or register any complaints you might have:

These are:

1. By completing a Lecture and Class Questionnaire;
2. By referring an issue to your college representative of the Undergraduate Historians' Assembly;
3. By referring an issue to the Undergraduate Joint Consultative Committee (JCC);
4. By following a formal complaints procedure within the Faculty, your college or via the University Proctors.

1. Lecture and Class Questionnaires

The Faculty encourages and welcomes feedback from undergraduates on the lectures and classes that it provides and such feedback forms a vital part of the Faculty's mechanisms for evaluating success or failure in meeting its teaching objectives. It is extremely important that we receive a high level of responses to courses and lectures, and that students provide us with a substantial amount of constructively critical, as well as appreciative, response to teaching. Feedback on tutorials is arranged through colleges, all of which have mechanisms in place 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.

Comment on teaching can be of many kinds; but while praise of a lecture course will boost a lecturer's confidence and just criticism of content or delivery should spur him or her to improve, the most valuable feedback is that which comments on the structure of the lecture course or classes, and makes suggestions about topics which could be included, covered in more detail or omitted. This is especially the case in first year teaching, when a very substantial part of the lecture provision, above all in British and General History, is in the form of large-scale lecture circuses – substantial introductory courses where a number of different tutors contribute one or more lecture to the series. These lecture-circuses are deliberately envisaged as integrated into the wider structure of the course. Success in achieving this integration is best judged by the students, so detailed comments on the usefulness, structure and omissions of the lecture circus is especially useful. Most

lecturers and lecture-course convenors are extremely receptive to any reasoned criticism of the content or style of the courses, and where it is clear that there is a degree of consensus among the respondents, are very likely to modify the structure or assumptions of a course. Please do not regard feedback on courses as a kind of last resort, undertaken only if deeply dissatisfied with a course; 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 given in three forms:

1. By questionnaires distributed by lecturers or class convenors, for return direct to the lecturer or class convenor (or, in the case of lecture circuses, to the overall convenor of the lectures). Those running classes and lecture courses may well give out the feedback forms in a session towards the end of the course, and allocate 5 minutes for the students to fill them out *in situ* and to hand them in immediately. Lecturers and convenors use these returns for their own information and benefit; they are also asked to make a report on them to the Chair of the Teaching Committee of the Faculty Board. The feedback forms are then deposited in the Faculty Office to be produced if required for external reviews or audits.
2. Questionnaires specifically intended to assist in commenting on large lecture circuses. The Faculty is aware that expecting you to comment at the very end of term on a course made up of as many as 24 lectures, given by a dozen or more individual lecturers, is unlikely to produce a response to more than a handful of lectures that were in your opinion exceptionally successful or unhelpful. Special forms for the main lecture series which provide space for you to comment on individual lectures in a series are available on-line in PDF format at the history website:
<http://www.history.ox.ac.uk/currentunder/questionnaires/index.htm> The forms can be downloaded whenever you wish during term, and used either as a diary, a means to comment on each of the individual lectures in turn, or can be filled out in response to any particular lecture/group of lectures you thought useful, irrelevant or potentially subject to improvement. These forms can be sent either to the convenor of the lecture course or can be posted direct to the Chair of the Teaching Committee, c/o the Faculty office who will treat all such submissions as anonymous.
3. By questionnaires available EITHER in hard copy in the History Faculty Building, OR on line at the Faculty website: <http://www.history.ox.ac.uk>. This

is a more general questionnaire, which allows you to comment, over a part or an entire term, on lectures, classes, reading lists, book-provision in libraries and any other issues that students wish to raise about the Faculty's provision of teaching. (It does NOT include a section on tutorial teaching; this lies within the remit of the individual colleges, and students will have the opportunity to fill out college questionnaires on tutorial teaching, whether this was provided by college or outside tutors.) On completion, the Faculty questionnaires should be posted direct or delivered to the History Faculty Office. Students have the opportunity to decide whether their comments should be treated as anonymous, and to indicate whether they wish the specific issues raised to be discussed directly with the tutor concerned. These questionnaires may be filled in whether or not you have already filled out feedback form(s) on particular courses, or perhaps missed the opportunity to do so. This second style of questionnaire may also provide you with the opportunity to comment more generally on the structure and integration of elements in a large teaching structure. You are asked to indicate on the general questionnaire whether you have already filled out a specific form on any one of the aspects of teaching which you are commenting upon – simply to avoid the double-counting of comments.

On receipt of reports, either direct from the students, or in the form of reports from lecturers and class convenors, the Chair of the Teaching Committee will prepare a summary and general report for consideration by both the Teaching Committee and the Undergraduate Joint Consultative Committee.

2. The Undergraduate Historians' Assembly

The undergraduate historians' assembly provides an important role – filling the gap between the history tutors, lecturers and professors, and students. It meets around three times a year, and discusses any issues that are raised by college reps, such as language teaching provision, opening hours of libraries, and attempting to avoid lecture clashes. Issues can be solved directly by talking to individuals, such as the librarians at the History Faculty, or can be taken by reps elected by the assembly to the history JCC. A list of the college representatives to the Assembly is posted at the entrance to the Faculty Library.

In the past the JCC has addressed the problem of expensive prints needed for history options, providing feedback for lecturers, lack of books on certain subjects, and also on the underperformance of 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 organizes events, such as the freshers' tea party, and the women's Finals forum.

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.

The current joint presidents of the historians' assembly are Sanam Alaghband, St Hugh's, and Sarah Tooke, Greyfriars College.

3. The Undergraduate Joint Consultative Committee

The Joint Consultative Committee meets termly in Fourth Week. The Faculty Board's standing orders provide that the composition and terms of reference of the Committee are as follows:

Composition:

- i. The Chairman of the Board (*ex officio*);
- ii. five other members of the Board's Teaching Committee, including the Co-ordinator of Undergraduate Studies;
- 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 Modern History and its Joint Schools at each college;
- iv. a recent graduate, co-opted by the Committee;
- v. short-term co-optations may also be made subject to the Chairman's approval, up to a maximum of three junior and three senior members;
- vi. members of the Assembly may attend the committee for discussion of particular issues, subject to the Chairman receiving advance notice.

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 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.

In addition Modern History and Politics has its own Joint Consultative Committee to address issues specifically to do with the Joint School.

4. Student Complaint Procedures

1. *Complaints about Faculty-organized teaching*

- i. The Faculty provides questionnaires on lectures and class teaching that can be filled in and posted in the box outside the Library. Comments will all be read by the Chairman of the Teaching Committee and action taken as appropriate. Questionnaires can also be downloaded from the History Faculty website as a PDF document (see Part 1 of this section).
- ii. If complaints are pressing, or not readily contained within the form, undergraduates should normally consult their college tutor(s), asking them to raise the concerns with the Chairman of the Faculty's Teaching Committee.
- iii. In the rare event that neither of the above procedures proves sufficient or appropriate, undergraduates should write directly to the Chairman of the Teaching Committee, c/o the History Faculty, not later than Monday of First Week in the term following the class or lecture concerned, informing their college tutor that they had done so.
- iv. The Chairman of the Teaching Committee will address student complaints under iii. formally. The postholder(s) involved will be contacted and asked for a response in writing to the issues raised. The documents will also be taken to the next meeting of the Teaching Committee.
- v. Both the complainant and the postholder(s) will receive written reports on the action recommended by the Teaching Committee.
- vi. If the complainant still considers that a complaint has not been dealt with satisfactorily at Faculty level, he or she can write to or ask for an appointment with the Proctors or Assessor of the University, who act as independent 'ombudsmen'. Contact the Clerk to the Proctors at:

brian.gasser@admin.ox.ac.uk, or refer to the Proctors' website at <http://www.admin.ox.ac.uk/proctors> for advice on procedures.

2. *Complaints about college teaching*

Complaints about teaching provided or organized through your college should be referred first to your college tutor; or directly to the Senior Tutor of your College. Your college may have a published complaints procedure; help and advice in any case can be obtained from your JCR or college SU representatives.

3. *Complaints about examination matters*

Extract from the Proctors' and Assessor's Memorandum, 2005-6: if you have a complaint about procedures not being correctly followed during an examination, or if you have reason to believe that your examination was not conducted fairly, or that your examiners did not take account of previously notified special circumstances affecting your performance, you should consult urgently the appropriate college officer, usually the Senior Tutor. Queries and complaints must not be raised direct with examiners. You will then be advised how to go about making a formal complaint to the Proctors who, if they consider that a *prima facie* case exists, will investigate the matter. Complaints relating to taught-course examinations should be made as soon as possible after the papers have been sat (preferably within one month, and not more than three months after your results have been announced). More details of these complaints procedures can be found [on http://www.admin.ox.ac.uk/proctors](http://www.admin.ox.ac.uk/proctors).

4. *Complaints about Equal Opportunities*

Appendix A of the Proctors' and Assessor's Memorandum sets out the University's Equal Opportunities Statement: Students. The History Faculty subscribes to this policy. If you feel during the course of your studies you have not been treated according to this policy, you may use the student complaints procedure and should, in the first instance, lodge your complaint with the Proctors, who will advise on the procedure to be followed thereafter.

5. *Harassment*

In common with other universities, Oxford regards harassment as unacceptable behaviour and has introduced a Code of Practice designed to protect its students, staff and other people for whom it has a special responsibility. For purposes of this

code, *harassment* is regarded as unwarranted behaviour which disrupts the work or reduces the quality of life of another person. Such harassment could involve a single act or series of acts of bullying, verbal or physical abuse, ill-treatment, unwelcome sexual advances; or otherwise creating or maintaining a hostile studying, working or social environment.

The University's Code of Practice Relating to Harassment is reproduced in Appendix C of the Proctors' and Assessor's Memorandum and is formally drawn to the attention of student members of the University.

<http://www.admin.ox.ac.uk/eop/har/harcode1.shtml>

The Proctors appoint Senior Members to a University Advisory Panel on harassment. As explained in the Code, these advisers may be approached by any student or members of staff in the University suffering from harassment, as defined in the Code. The Panel has also prepared a pamphlet, *Harassment: what it is and how you can deal with it*. Copies are available from the Proctors' Office or from JCR Welfare Officers or OUSU. Some colleges have appointed special advisers or advisory panels to respond to complaints or harassment. If your college has no special arrangements, people you might approach within college could include the dean, tutor for women, or chaplain.

Contact numbers:

The Proctors' Office	telephone (2)70090
Advisory Panel on Harassment	telephone (2)70760

The History Faculty operates the University's Code of Practice Relating to Harassment. Undergraduates who feel that they have been subject to harassment in a Faculty context may wish to contact one or other Faculty Advisers.

The History Faculty Advisers for the academic year 2006-7 are:

Dr Senia Paseta, St Hugh's	Tel. (2)74952
Dr Nick Davidson, St Edmund Hall	Tel. (2)89128

18. LANGUAGES FOR HISTORIANS

A knowledge of Modern foreign languages is even more valuable in the Final Honour School than it was in Prelims. It is required in the case of certain Modern Special Subjects and in two Further Subjects, where the prescribed documents or texts include some in a foreign language (see below). More generally, a knowledge of one or more foreign languages will greatly broaden the scope of your secondary reading for any paper. It is a simple mistake to assume that only historical scholarship written in English is worth reading, even in British History: French, German and Italian historians (to name only three major language groups) have made fundamental contributions in almost every field. Knowledge of languages will also enlarge the range of evidence on which you can draw in writing an Extended Essay and thesis. Likewise some knowledge of Latin is invaluable in the study of medieval and early modern history, even if no Special Subject now sets texts in Latin.

The subjects which require a reading knowledge of a foreign language are:

Special Subjects:

The Scientific Movement in the Seventeenth Century (some texts in French)
Art and its Public in France, 1815-1867 (most texts in French, though abridged English translations are available of some)
The Russian Revolution (some texts in Russian)
Nazi Germany, a Racial Order, 1933-45 (substantial proportion of documents in German)
France from the Popular Front to the Liberation (substantial proportion of documents in French)

Further Subjects:

Texts are prescribed in Spanish in:
Revolutionary Mexico 1910-1940 (contains documents only available in Spanish)

Texts or documents in French are also prescribed in the following papers:
The Crusades (one text in French)
Society and Government in France 1610-1715 (contains documents only available in French)
Culture and Society in France from Voltaire to Balzac (translations of most works available)

If you wish to maintain or improve your linguistic skills in order to be able to take one of these subjects, the sooner you take steps to do so the better.

The University Language Centre, 12 Woodstock Road, offers all students the following facilities, free of charge:

1. *Taught Classes* in General language, in French (5 levels), German (reading and speaking) (5 levels), Italian (5 levels), Spanish (8 levels), Russian (5 levels) and Modern Greek (2 levels). Classes in Mandarin (2 levels), Portuguese (2 levels), and Welsh are also offered.

2. *Materials for private study*: available in 135 languages; facilities for viewing live TV by satellite in 14 different languages, including French, German, Italian and Spanish.

Undergraduates should visit the Centre in Noughth Week to obtain information and register for courses. *Early registration is advisable.*

The Language Centre also offers a course specifically for historians in their second year: *Reading French for Historians*. This is commissioned by the History Faculty: details are circulated to undergraduates at the end of their first year or beginning of their second through College tutors. This course covers texts in French from the late Middle Ages to the twentieth century, and provides the opportunity to specialize in an earlier or later period within this broad span.

Travel

A further reason to maintain or acquire foreign languages is to travel, which all historians should aim to do, especially in the longer vacations. A historian travels to do more than look at the ruins and buildings which remain from a country's past. She or he also travels to experience the present, an understanding of which is often the most important single key to the past; and your ability to understand the present is all the greater if you can speak and read a country's language.

Most colleges have some funds with which to make grants to undergraduates wishing to travel; but you should expect to find some and possibly the majority of your funds from other sources. Again, early planning will be rewarded.

19. INFORMATION TECHNOLOGY

By the beginning of your second year, you should have familiarized yourself with electronic mail, word-processing, and the use of OLIS. During the second and third years, there are many opportunities to enhance your IT skills through the University, and students will need to put them to use in the writing of the Special Subject extended essay and thesis.

Students should be aware of the extensive networked databases offered through Oxlip [<http://www.bodley.ox.ac.uk/oxlip/>]; access through machines in College Libraries and Computing Rooms, Faculty Library, and Bodleian. You may also use Oxlip on your own computer. Click on 'Title List' 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 250,000 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 Oxford Dictionary of National Biography, Historical Abstracts (summaries of many articles searchable by subject as well as author), the Bodleian pre-1920 catalogue (for earlier works, and probably particularly useful for those thinking of writing dissertations). 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. Many of the resources available online have to be accessed using a computer connected to the University network or require a personal ATHENS username and password. If you haven't already done so, you need to register online with OUCS to obtain a personal ATHENS username and password (<http://www.oucs.ox.ac.uk>).

There are some useful gateways which will take you to the numerous online resources. Among the most useful are NISS, HUMBUL and the Institute of Historical Research in London. Students can access these from the History Faculty web-site which is to be found at <http://www.history.ox.ac.uk>. The web-site also contains the Handbook for the Final Honour School, 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. Slightly more advanced courses are available through Jayne Plant in the Upper Reading Room of the Radcliffe Camera (tel: 277203; e-mail: jep@bodley.ox.ac.uk). She will arrange short courses for small groups at your request, and you may find these 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 **University Rules for Computer Use**, 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.*

20. PRIZES AND GRANTS

Undergraduates reading Modern History and its Joint Schools are eligible for the following prizes. Full details of the terms and conditions of the prizes, and of the method and timetable of application, are published in a *Supplement* to the *University Gazette* in the middle of Michaelmas Term. Summary details only are given below.

1. Prizes awarded for work submitted in the Final Honour Schools

The Arnold Modern Historical Essay Prize: for the best thesis in Modern History (since AD285) submitted in the Honour School of Modern History or any of its joint schools, or in the Honour School of Philosophy, Politics and Economics. Value: £500.

The HWC Davis Prize: For the best performance in the Preliminary Examination for History. Awarded by the examiners in History. Value: £300.

The Gladstone Memorial Essay Prize: for a thesis on some subject connected with recent British History, Political Science, or Economics, or with some problem of British policy – domestic, imperial, or foreign – in relation to finance or other matters, submitted for the Honour Schools of Modern History, Modern History and Economics, or Philosophy, Politics and Economics. The prize is traditionally linked with Gladstone and Gladstonian Studies. Value: £500.

Gibbs Prizes: awarded for outstanding performances in the Honour School of Modern History and its Joint Schools.

The Kirk-Greene Prize in Modern African History: for the best performance in the area of Modern African History in the Honour School of Modern History and the associated Joint Schools. Value: £75.

2. Prizes awarded separately from the Final Honour Schools, but essays entered for which may subsequently be submitted as theses in the Final Honour Schools of Modern History and its Joint Schools:

The Curzon Memorial Prize: for an essay on some aspect of Indian life or history. Value: about £700. Maximum length: 12,500 words. Awarded every three years.

The Beit Prize: for an essay on some subject connected with the advantages of ‘Imperial Citizenship’, or on some subject connected with Colonial History. In practice this is defined as topics in the field of British Imperial and Commonwealth History, or in imperial aspects of British History. Value: at least £350. Maximum length: 15,000 words.

The Robert Herbert Memorial Prize: for an essay or short dissertation ‘on some subject connected with those problems of Imperial Administration to which Sir Robert Herbert devoted his life.’ In practice defined as topics in the field of British Imperial and Commonwealth History, or in imperial aspects of British History. Value: at least £400. Maximum length 15,000 words.

The Jane Willis Kirkaldy Junior Prize: for an essay on a topic concerning the history of science (including the history of medicine) and technology. Value: £300. Length: 10-15,000 words.

The Wylie Prize: for the best essay on some aspect of the history of the United States of America. Value: £150. Maximum length: 15,000 words. Prior approval for the subject of the essay must be obtained from the examiners.

The Sara Norton Prize: for an essay of not more than 30,000 words (though an essay of shorter length will be acceptable) on a subject within the field of the political history and institutions of the United States of America. The subject must be approved by the Board of the Faculty of Social Studies. (Prize also open to graduate students) Value: £600.

Cecil Roth Memorial Prize for Italian Studies: for an essay on an approved subject within the field of Italian art, history or literature in the period from the end of the Roman Empire in the west until the end of the eighteenth century. Approval for the subject to be obtained through the Secretary of the Taylor Institution, 37 Wellington Square. Value: £400; with two book prizes of £50 each. Length not to exceed 10,000 words.

3. Grants to support travel for the purposes of research.

The Colin Matthew Fund: established for the promotion and encouragement of historical study or research within the University. It currently offers grants to support travel for the purposes of research, application for which may be made by undergraduates as well as graduates. Undergraduates who need to travel to undertake research for their thesis are particularly encouraged to apply. Grants may be awarded up to the value of £500.

The number of awards available and the application procedure will be announced at the beginning of Hilary Term, and applicants notified of the outcome early in Trinity Term. Application forms may be obtained from the Secretary to the Fund: The Senior Bursar, St Hugh’s College, from the start of Hilary Term.

The Laurence Binyon Prize: awarded for travel to Asia, the Far East, or another area outside Europe, to extend knowledge and appreciation of the visual arts. Value up to £1, 000. The holder of the prize will be expected to submit a report on their travels after return.

Candidates should apply in writing to: The Secretary to the Inter-faculty Committee for the History of Art, History Faculty, Broad Street, Oxford OX1 3BD no later than **Friday 23 March 2007**.

21. APPENDIX

MEMBERS OF THE HISTORY FACULTY WHO HOLD TEACHING APPOINTMENTS IN THE UNIVERSITY

Below is a list of University professors, readers and lecturers with a brief indication of their teaching and research interests. The list is divided into very broad subject categories; but many postholders may have interests which span these categories (for instance, there are historians working in the medieval, early modern and modern periods who have interests in the history of art or the history of science). In addition, many colleges employ both permanent and temporary lecturers and have Junior Research Fellows or postgraduates who give tutorials in particular subjects. Senior library and museum curatorial staff with research interests in the general field of modern history also contribute to the faculty's teaching, as do members of a number of interdisciplinary research centres.

2006-2007

Medieval history

Dr Lesley Abrams, Balliol College. Anglo-Saxon England; Scandinavia in the Viking age.

Professor John W. Blair, The Queen's College. Early medieval England, especially Anglo-Saxon religious, cultural and economic history.

Dr Ian Forrest, Oriel College. Social and religious history, 1200–1500.

Dr George S. Garnett, St Hugh's College. Late Anglo-Saxon and post conquest England; medieval and early modern political thought.

Professor Helena F. Hamerow, St Cross College. Early medieval archaeology, especially of north-west Europe.

Dr Peter J. Heather, Worcester College. Early Medieval History.

Dr Catherine J. Holmes, University College. Medieval Byzantium.

Mr James D. Howard-Johnston, Corpus Christi College. Byzantium and its neighbours in the early middle ages

Dr Matthew Kempshall, Wadham College. Late Medieval History: the transmission and transformation of aspects of the classical tradition in late medieval Europe

Dr Marlia C.M. Mango, St John's College. Byzantine Art and Archaeology.

Mr John B.W. Nightingale, Magdalen College. British and European history, eighth to twelfth centuries.

Dr Gervase Rosser, St Catherine's College. Medieval society and religion; the Italian Renaissance.

Professor Richard Sharpe (Reader in Diplomatic), Wadham College. Medieval English history to the thirteenth century; medieval Irish, Welsh, Scottish history; the historical context of medieval documents, texts and libraries.

Dr Benjamin J. Thompson, Somerville College. English history, eleventh to sixteenth centuries (also European). Politics and power-structures; church and society.

Dr Roger Tomlin, Wolfson College. Late Roman History, Roman Britain.

Dr Malcolm G.A. Vale, St John's College. Europe, 1100-1500, especially Anglo-French and Burgundian history.

Mr Bryan R. Ward-Perkins, Trinity College. The history and archaeology of the post-Roman world.

Dr John L. Watts, Corpus Christi College. Late medieval history, especially thirteenth- to fifteenth-century English and European political structures.

Dr Mark Whittow, St Peter's College. Mediterranean history and archaeology.

Professor Christopher Wickham (Chichele Professor of Medieval history), All Souls College. Early medieval history.

Early Modern History (the British Isles and Europe)

Dr Ian W. Archer, Keble College. Early modern British and European history, especially English social history.

Dr Toby C. Barnard, Hertford College. Seventeenth-century England and Ireland from 1540 to 1760.

Dr Susan E. Brigden, Lincoln College. The Reformation; English social history; Tudor poetry.

Mr Robin Briggs, All Souls College. Early-modern French and European history.

Professor Laurence W.B. Brockliss, Magdalen College. Early modern Europe with particular reference to science, medicine and education in France.

Dr Faramerz Dabhoiwala, Exeter College. Seventeenth- and eighteenth-century English history.

Mr Nicholas Davidson, St Edmund Hall. Renaissance and early modern Europe, especially Italy; history of Catholicism.

Dr Perry Gauci, Lincoln College. Social, economic and political development of Britain, 1600-1800.

Dr Gabriel Glickman, Hertford College. Sixteenth- and seventeenth-century British and European history.

Dr Steven J. Gunn, Merton College. Late medieval and early-modern Europe and Britain, especially Tudor England.

Dr Christopher A. Haigh, Christ Church. Religion and politics in England, 1485-1640.

Dr Felicity M. Heal, Jesus College. Sixteenth- and seventeenth-century British history; the English Gentry; the Reformation.

Dr Clive A. Holmes, Lady Margaret Hall. Law, politics, and society in seventeenth-century England; American colonies in the seventeenth and eighteenth centuries.

Dr Howard Hotson, St Anne's College. Early modern Europe, the Reformation, intellectual history 1560-1660.

Dr Martin Ingram, Brasenose College. Early modern British and European history, especially English social history.

Dr Natalia Nowakowska, Somerville College. Early modern European history, particularly central European Renaissance and Reformation.

Dr David A. Parrott, New College. Early modern European history.

Dr John Robertson, St Hugh's College. Early modern Europe (1500-1800); the Enlightenment and political thought.

Professor Lyndal Roper, Balliol College. Witchcraft in early modern Germany; gender history; psychoanalysis and history.

Dr Hannah Smith, St Hilda's College. Politics and culture in Britain and Europe, 1600–1750; monarchy; the military; female education.

Modern History (the British Isles, Europe, Russia)

Dr C. Catherine L. Andreyev, Christ Church. Nineteenth- and twentieth-century Russian history.

Dr Michael Broers, Lady Margaret Hall. Napoleonic France and Italy

Professor Jane Caplan, St Antony's College. Twentieth-century German history (1918-1945) and official documentation of individual identity.

Mr Alexander Clarkson, New College. Modern European history.

Dr Patricia M. Clavin, Jesus College. Twentieth-century European history; international relations and economics between the wars.

Dr Martin H. Conway, Balliol College. Nineteenth- and twentieth-century Europe, especially Belgium.

Dr John H. Davis, The Queen's College. Nineteenth- and twentieth-century Britain; politics and society in late Victorian and Edwardian London.

Dr Christina de Bellaigue, Exeter College. Nineteenth-century Britain and France, especially social and cultural history; gender history.

Professor Robert J.W. Evans (Regius Professor of Modern History), Oriel College. Central and Eastern Europe, sixteenth-twentieth centuries.

Professor Roy Foster (Carroll Professor of Irish History), Hertford College. Irish history and culture in the modern period.

Dr Jane Garnett, Wadham College. Modern world history, especially nineteenth-century intellectual, religious and cultural history.

Mr Peter R. Ghosh, St Anne's College. English politics in the era of Gladstone and Disraeli; British and European historiography from the Enlightenment to the present.

Professor Robert N. Gildea, (Professor of Modern History), Worcester College. France since the Revolution and nineteenth-century Europe.

Dr Kathryn Gleadle, Mansfield College. Gender and political culture in Britain in the eighteenth and nineteenth centuries.

Dr Abigail Green, Brasenose College. Nineteenth and twentieth-century Germany and Britain. The Press and the dissemination of news.

Dr Adrian M. Gregory, Pembroke College. Modern British and European history.

Professor Jose F. Harris, St Catherine's College. Late nineteenth- and twentieth-century social history and social and political thought.

Dr Robert Harris, Worcester College. Britain in the long eighteenth-century.

Dr Ruth Harris, New College. Nineteenth-century French history, especially social, intellectual, religious and medical history; women's history.

Dr David Hopkin, Hertford College. Nineteenth and early twentieth-century European history, rural societies, popular culture and folklore, military history

Mrs Janet H. Howarth, St Hilda's College. Modern British social history.

Ms Joanna M. Innes, Somerville College. Modern British and European history, especially eighteenth-century.

Dr Ben Jackson, University College. Nineteenth- and twentieth century British history.

Dr Marc Mulholland, St Catherine's College. Twentieth-century Ireland and Britain.

Dr Senia Paseta, St Hugh's College. Nineteenth- and twentieth-century Ireland and Britain.

Dr David R. Priestland, St Edmund Hall. Nineteenth- and twentieth-century European history, particularly Russia and the Soviet Union.

Professor Robert Service, St Antony's College. Twentieth-century Russian and Soviet history; Russian Politics and Society; modern Russian intellectual thought.

Dr Simon Skinner, Balliol College. Nineteenth-century political and religious history.

Dr Nicholas Stargardt, Magdalen College. Twentieth-century Europe and especially Germany. History of childhood.

Professor Hew F.A. Strachan (Chichele Professor of the History of War), All Souls College. Nineteenth- and twentieth-century military history.

Mr Philip J. Waller, Merton College. Late nineteenth- and early twentieth-century British history.

Dr William Whyte, St John's College. Nineteenth- and twentieth-century British history.

Dr Abigail Wills, Brasenose College. Twentieth-century British history.

Dr Brian W. Young, Christ Church. British History from eighteenth century; British intellectual history.

Dr Oliver Zimmer, University College. European history c. 1760-1939, especially Germany, nationalism, religion, citizenship

Extra-European History (excluding the United States)

Professor William Beinart (Rhodes Professor of Race Relations), St. Antony's College. African history; environmental history; history of race relations.

Professor Judith M. Brown (Beit Professor of the History of the British Commonwealth), Balliol College. Commonwealth History and modern Indian society, religion and politics.

Dr Peter B.R. Carey, Trinity College. Modern South-East Asia, 1800 to the present, especially Indonesia and Cambodia.

Dr John G. Darwin, Nuffield College. The rise and fall of the major European colonial empires, especially the British.

Professor Alan S. Knight (Professor of Latin American History), St Antony's College. Latin American history, with special reference to Mexico.

Dr Anna-Maria Misra, Keble College. Nineteenth- and twentieth-century imperialism and the economic development of India.

Dr Rana Mitter, St Cross College. Twentieth-century Chinese history.

Dr David A. Washbrook (Reader in South Asian History), St Antony's College. Nineteenth and twentieth-century Indian history.

Dr Ann Waswo, St Antony's College. Modern Japanese history.

History of the United States

Professor R.J. Carwadine, St Catherine's College. (Rhodes Professor of American History). American politics, religion and society in the Civil War era.

Dr Gareth Davies, St Anne's College. Twentieth-century American history.

Dr Lawrence N. Goldman, St Peter's College. British and American history since 1750.

Professor Linda Kerber, (the Harold Vyvyan Harmsworth Professor of American History) Queens College. American history.

Dr Donald Ratcliffe. Eighteenth- and nineteenth-century American history.

Dr Jay Sexton, Corpus Christi College. Nineteenth-century American history and US foreign relations.

Dr Peter Thompson, St Cross College. American history, c.1600-1800; social history; gender and women's history.

Dr Stephen Tuck, Pembroke College. Nineteenth- and twentieth-century American history.

[Note. The Harold Vyvyan Harmsworth Professor of American History, The Queen's College, is appointed annually.]

History of science, medicine and technology

Dr Sabine Clarke, Departmental Lecturer, history of medicine.

Professor Mark Harrison (Reader in the History of Medicine), All Souls College. The history of disease and medicine in the British Empire, especially India, and the history of medicine and war.

Dr Sloan Mahone, St Cross College. History of psychiatry in east Africa; psychology of social movements; colonialism.

Professor Pietro Corsi, (Professor of History of Science), Linacre College. The history of science.

Economic and Social History

Professor Robert Allen, (Reader in Economic History), Nuffield College. Agriculture and economic development.

Professor Jane Humphries, (Reader in Economic History), All Souls College. British Industrial Revolution.

Professor Avner Offer (Chichele Professor of Economic History), All Souls College. Recent Social and Economic History.

History of Art

Dr Geraldine A. Johnson, Christ Church. Art and architecture in Early Modern Europe; women and the visual arts; history of photography; and historiography of art history.

Professor Martin Kemp (Professor of the History of Art), Trinity College. Italian Renaissance Art, relationships between art and science from 1300 to the present day, and issues of representation.

Dr Marius Kwint, History of Art. Eighteenth- and nineteenth-century British/European History of Art/Visual Culture.

Dr Gavin Parkinson, History of Art. Twentieth-century art.

Dr Gervase Rosser, St Catherine's College. The Italian Renaissance, medieval society and religious history.

August 2006