

Special Subject

HIST 33002: *Special Subject (20 Credit Points)*

HISTORY AND HISTORIANS IN MEDIEVAL EUROPE

Tutor: Dr Marcus Bull

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

This Special Subject looks at the writing of history in western medieval Europe: this is not only a fascinating and much-debated subject in its own right, it is also an excellent point of entry into many facets of medieval culture. The focus is on the period c.800-c.1200, though there will be opportunities to look at earlier and later material. The main areas covered are England and France, with attention also paid to Spain, Germany, and the Latin East. We can easily take narrative historical sources for granted, and we readily associate them with our period – the word ‘chronicle’ is something that the general public will have come across even if doesn’t know much else about the Middle Ages – but things aren’t that straightforward. History was never something that one formally learned in the Middle Ages; it never became a subject in its own right in the schools and universities alongside Theology or Law. But at the same time people did sit down and write histories, so they must have believed that there were other people interested in what they had to say. Almost all of the histories that have come down to us were the result of private interest and initiative. So why did people write histories? What sorts of past were they interested in, and what uses did the past serve? What sorts of influences and models did medieval historians use? What sorts of sources did they consult? How many medieval historians were eye-witness observers of what they wrote about, and what did being an ‘eye-witness’ actually involve? The unit benefits from the easy availability of many translated sources in a variety of genres: annals, chronicles, biographies, miracle collections, crusade and travel narratives, and visual materials.

PROVISIONAL SEMINARS:

1. **Introduction to Main Issues**
2. **Rulers’ Lives: Charlemagne and Alfred the Great**
3. **The Norman Myth: Dudo to Orderic**
4. **Eye-Witness Narratives of the First Crusade: The *Gesta Francorum***
5. **Eye-Witness Narratives of Later Crusades: The *Itinerarium Peregrinorum***
6. **The Normans in the South: Amatus, William of Apulia and Malaterra**
7. **The Journalistic Eye: Galbert of Bruges and the Murder of Charles the Good**
8. **History and Myth: Geoffrey of Monmouth and King Arthur**
9. **Narratives of Conquest and Race: Gerald of Wales**
10. **Conclusion: What were Histories for?**

CORE TEXTS:

Einhard and Notker the Stammerer, Two Lives of Charlemagne, trans. L. Thorpe (Penguin Classics; Harmondsworth, 1969).

Galbert of Bruges, *The Murder of Charles the Good*, trans. J. B. Ross (New York, 1959; repr. Toronto, 1982).

Geoffrey of Monmouth, *The History of the Kings of Britain*, trans. L. Thorpe (Penguin Classics; Harmondsworth, 1966).

Gerald of Wales, *Expugnatio Hibernica: The Conquest of Ireland*, ed. and trans. A. B. Scott and F. X. Martin (Dublin, 1978).

Gesta Francorum et aliorum Hierosolimitanorum, ed. and trans. R. M. T. Hill (London, 1962).

Henry of Huntingdon, *Historia Anglorum*, ed. and trans. D. Greenway (Oxford, 1996).

Orderic Vitalis, *The Ecclesiastical History*, ed. and trans. M. Chibnall, 6 vols. (Oxford, 1969-80).

INTRODUCTORY READING:

- Bartlett, R., *Gerald of Wales 1146-1223* (Oxford, 1982)
Coleman, J., *Ancient and Medieval Memories* (Cambridge, 1992)
Davis, R. H. C., *The Normans and their Myth* (London, 1976)
Edbury, P. W. and Rowe, J., *William of Tyre* (Cambridge, 1988)
Geary, P. J., *Phantoms of Remembrance* (Princeton, 1994)
Partner, N., *Serious Entertainments* (Chicago, 1977)
Remensnyder, A. G., *Remembering Kings Past* (Ithaca, NY, 1995)
Shopkow, L., *History and Community* (Washington, 1997)
Wolf, K. B., *Making History* (Philadelphia, 1995)

HIST 33002: Special Subject (20 Credit Points)

THE INTELLECTUAL CULTURE OF THE TWELFTH CENTURY

Tutor: Mr Ian Wei

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

The twelfth century has long been recognised as a period of dramatic change in Western Europe. Economic, social, political, religious, cultural and intellectual historians have all been moved to deploy the most dramatic terms favoured by their particular generation to express the significance of this change: renaissance, reformation, discourse, to name but a few. This unit will focus on the culture of learning in the twelfth century and its role in wider social change.

We will begin by looking at the new schools that were described by men like Peter Abelard and John of Salisbury. We will explore their work on Aristotelian logic and universals, and the way in which theology developed as an academic discipline. The lifestyle and intellectual methods of the schoolmen will then be compared and contrasted with what was going on in the monastic world, using the writings of Bernard of Clairvaux, William of Saint Thierry, Hildegard of Bingen, and Elisabeth of Schönau. We will consider conflicts between different types of scholar, and also works of synthesis that were produced by, for example, Hugh of Saint Victor and Peter Lombard. Attitudes to the natural world will be explored through the scientific and cosmological works of scholars like Adelard of Bath, Bernard Sylvestris and William of Conches. Having looked closely at the scholarly preoccupations of the learned, we will move in the second half of the unit to consider the ways in which scholars viewed and interacted with the rest of society. Topics will include: the development of gothic architecture; the role of learned men at royal and aristocratic courts; courtly literature; learned criticism of society; the desire to shape the behaviour of the laity through pastoral care; developments in different types of law; and the role of learned men and women in politics. Finally we will consider how developments in the twelfth century led to the emergence of universities.

PROVISIONAL SEMINARS:

- 1. New Institutional Contexts**
- 2. Philosophy and Theology in the Schools**
- 3. Monastic Learning**
- 4. The School of St Victor and the Study of the Bible**
- 5. Science and Cosmology**
- 6. Gothic Architecture**
- 7. Courtly culture and Sexuality**
- 8. Pastoral Care and Social Satire**
- 9. Law and Politics**
- 10. The Emergence of Universities**

INTRODUCTORY READING:

Bouchard, C.B., *'Every Valley Shall Be Exalted': the Discourse of Opposites in Twelfth-Century Thought* (Ithaca, New York, 2003)

Ferruolo, S.C., *The Origins of the University: the Schools of Paris and their Critics, 1100-1215* (Stanford, 1985)

Godman, P., *The Silent Masters: Latin Literature and its Censors in the High Middle Ages* (Princeton, 2000)

Haskins, C.H., *The Renaissance of the Twelfth Century* (Cambridge, Ma., 1927)

Jaeger, C.S., *The Envy of Angels: Cathedral Schools and Social Ideals in Medieval Europe, 950-1200* (Pennsylvania, 1994)

Morris, C., *The Discovery of the Individual, 1050-1200* (London, 1972)

Southern, R.W., *Scholastic Humanism and the Unification of Europe, volume 1: Foundations* (Oxford, 1995)

Swanson, R.N., *The Twelfth-Century Renaissance* (Manchester, 1999)

Stiefel, T., *The Intellectual Revolution in Twelfth-Century Europe* (London, 1985)

HIST 33002: Special Subject (20 Credit Points)

CALVINISM AND EUROPE

Tutor: Dr Kenneth Austin

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

Calvinism was the most dynamic form of Protestantism to emerge out of the reformation, and the one which met with greatest political success. During the second half of the sixteenth century, Reformed churches took root, often in defiance of the established authorities, in France, Scotland, the Netherlands, Hungary, and the vast Commonwealth of Poland and Lithuania; in addition, the Church of England, under Queen Elizabeth, was also essentially Reformed. It was a movement which has played a crucial role in the historical and religious development of the component parts of the British Isles; it was a central consideration in several of the most momentous events of the early modern period, including the French Wars of Religion, the Dutch Revolt, and the Thirty Years War; and it has often been argued that it was a key element in the transformation by which Europe became recognisably 'modern'.

This special subject aims to draw on both a wide range of primary sources, most of which are available in English translation, and a substantial body of modern scholarship, much of it produced in the last twenty years or so, to investigate the reasons for Calvinism's rise to pre-eminence, the manner in which this was achieved, its subsequent impact, and its longer term historical significance. We won't overlook theological issues, but greater attention will be given to the impact those ideas had on politics, culture and society, and the ways in which such factors in turn shaped the reception of these ideas. The close interconnections between religious and political history in the early modern period (as exemplified in the French Wars of Religion and the Dutch Revolt for instance), will be stressed throughout this unit; moreover, themes such as the role of ideology, the nature and use of propaganda, and state formation and development, will allow students to draw useful comparisons with other periods of history.

PROVISIONAL SEMINARS:

1. **John Calvin**
2. **Calvin's Theology: The Institutes**
3. **The 'most perfect school of Christ'? Geneva**
4. **Calvinism and France**
5. **The French Wars of Religion**
6. **Calvinism and the Netherlands**
7. **The Dutch Revolt**
8. **John Knox and the Reformation in Scotland**
9. **Reformed Culture and Piety**
10. **'International Calvinism'**

Key Primary Sources/ Source Collections

John Calvin, *The Institutes of the Christian Religion*

Theodore Beza, *The Life of Calvin*

Robert M. Kingdon (Ed.), *Registers of the Consistory at Geneva at the Time of Calvin, vol.1, 1542-1544* (2000)

Alastair Duke et al. (Eds), *Calvinism in Europe, 1540-1610. A Collection of Documents* (1992)

G. R. Potter and M. Greengrass (Eds), *John Calvin* (1983)

David Potter (Ed.), *The French Wars of Religion. Selected Documents* (1998)

E. H. Kossman and A. F. Mellinck (Eds), *Texts Concerning the Revolt of the Netherlands* (1974)

INTRODUCTORY READING:

- Philip Benedict, *Christ's Churches Purely Reformed: A Social History of Calvinism* (2002)
- William Bouwsma, *John Calvin: A Sixteenth-Century Portrait* (1988)
- Euan Cameron *The European Reformation* (1991)
- Patrick Collinson, *The Reformation* (2005)
- R. Po-Chia Hsia (Ed.), *A Companion to the Reformation World* (2004)
- Diarmaid MacCulloch, *Reformation. Europe's House Divided 1490-1700* (2003)
- Alister E. McGrath, *Reformation Thought. An Introduction* (1988)
- Alister E. McGrath, *A Life of John Calvin: A Study in the Shaping of Western Culture* (1990)
- Ray A. Mentzer (Ed.), *Sin and the Calvinists: Morals, Control and the Consistory in the Reformed Tradition* (1994)
- Graeme Murdock, *Beyond Calvin. The Intellectual, Political and Cultural World of Europe's Reformed Churches* (2004)
- Andrew Pettegree, Alastair Duke and Gillian Lewis (Eds.), *Calvinism in Europe, 1540-1620* (1994)
- Andrew Pettegree (Ed.), *The Reformation World* (2000)
- Menna Prestwich (Ed.), *International Calvinism, 1541-1715* (1985)
- Alec Ryrie (Ed.), *Palgrave Advances in the European Reformation* (2006)

HIST 33002: Special Subject (20 Credit Points)
RADICALISM AND CLASS IN BRITAIN 1760-1850.

Tutor: Dr Richard Sheldon

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

Social and political life in Great Britain underwent great transformations between the 1760s and the 1840s. An increasingly urban and literate society came to engage in politics in novel ways and to make new claims; above all radicals pressed for a shift in the base of power away from aristocratic families and towards the people. Whilst reformers of the 1760s called for recognition of those in 'the middle station of life', the artisan radicals of the 1790s held that 'every adult person, in possession of his reason should have a vote for a Member of Parliament'. In the 1830s, working class movements built the first national organisation that campaigned by means of mass protest for Parliamentary reform and an extension of the franchise in the form of the Chartist movement.

Recent years have witnessed a lively historiographic debate in this field. The reaction against economic determinism, or 'the linguistic turn' had a large impact upon studies of Chartism and class, for a time uncoupling the assumption that new political forms emerged directly from economic and social change. The course's chronological span ends with a consideration of the Chartist movement and its legacy. We will make use of primary source materials ranging from autobiographies to radical publications through to parliamentary inquiries and documents including the reports of government spies.

PROVISIONAL SEMINARS:

1. **Introduction. Radicalism, class and social change**
2. **Bourgeois Radicalism? Wilkes and Liberty**
3. **Artisan radicalism. The Corresponding Societies of the 1790s**
4. **War, famine and crisis. Radicalism and the State 1795-1800**
5. **Gender politics, class and scandal. The Queen Caroline Affair**
6. **Early Trades Unionism**
7. **Agrarian Protest. Captain Swing and Village radicalism**
8. **The Reform Bill Crisis 1827-32**
9. **The Reform Riots in Bristol (archive session)**
10. **Chartism and Class**

SELECTED READING:

Bamford, S., *Passages in the Life of a Radical* (1844)

Clark, A., *The Struggle for the Breeches: Gender and the Making of the British Working Class* (1995)

Engels, F., *The Condition of the Working Class in England* (1845)

McCalman, I., *Radical Underworld* (1993)

Stedman Jones, G., *Languages of Class* (1983)

Tilly, C., *Popular Contention in Great Britain 1758-1834* (1995)

Worrall, D., *Radical Culture* (1992)

HIST 33002: Special Subject (20 Credit Points)
IRELAND IN THE AGE OF REVOLUTION 1780-1800

Tutor: Prof Bill Doyle

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

In the eighteenth century Great Britain attempted to 'solve' the Irish problem by placing all power – political, social and economic – in the hands of an Anglican ruling class which, on the very eve of its failure, called itself the Protestant Ascendancy. Down to the 1760s this approach seems to have been (on its own terms) a conspicuous success, producing the longest sustained period of calm in the whole of Irish history. But from that decade onwards destabilising pressures began to grow, so that by the 1790s Ireland was once again the most explosive problem in British politics, and in 1798 was the scene of the bloodiest single episode of the revolutionary decade anywhere in Europe.

The developments will be studied through memoirs, diaries, parliamentary papers and selections of socio-economic documents. There is also a lively and expanding secondary literature marked by the breakdown of many of the orthodoxies that used to dominate Irish historiography.

PROVISIONAL SEMINARS:

1. **The Irish Problem: long-term perspectives**
2. **The Protestant Ascendancy and the Penal Laws**
3. **Peasant society and agrarian terrorism**
4. **The Constitution of 1782**
5. **The French Revolution and its Irish impact**
6. **Catholic Revival**
7. **The United Irishmen**
8. **War and Treason 1793-7**
9. **1798**
10. **The Union of 1801**

PRELIMINARY READING:

Connolly, S. J., *The Oxford Companion to Irish History*

Dickson, D., *New Foundations, 1660-1800*

Foster, R.F., *Modern Ireland 1600-1972*

Kee, R., *The Green Flag, vol. 1 The Most Distressful Country*

HIST 33002: Special Subject (20 Credit Points)

DESIGNING VICTORIAN BRITAIN: FROM WEDGWOOD TO WILLIAM MORRIS

Tutor: Prof Chris Macleod

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

Nearly every object we use was once designed by somebody and yet, as a society, we generally take the creative process of design for granted. This unit invites participants to explore the social, political, and aesthetic importance of design, through the work and ideas of some of the great designers of the late-eighteenth and nineteenth centuries. For, not only did industrialization create a new and valuable role for the professional designer but, as some major Victorian thinkers realized, his (or, occasionally her) designs would both be influenced by the social and cultural context in which he worked and, in turn, make a significant impact on everyday life. As a result, the identification and promotion of good design stimulated much public debate: it inspired the Great Exhibition of 1851; raised issues concerning creativity and the organization of work; and challenged the great designer, William Morris, to accommodate his socialist principles to his pursuit of beauty through the arts and crafts. The use of visual, as well as verbal, primary sources will be an important aspect of this unit and its dissertation.

PROVISIONAL SEMINARS:

- 1. Introduction: theorizing design**
- 2. Josiah Wedgwood, neo-classicism, and industrial design**
- 3. The rise of the designer**
- 4. The Great Exhibition, 1851: policing British taste**
- 5. The Crystal Palace: modernity and mass production**
- 6. Behind the scenes at the Great Exhibition: sweatshops and dangerous trades**
- 7. The Medieval Court at the Great Exhibition: a century of revivals?**
- 8. William Morris: designing socialism**
- 9. William Morris and the Arts and Crafts movement**
- 10. Conclusion: design in the modern world**

INTRODUCTORY READING:

Auerbach, J., *The Great Exhibition of 1851: a nation on display* (1999)

Atterbury, P. & Wainwright, C. (eds.), *Pugin: a Gothic passion* (1994)

Forty, A., *Objects of desire: design and society since 1750* (1986)

Lubbock, J., *The tyranny of taste: the politics of architecture and design in Britain, 1550-1960* (1995)

McKean, J., *Crystal Palace, Joseph Paxton and Charles Fox* (1994)

Parry, L. (ed.), *William Morris* (1996)

Wosk, J., *Breaking frame: technology and the visual arts in the nineteenth century* (1992)

HIST 33002: Special Subject (20 Credit Points)

CONVICTS, COERCION AND COLONIALISM: THE EUROPEAN SETTLEMENT OF AUSTRALIA, C. 1788-1853

Tutor: Dr Kirsty Reid

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

This Special Subject examines the European colonization of Australia in the period between the late eighteenth- and mid nineteenth centuries. Between 1788 and 1853 at least 165,000 convicts were forcibly transported from Britain, Ireland and the British Empire to the Australian penal colonies. Students will be asked to consider a range of debates including: arguments about the social origins of the convicts; the role played by convicts in the settlement of Australia; the nature of the convict system; patterns of convict resistance; the relationships between free settlers, convicts and Australia's indigenous or aboriginal peoples and whether early Australia was an authoritarian 'gulag' or a more 'enlightened' project. We will assess the meaning and validity of these kinds of historical arguments by critically examining the history through a range of primary sources and by examining the different perspectives of historians. We will focus geographically upon the eastern Australian colonies of New South Wales and Van Diemen's Land (now Tasmania). Sources will be wide-ranging and will include: criminal records; political writings; colonial conduct records; convict narratives; convict ballads; and literary accounts of the penal colonies.

PROVISIONAL SEMINARS:

- 1. Envisioning empire: imagining, exploring and settling Australia.**
- 2. Botany Bay: convicts and settlers in early European Australia c. 1788-1824.**
- 3. Seeing the first Australians: European responses to the Aborigines**
- 4. The other side of the frontier? Aboriginal responses to the European invasion**
- 5. Punishment and productivity: convicts as colonial labour, c. 1824-1838**
- 6. Men of capital or shovelling out the poor? Free emigration and the transformation of Australia**
- 7. Reforming the convict system: colonial reform, abolition and beyond, 1838-1853**
- 8. Patterns of convict resistance: everyday forms of protest**
- 9. Damned whores? Convict gender relations and sexualities**
- 10. Convict voices? Narratives, ballads, letters and laments**

INTRODUCTORY READING & OTHER RESOURCES:

Atkinson, A., *The Europeans in Australia* (Oxford, 1997), Vols 1 & 2.

Daniels, K., *Convict Women* (St Leonards, NSW, 1997).

Hughes, R., *The Fatal Shore* (London, 1987).

Kociumbas, J., *The Oxford History of Australia* (Oxford, 1992).

Nicholas, S. (ed.), *Convict Workers* (Cambridge, 1988).

Reynolds, H., *The Other Side of the Frontier: an interpretation of the Aboriginal response to the invasion and settlement of Australia* (Townsville, Queensland, 1981).

Shaw, A.G.L., *Convicts and the colonies* (London, 1966).

Smith, B., *European Vision and the South Pacific, 1768-1850* (London, 1960).

HIST 33002: *Special Subject (20 Credit Points)*

A UNIT IN TWENTIETH CENTURY EUROPEAN HISTORY - tbc

Tutor: tbc

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

This unit will examine an aspect of twentieth century European history. Full details will be available in the summer.

HIST 33002: Special Subject (20 Credit Points)

ENDS AND AFTERMATHS OF EMPIRE

Tutor: Prof Stephen Howe

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

This Special Subject looks at the rapid process of decolonisation: its course, its possible causes, and its consequences for the contemporary world. The focus is on Britain's colonial empire and its end, though with comparative 'sideways glances' at other European empires and decolonisations.

UNIT AIMS:

Drawing on a major body of new historical literature, and a range of primary sources, this unit will explore a rapidly changing and often contentious field of study. A major theme throughout will be investigation and evaluation of how different kinds of actors in the decolonisation process viewed its origins, course and expected outcomes very differently: the selection of primary sources students will use is intended to exemplify this. Equally, the diverse and often sharply contending interpretations of subsequent analysts will be an explicit focus for investigation. The unit is thus in part a case study in the 'politics of historical controversy'. Another major objective is to situate the history of contemporary Britain and its empire within a broader global and comparative context. Students will also examine the nature of the relationship between the historian's work on decolonisation and contemporary debates about empire, intervention and geopolitics.

LEARNING OUTCOMES:

On successful completion of this unit, students should have gained a solid understanding of many of the major themes in the history of empire and decolonisation. They should have attained a grasp of the changing nature of British state policies, anticolonial nationalist strategies, and global pressures. They should also have come to appreciate some of the leading debates within both British and imperial history, and the comparative history of postcolonial states and regions. Not least, they will have become exposed to the variety of disciplinary approaches to an area of historical study to which political, economic and cultural analysts and theorists, as well as historians, contribute very actively.

PROVISIONAL SEMINARS:

- 1. Introduction. Concepts of empire and British imperialism: an historical overview**
- 2. The Rise of Anticolonial Nationalism**
- 3. 1939-45 – the war as watershed?**
- 4. India**
- 5. 1945-51 – Labour in power**
- 6. Domestic Politics and Decolonisation**
- 7. Decolonisation in British Africa**
- 8. Migration and British Society**
- 9. What's Left?**
- 10. After Empire – or new empires?**

KEY READING:

Abernethy, D.B., *The Dynamics of Global Dominance* (2000)

Brown, J. and Louis, W.R. (eds.), *The Oxford History of the British Empire vol. IV. The Twentieth Century* (1999).

Cain, P.J. and Hopkins, A., *British Imperialism: Crisis and Deconstruction 1914-90* (1993; 2nd.edn. 2001)

Darwin, J., *The End of the British Empire: the Historical Debate* (1990)

Harrison, B., *The Transformation of British Politics 1860-1995* (1996)

Heinlein, F., *British Government Policy and Decolonisation 1945-1963: Scrutinising the Official Mind*, (2002).

Marshall, P.J. (ed.), *The Cambridge Illustrated History of the British Empire* (1996).

Osterhammel, J., *Colonialism* (1997)

HIST 33002: Special Subject (20 Credit Points)

THATCHERISM'S LEGACY: THE POLITICAL ECONOMY OF BRITAIN SINCE 1990

Tutor: Prof Roger Middleton

Structure: 10 x 2 hour seminars, 1 x 5000 word essay, 1 x 2 hour exam

Teaching block: 1

This special subject studies the legacy of Thatcher and Thatcherism for British politics and policy from the fall of Thatcher in 1990 through to the New Labour governments. Exploring the twin filament of that legacy, that is both for the Conservative Party (initially in government and then opposition) and for New Labour (initially long in opposition and latterly in government), this unit provides a political economy of contemporary Britain with a sharp focus on the political contest and on government economic and social policies. With the reconvergence of British politics towards the centre ground in the 1990s, this unit examines the continuing difficulties experienced by the Conservative Party in developing a sustainable post-Thatcher governing strategy and why and how from its genesis New Labour absorbed not just the neo-liberalism of Thatcherism but important elements of Thatcher's statecraft.

This Special Subject builds upon, but does not have as a pre-requisite, the second-year Special Field on the genesis and development of Thatcherism. As with that unit it assumes no prior background in economics or recent British politics/history, but since it focuses specifically on issues of political economy it does require a willingness to embrace social science as well as more conventional approaches to historical understanding, and to do so at a higher analytical level and with more challenging source material than was expected in the Special Field. As befits its political economy ambitions, this Special seeks to embrace all of these approaches to contemporary events: to ground an understanding of history in terms of competing (sometimes complementary) theoretical approaches within the social sciences; to provide a comparative (cross-country) history wherever possible, and particularly with respect to ideas and policy episodes; to confront students with the range of sources available to the contemporary historian; to utilise quantitative (particularly psephological and the British Social Attitudes surveys) as well as qualitative sources, and within the latter category to employ video and other non-text media; and, above all, to develop students' ability to discriminate between different categories of argument and evidence in such a contemporary and contentious setting.

PROVISIONAL SEMINARS:

- 1. Introduction: political economy and analytical contemporary history**
- 2. The Major administration, 1990-7**
- 3. Policy focus, I: the ERM experiment, 1990-2**
- 4. Reconstructing the public sector, 1990-7: on 'obtaining more with less'**
- 5. The Tories and Europe**
- 6. The advent of New Labour**
- 7. New Labour in government since 1997**
- 8. Policy focus, II: prudence and pensions**
- 9. Electoral politics and performance, 1990-2005**
- 10. Conclusions**

INTRODUCTORY READING:

Clarke, H.D. *et al.*, *Political choice in Britain*. (Oxford: Oxford University Press, 2004)

Coates, D., *Prolonged labour: the slow birth of New Labour Britain*. (London: Palgrave, 2005)

Dorey, P., *The Major premiership: politics and policies under John Major*. (London: Macmillan, 1999)

Heath, A.F., Jowell, R.M. and Curtice, J.K., *The rise of New Labour: party policies and voter choices*. Oxford: Oxford University Press, 2001)

Heffernan, R., *New Labour and Thatcherism: political change in Britain*. (London: Palgrave, 2001)

Keegan, W., *The prudence of Mr Gordon Brown*. (Chichester: John Wiley, 2003)

Ludlam, S. and Smith, M.J., *Governing as New Labour: policy and politics under Blair*. (London: Palgrave, 2003)

Stevens, C. (2002), 'Thatcherism, Majorism and the collapse of Tory statecraft', *Contemporary British History*, 16 (1), pp. 119-50